TECNOLOGIAS DIGITAIS USADAS EM SALA DE AULA COMO INSTRUMENTOS DE APOIO NOS ANOS INICIAIS DA EDUCAÇÃO BÁSICA

Resumo

Vivemos em uma época cercada por inúmeras inovações tecnológicas que tem impactado esta geração significativamente, desde muito cedo as pessoas já fazem uso de algum aparelho eletrônico, navegando em um universo rico em recursos de entretenimentos, permitindo acesso a diferentes conteúdos seja de perto ou mesmo de longe. Tais inovações tecnológicas promovem transformações relevantes em todos os setores da sociedade, contribuindo com a formação de sujeitos mais ativos e participativos em questões de seu interesse ao redor de si e do mundo, favorecendo a disseminação da cultura popular e o seu enriquecimento. As novas tecnologias favorecem as mudanças quanto ao modo de pensar, agir, ensinar e aprender, pois elas têm contribuído significativamente para o avanço da comunicação e o acesso à informação em tempo real. Percebe-se que cada vez mais cedo as crianças estão tendo acesso a essas ferramentas tecnológicas e as dominam com muita destreza, sendo capazes de ensinar aos mais avançados em idade a utilização destas novidades. Pensando na maneira que a criança se posiciona na sociedade tecnológica, este trabalho buscou investigar a importância do uso de novas tecnologias digitais em sala de aula para potencializar o processo de ensino aprendizagem nos anos iniciais da educação básica.

Palavra-chave: Tecnologia. Educação. Prática docente.

TECNOLOGÍAS DIGITALES UTILIZADAS EN EL AULA COMO INSTRUMENTOS DE APOYO EN LOS PRIMEROS AÑOS DE EDUCACIÓN BÁSICA

Resumen

Vivimos en una época rodeada de innumerables innovaciones tecnológicas que han impactado significativamente a esta generación, ya que las personas muy tempranas ya utilizan algún dispositivo electrónico, navegando por un universo rico en funciones de entretenimiento, permitiendo el acceso a contenido diferente, ya sea cerca o incluso muy lejos Dichas innovaciones tecnológicas promueven transformaciones relevantes en todos los sectores de la sociedad, contribuyendo a la formación de sujetos más activos y participativos en temas de interés a su alrededor y al mundo, favoreciendo la difusión de la cultura popular y su enriquecimiento. Las nuevas tecnologías favorecen los cambios en el pensamiento, la actuación, la enseñanza y el aprendizaje, ya que han contribuido significativamente al avance de la comunicación y el acceso a la información en tiempo real. Se observa que los niños obtienen cada vez más acceso a estas herramientas tecnológicas y las dominan con mucha habilidad, pudiendo enseñar a los más avanzados en el uso de estas novedades. Pensando en la forma en que el niño se posiciona en la sociedad tecnológica, este trabajo buscó investigar la importancia de usar nuevas tecnologías digitales en el aula para mejorar el proceso de enseñanza-aprendizaje en los primeros años de la educación básica.

Palabra-clave: Tecnología. Educación. Práctica Docente.

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DIGITAL TECHNOLOGIES USED IN THE CLASSROOM AS SUPPORTING INSTRUMENTS IN THE EARLY YEARS OF BASIC EDUCATION

Abstract

We live in a time surrounded by innumerable technological innovations that have impacted this generation significantly, since very early people already make use of some electronic gadget, navigating a universe rich in entertainment features, allowing access to different content whether close or even far. Such technological innovations promote relevant transformations in all sectors of society, contributing to the formation of more active and participative subjects in issues of interest around themselves and the world, favoring the dissemination of popular culture and its enrichment. New technologies favor changes in thinking, acting, teaching and learning, as they have significantly contributed to the advancement of communication and access to information in real time. It is noticed that children are increasingly getting access to these technological tools and master them very skillfully, being able to teach the most advanced in age the use of these novelties. Thinking about the way the child is positioned in the technological society, this work sought to investigate the importance of using new digital technologies in the classroom to enhance the teaching-learning process in the early years of basic education.

Keyword: Technology. Education. Teaching Practice.

INTRODUCTION

Technological innovations have made great strides in contemporary society, offering numerous benefits that favor the development of communication, enable real-time information, allowing us to broaden horizons by knowing different cultures through network connection.

Technologies have always been present in human history. Since the beginning of time, man has sought ways and means to improve his life on earth by creating tools that enable quality of life and improvement in the development of his activities and actions in nature. The technological presence in society has great influences on the behavior of man according to the time, the moment and the way it is used in the context in which it finds itself.

Thinking about these influences that technologies exert on humanity, it is perceived that the new digital technologies influence generations, it proposes cultural changes, transforming the way that the subjects live together, providing new ways of seeing the reality and the world in which they live.

In this way, it is clear that today's subjects have specific cognitive characteristics, as they belong to a generation permeated by new technologies that favor communication and access to information. In this way, the way they learn and teach is no longer the same as in the past, as they are different subjects.

Thinking about this technological influence in society, this work sought to investigate the importance of updating pedagogical practices in the classroom, investigating how new digital technologies can enhance teaching and learning in the early years of basic education.

The research was carried out by means of bibliographic studies and the practice of qualitative research of an observation type in pedagogical practices permeated by new

technologies, carried out at the Nilce Faria Elias school, with students from the first to the fifth year of basic education, seeking to combine theory with practice, observing the reaction of students and analyzing according to the guiding texts on working with new technologies in the classroom, to better understand the importance of technologies in pedagogical practices in the early years of basic education.

When analyzing this experience of working with technologies in the classroom, it is possible to try to identify the difficulties and facilities found in this challenge of using new technologies as a pedagogical resource in the construction and development of knowledge with students in the process of literacy.

For that, we tried to understand a little more about the generations to understand which of them make up the current society.

IMMIGRANTS AND DIGITAL BORNS

Technologies have always been present in the history of humanity, influencing and interfering in different sectors of human activities, as pointed out by Alves (2009, p.18)

> The relationship between man and nature has always been mediated by technology, although this mediation is more striking in contemporary society, as the technological impulse of the 20th century marks social institutions and interferes in all sectors of human activity. Thus, the transformations that occurred in the contemporary world, motivated by the increase, development and application of new technologies, led to the transition from the Industrial Society to the Information Society, a generalized communication society, marked by the predominance of the media (Our translation).[1]

In each generation, these technological innovations have been providing innumerable novelties that aim to improve the life and the activity that man exercises in the environment in which he lives. In recent times, we have been submerged in a world permeated with countless digital technologies that are being increasingly used by people of different ages in different contexts and have been great influences in the sectors of the societies, becoming one of the main social characteristics in the last times, promoting diverse transformations in the contemporary world.

Alves (2009, p. 19) says:

> One of the characteristics of this society is the computerization process, which is strongly articulated with all media communication systems. This process constitutes the structuring element of a new way of being, thinking and living. We are facing new challenges that imply effective responses to the impacts that the Information Society is causing. New technologies are restructuring society, producing significant and non-consensual social

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[1] A relação do homem com a natureza foi sempre mediada pela tecnologia, embora esta mediação seja mais marcante na sociedade contemporânea, pois o impulso tecnológico do século XX marca as instituições sociais e interfere em todos os setores da atividade humana. Assim, as transformações que ocorreram no mundo contemporâneo, motivadas pelo incremento, desenvolvimento e aplicação das novas tecnologias, conduziram à passagem da Sociedade Industrial para a Sociedade da Informação, uma sociedade da comunicação generalizada, marcada pelo predomínio dos meios de comunicação.

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changes, raising dilemmas and ethical choices and introducing disruptions in the dominant political-economic conceptions (Our translation)[2].

In this generation influenced by new technologies, we can see that the challenges present themselves in countless ways, proposing several changes in the culture that is being renewed every day according to the advances and access to information.

Faced with great revolutions of humanity, we can understand that the feelings of fear, hope and uncertainty permeate humanity even today. Because such transformations influence changes in general, including the change from the passive subject to an active and participative subject in the discussions of their interests, all thanks to technological advances that facilitate communication and information, as pointed out Alves (2009, p. 20)

> Like all the great revolutions of humanity, it also carries hopes and fears, but above all uncertainties. If the traditional media were based on a unidirectional logic cultivating a passive and obedient citizen model (spectator), the Information Society created, through interactivity, active citizens connected with the information source (Our translation)[3].

Through this quote we understand that generations have undergone several transformations over time, developing characteristics with a great emphasis on interactivity, being active and participative citizens in the discussions that permeates society, these more active and participatory characteristics in various subjects is possible due to the great ease of access to information through technologies that allow access. Thinking about the subjects who are present in this transformation process, it can be understood that the individuals present at this moment, can be called digital immigrants or digitally born as pointed out Gonçalves (2012, p. 27):

> Digital natives are natives in the digital language of computers, video games and the Internet in contrast, all those who were born before these technologies and had to learn about them are immigrants. Digital immigrants, out of necessity or curiosity, ended up adapting to the digital world. But as immigrants, they often encounter difficulties and bring an "accent" from the past. They came to this territory in the present time with inheritances from the past. In this way, they view the digital world with suspicion and fear and are often skeptical about new technology. Digital natives, in turn, because they were born into a world of established technologies, have digital fluency, mastery of the medium and full understanding of digital life. They live in a network and are not afraid of

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[2] Uma das características dessa sociedade é o processo de informatização, fortemente articulado com todos os sistemas midiáticos de comunicação. Esse processo se constitui no elemento estruturante de uma nova forma de ser, pensar e viver. Estamos perante novos desafios que implicam respostas eficazes face a impactos que a Sociedade da Informação está causando. As novas tecnologias estão reestruturando a sociedade, produzindo mudanças sociais significativas e não consensuais, suscitando dilemas e escolhas éticas e introduzindo rupturas nas concepções político-econômicas dominantes.

[3] Como todas as grandes revoluções da Humanidade, também arrasta esperanças e receios, mas sobretudo incertezas. Se os meios de comunicação tradicionais se baseavam numa lógica unidirecional cultivando um modelo de cidadão passivo e obediente (espectador), a Sociedade da Informação criou, através da interatividade, cidadãos ativos conectados com a fonte de informação.

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the new. This generation has in technology an extension of their body and brain. (Our translation)[4]

Undoubtedly, it is possible to understand that the various generations live together with different perspectives on the new technologies that surround them and the changes that have been occurring in humanity.

For digital immigrants, it can be seen, according to the quote above, that they seek to adapt to the technological innovations that appear before them. Digital-borns, who were born permeated by different technologies, have different characteristics from those who are digital immigrants.

Gonçalves (2012, p. 28) says:

> This generation likes to give their opinion and its members are used to everything instant and in real time. It is a generation that has a low tolerance for lack of pleasure. It is a hedonistic generation. The previous generation always valued the result and not the process, and this generation needs the process to be valued. (Our translation)[5].

In this way, it is understood that the generation of, born digital, are active and participative subjects in the society to which they are inserted, and for them everything has to be very fast and in real time.

This generation has specific characteristics at the time they are in and they position themselves in a more assiduous and participative way in society's affairs, seeking ways to express themselves and to be heard, sharing information and knowledge overcoming the limits that were previously insurmountable.

Gonçalves (2012, p. 29) says.

> Digital natives want more options, hate being forced into limited choice. They want more personalized things, that is, tailored to their preferences. They demand to be treated like people and not like numbers. They want to experiment. They are not simply readers, listeners or viewers, they are users. What makes life faster, livelier and easier, will become indispensable (our translation).[6]

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[4] Os nativos digitais são nativos na linguagem digital dos computadores, videogames e da Internet em contrapartida, todos aqueles que nasceram antes dessas tecnologias e tiveram que aprender sobre elas são imigrantes. Os imigrantes digitais, por necessidade ou curiosidade, acabaram por se adaptar ao mundo digital. Mas como imigrantes, muitas vezes encontram dificuldades e trazem "sotaque" do passado. Eles vieram para esse território no tempo presente com heranças do passado. Dessa forma, veem o mundo digital com desconfiança e receio e muitas vezes se mostram céticos em relação às novidades da tecnologia. Os nativos digitais, por sua vez, por terem nascido em um mundo de tecnologias já estabelecidas, têm fluência digital, domínio do meio e compreensão plena da vida digital. Vivem em rede e não têm medo do novo. Essa geração tem na tecnologia uma extensão de seu corpo e de seu cérebro.

[5] Essa geração gosta de dar a sua opinião e seus membros estão acostumados com tudo instantâneo e em tempo real. É uma geração que tem baixa tolerância a falta de prazer. É uma geração hedonista. A geração anterior sempre valorizou o resultado e não o processo e, essa geração precisa que o processo seja valorizado.

[6] Os nativos digitais querem mais opções, odeiam serem forçados a uma escolha limitada. Querem coisas mais personalizadas, ou seja, feitas a medida de suas preferências. Exigem ser tratados como pessoas e não como números. Desejam experimentar. Eles não são simplesmente leitores, ouvintes ou espectadores, são utilizadores. O que torna a vida mais rápida, animada e fácil, se tornará indispensável.

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So, we can see how the generations differ between themselves and how they are transformed, through technological influences that arise with different objectives, always aiming at improving the life of man who acts on nature, seeking to provide innumerable novelties in the various sectors of society. Jordão (2016, p. 6) through his studies on the evolution of generations and their characteristics, he calls the current generation in which we now find ourselves as a generation "Alpha", he says:

> The so-called Alpha generation are children born after 2010 - the newest generation of this 21st century. The term was first used by Australian sociologist Mark McCrindle, in March 2010, and its name comes from the first letter of the alphabet Greek, "α". The Alpha generation was born in a global context in which new technologies are much more developed than ten years ago. The environmental challenges are more worrying and the amount of information we deal with on a daily basis has never been greater (Our translation).[7]

Thus, we can understand that today's generation is increasingly connected and technologies have been part of their lives since very early, that is, technologies are linked to the human being as if it were part of their body.

This technological influence in society allows the change of behavior and relationship between the members of the previous generations and the current ones of the "Alpha" generation, as pointed out Jordão (2016, p. 32):

> Technology is linked to the human being, and it increasingly joins the body as an extension of it, an example of today are smartphones. Therefore, social media in the virtual world is the most effective means of reaching these individuals, since television, newspapers, radio and other media are in decline when compared to the internet. With this symbiosis, schools and universities are the ones that should be most concerned with restructuring their functional and organizational bases, since Alpha children are more intelligent when compared to other generations at the same age (Our translation).[8]

In this way, it is understood that today's generation is quite exposed to information, communication and knowledge, having great possibilities to develop their autonomy for the construction of new knowledge and improvement of those already built throughout their lives, as new technologies they allow a great sharing of data and information and resources that can enrich the communication and learning process.

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[7] A chamada geração Alpha são as crianças que nasceram depois do ano 2010 – a mais nova geração deste século 21. O termo foi usado pela primeira vez pelo sociólogo australiano Mark McCrindle, em março de 2010, e seu nome tem origem na primeira letra do alfabeto grego, "α". A geração Alpha nasceu em um contexto global no qual as novas tecnologias estão bem mais desenvolvidas do que há dez anos. Os desafios ambientais são mais preocupantes e a quantidade de informações com as quais lidamos no dia a dia nunca foi tão grande.

[8] A tecnologia está atrelada ao ser humano, e cada vez mais se une ao corpo como uma extensão dele, um exemplo dos dias de hoje são os smartphones. Portanto, as mídias sociais do mundo virtual são o meio mais eficaz de atingir esses indivíduos, visto que a televisão, os jornais, rádios e outros meios de comunicação estão em decadência ao comparar com a internet. Com essa simbiose, as escolas e universidades são as que mais devem se preocupar em reestruturar suas bases funcionais e organizacionais, visto que as crianças Alfa são mais inteligentes quando comparadas com as outras gerações na mesma idade.

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In view of the current context, it is understood that it is necessary to think about relevant issues in order to provide an education that comes against the knowledge that the student already brings with him since his first days of life, considering that he already uses some type of technology with countless attractions and entertainment.

Thinking of a socially significant education for subjects that make up the "Alpha" generation and that will make up the next generation, it is necessary to think about more current and innovative ways to develop children's literacy and literacy in this scenario of the globalized world. To favor the development of learning in the generation of digital births, it is necessary to use tools that are common to their reality and attractive to their interests and desires, in order to develop criticality in the selection and use of the countless possibilities of learning and teaching with resources of digital technologies.

When thinking about the educational context, we seek to understand how to use the resources offered by digital technologies, as auxiliary instruments in the process of literacy of children who are in the early years of basic education.

DIGITAL TECHNOLOGIES IN EDUCATION

Faced with several technological innovations, it is possible to think of great contributions to the development of education with pedagogical works permeated by new technologies capable of enhancing learning in the initial years of basic education. The Base Nacional Comum Curricular, in its fifth general competence for basic education, guides us that:

> Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical manner in the various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in life personal and collective. (MEC/BNCC, p. 9) (Our translation).[9]

However, the document is concerned with the use of digital technologies in basic education. However, it is important for the teacher to understand his role as a mediator between the student and the construction of knowledge, (PARANÁ, 2010, p. 11) affirms that "The simple interaction of the student with the knowledge does not guarantee the effectiveness of the learning and, therefore, it is necessary the mediation of the teacher" so that all the students can develop their knowledge in a socially significant way.

Silva (2014, p.8) says:

> A new medium does not require the disposal of existing ones, much less the teacher. As we saw, at the beginning, the communication between the teacher and the students was strictly oral, and, like the blackboard, the other media, associated with the mediation of the teacher, expanded the

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[9] Compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais (incluindo as escolares) para se comunicar, acessar e disseminar informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva (MEC/BNCC, p. 9).

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methodologies that lead to the construction of knowledge, significantly enriching the educational process.

Through this quote, we understand that the new technologies in education do not require the disposal of the others, but it is possible to unify the available resources and the new ones that are appearing, always aiming at an update of the pedagogical practice and the possibilities of contributing for the students. students can have an effective training, capable of transforming realities and creating new possibilities through what is new in society.

However, the teacher needs to develop his management skills in the teaching-learning processes so that he can insert digital media into his teaching practices and obtain good results.

Faced with so many technological innovations. Silva (2014, p. 8) says:

> Therefore, the awareness of mediators, their competences and skills for the management of teaching-learning processes, is a basic requirement for the insertion of new media to bring substantial results in the educational scope, providing countless other possibilities of relationships, of conceptual resignifications and operational.

In order for the teacher to update his pedagogical practices and his ways of teaching, behavioral changes must happen in himself and in everyone involved in the teaching-learning process.

Allegretti (1998, p. 19) *apud* (PARANÁ, 2010, p. 14) says:

> the technology in Education will find its space, as long as there is a change in the attitude of the teachers, who must undergo a work of self-valorization, emphasizing their knowledge so that they can appropriate the technology in order to optimize the learning process. And changing attitudes is a necessary condition, not only for teachers, but also for directors and other collaborators, as they must conceive their position and authority differently - as training agents, incentives, acting mainly as mediators process and co-participants in school work.

Through these changes in behavior, which has been occurring in society, it may be possible to enhance teaching in the early years of basic education, if we take into account what points the Base Nacional Comum Curricular (BNCC, p. 58) "making use of information and communication technologies, allows students to expand their understanding of themselves, of the natural and social world, of human beings' relations with each other and with nature", as we see that the new technologies available today they offer several resources that can contribute to the students' motivation and arouse interest for the construction of socially significant knowledge. As pointed out Silva (2014, p. 8-9).

> The school cannot ignore the way in which technological means and their accelerated renewal influence not only social changes, but also the way in which knowledge is built. Considering this scenario of broad access to information and communication technologies, according to the Guidelines for the use of educational technologies, education is sought in practices that promote the curriculum in its various fields within the educational system. These practices are based on new pedagogical

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concepts developed under the influence of the use of technological resources.

In view of this statement, it is possible to understand that as soon as the technology of the pencils and pens in the writing area was adhered to, new technologies should also be part of the education area at all levels, favoring the development of the knowledge acquisition process.

Valente (2000, P. s.n.p) says:

> The presence of digital technologies in our contemporary culture creates new possibilities for expression and communication. More and more they are part of our daily lives and, just like writing technology, they must also be acquired. In addition, digital technologies are introducing new modes of communication, such as the creation and use of images, sound, animation and the combination of these modalities.

Thus, it is understood the importance of using pedagogical technological resources in education, to enhance the learning of students at all levels of education, as directed by the Guidelines for the use of Educational Technologies (PARANÁ, 2010):

> The use of technologies also concerns the improvement of world readings and the enrichment of the imaginary, since they facilitate the approximation of curricular agents to cultural artifacts constructed in other languages, with other "beauty codes" with which the marketing sphere inoculates us. when you use those same resources to your advantage. The incorporation of technologies will be all the better the more the "articles" of popular culture are rehabilitated to the detriment of those promoted by the cultural industry (p. 15).

It is understood, then, that the technologies enable and expand the possibilities of reading the world, contributing to the enrichment of the imaginary, by contributing to the access and approximation of various cultures existing in humanity, in addition, the technologies also allow an expansion in the language and communication contributing to the development of critical thinking, creating new possibilities for reality and greater interaction in popular culture.

However, technologies cannot be made the center of everything, it is not the subject of the issue, but an option for humanity to use it to their advantage, seeking to enjoy its numerous benefits and possibilities.

The Guidelines for the Use of Educational Technologies (PARANÁ, 2010) guides us that:

> It is not a matter of taking "technologies" as the subjects of practices, but as drivers and enhancers of these practices. Technological artifacts, by bringing the agents of the curriculum together in a dialogical relationship, both around knowledge and around reflection about a work of art, for example, create the conditions for the dialogical practice in which the subject is constituted. That is to say, technological resources are not the subjects of relationships within the curriculum, but they allow subjects to be made to provide these relationships (p. 18).

Therefore, it can be said that there is a great challenge for education professionals in the 21st century, to adapt and make good use of the technological resources available to

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develop quality education capable of creating critical subjects and transforming their realities enhanced by access to information in real time.

FROM THEORY TO PRACTICE

After analyzing the theorists studied and the general skills of Base Nacional Comum Curricular (BNCC), we seek to do some practices in the classroom for the purpose of observation, based on the type of qualitative research of unstructured observation. According Ferreira, Torrecilha e Machado (2012, p. 13)

> Although the interview is one of the most used methods for data collection in qualitative research, there are new relevant approaches, which favor the understanding of some phenomena that are not easily explained by other techniques and that can expose new characteristics and information. Observation can be one of these alternative techniques, which can be used both in conjunction with the interview and with other techniques.

So, he used this research method, seeking to analyze in a non-systemic way scientifically, the reaction of students when faced with digital technologies brought to the classroom.

The practices of reading and interpreting digital texts were carried out at the municipal school Nilce Faria Elias, located in the city of Rio Branco do Sul - Paraná. These experiences were carried out with students from the 1st 4th and 5th years in elementary school I, taking into account the teachers' report and the observations made through these experiences, it was possible to compare the observations made, with the theories studied in this work to understand the importance of digital technologies in the classroom presented in competency six provided on the Base Nacional Comum Curricular (BNCC, p. 65) that states that the student must:

> Understand and use digital information and communication technologies in a critical, meaningful, reflective and ethical way in different social practices (including school ones), to communicate through different languages and media, produce knowledge, solve problems and develop authorial and collective projects.

It was also possible to observe the challenges that teachers face when using these tools as pedagogical inputs in teaching practice.

According with Kenski (2012, p. 125-126)

> So that new technologies are not seen as just another fad, but with relevance and the transforming educational power they have, it is necessary to reflect on the teaching process in a global way. For this, it is necessary, first of all, that everyone is aware and prepared for the definition of a new philosophical perspective, which contemplates an innovative vision of the school, taking advantage of the wide communicative and informative possibilities of the new technologies for the realization of a critical and transforming teaching of reality.

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It was by reflecting on the author's speech, that we took the initiative to use some technological resources available at the moment to develop reading skills with students and awaken interest in reading using as strategies the notebooks available at the institution and the cell phones that each student brought with them.

In view of the author's statement about the realization of critical and reality-transforming teaching, it was possible to contemplate a great interest in students participating in these experiences, while developing with them the pedagogical practice of reading and interpreting texts in digital media.

The teacher took the notebook to the 1st grade classroom, to read narrative texts for the students, allowing them to come to the computer to view the images and even help the teacher in reading, discussing the elements that appeared in the images or described by the text, they were given the opportunity so that each day of reading a representative of the class would choose a text on the computer to read to their colleagues read and know new texts mediated by technological resources, confirming what points Valente (2000, p. s.n.p) says:

> The presence of digital technologies in our contemporary culture creates new possibilities for expression and communication. More and more they are part of our daily lives and, just like writing technology, they must also be acquired. In addition, digital technologies are introducing new modes of communication, such as the creation and use of images, sound, animation and the combination of these modalities.

Such combinations of colors, images, sounds, etc., strongly attracts children, arousing their curiosity and inducing them to discover something new.

At other times, with older students, the teacher suggested, at times, that students come to the computer to read small texts that were already downloaded in PDF files. In other situations, the teacher asked that small groups be formed so that they could do the collective reading, using the computer available at the school or even the cell phone of the students who had brought it to school.

It was through the reflection of reading Moran (1995 s.n.p) that was found to develop this experience, seeking to experience the enchantment at school through technologies, according to the quote that states:

> walls and enable students to talk and research with other students from the same city, country or abroad, at their own pace. The same is true of teachers. Research papers can be shared by other students and instantly posted on the network to anyone who wants to. Students and teachers find numerous electronic libraries, online magazines, with many texts, images and sounds, which facilitate the task of preparing classes, doing research work and having attractive materials for presentation. The teacher may be closer to the student. You can receive messages with questions, you can pass on additional information to certain students. You can adapt your class to the pace of each student. You can seek help from other colleagues on problems that arise, new programs for your area of expertise. The teaching-learning process can thus gain an unusual dynamism, innovation and communication power.

Based on this reading, we sought to analyze the reaction of students when working with technological tools in the classroom, with a different dynamic from the ones they were accustomed to in their daily school life. Undoubtedly, there was an enchantment on the part

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of the students when using their cell phones or the school notebook in the classroom. It was possible to perceive a great concentration of students when performing activities of reading, interpretation and analysis of texts in groups with the use of new technologies.

This experience came in line with what the Base Nacional Comum Curricular (BNCC, p. 58)

> Children's experiences in their family, social and cultural context, their memories, belonging to a group and their interaction with the most diverse information and communication technologies are sources that stimulate their curiosity and the formulation of questions. Stimulating creative, logical and critical thinking, by building and strengthening the ability to ask questions and evaluate responses, to argue, to interact with diverse cultural productions, to make use of information and communication technologies, enables students to broaden their understanding of themselves, of the natural and social world, of human beings' relationships with each other and with nature.

It was noticed with this experience that the children in facts showed themselves attracted by the classes, showing their interests and curiosities about what was happening in the classroom.

It was suggested that from the moment they read, they could search the internet for other texts to read, that look like what they had read or even another one of the interests of the group they were working on.

Through this practice it was possible to develop and cultivate a taste for reading, because when reading and searching for new texts, several options appeared, such as in video files, PDF, Word, slides, videos etc. From this moment on, it was possible to hold discussions that promoted critical reflection on the quality of each file they would access, whether the source was secure or not, other texts talking and giving opinions on the same topic, so the interest of students in this class was quite relevant compared to other types of classroom practice.

So, we can understand as an assertion the speech of Kenski (2012, p. 45) when stating that:

> New communication technologies (ICTs), especially television and computers, have moved education and brought about new mediations between the teacher's approach, the student's understanding and the content conveyed. Image, sound and movement provide more realistic information in relation to what is being taught. When used well, they cause changes in the behavior of teachers and students, leading them to better knowledge and greater depth of the content studied.

In this way it can be said that the reading experience with these students in the literacy phase was successful due to the various resources offered by the technological instruments used during the class, which provided the student to be an active and participative agent in the development and construction process knowledge, because it was through these instruments that the student can associate learning with his reality, because they mastered the tool by which they learned, developing their autonomy and knowledge.

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Great challenges arose during these experiences, because in order to work with technologies in the classroom, the teacher must be prepared to face numerous situations that can bring some frustrations.

In this experience the great challenge was to deal with the noise caused by the students' excitement to learn that they would use technologies in the classroom, the configuration of the room, in addition to having to deal with the lack of a good internet connection, quality of the device available for use in the classroom, pressure of care about using the device, concerns about learning by parents and the school community.

All of these challenges have been overcome in a way, but there is still a lot of investment and studies that lead to behavioral changes by teachers in the way of teaching and how to position themselves in front of students, so that in fact new technologies can be part of everyday life school as a helper in the teaching-learning process and in the relationship between those who teach and those who learn.

Great challenges must be faced by teachers who wish to make use of new technologies in the classroom, as not everything depends only on the good will of the teacher, but on everyone involved in this teaching-learning process, as pointed out Kenski (2012, p. 88):

> The great revolution in teaching is not only due to the more intensive use of computers and the Internet in classrooms or in distance activities. It is necessary to organize new pedagogical experiences in which ICTs can be used in cooperative learning processes, in which the permanent dialogue and participation of all those involved in the process are valued.

Also, in view of this reality, it is necessary for the teacher to understand that when using new technologies in the classroom, his role becomes a stimulator of curiosities, as he points out Moran (1995, p. 4)

> The teacher now becomes the stimulator of the student's curiosity for wanting to know, for researching, for seeking the most relevant information. In a second step, it coordinates the process of presenting the results by the students. Then, it questions some of the data presented, contextualizes the results, adapts them to the students' reality, questions the data presented. It transforms information into knowledge and knowledge into knowledge, in life, into wisdom - knowledge with ethics.

Such challenges of transformation, patience and dedication can be overcome by the teacher who wants to contribute to a quality and transformative education today, studying and investigating the use of new technologies in the classroom as a support tool in the early years of basic education it is a good start for those who want to update their teaching and learning practices.

FINAL CONSIDERATIONS

During the execution of this work it was possible to understand how the generations are transformed over time influenced by technological innovations that appear each time in order to facilitate the activities of human life by favoring different changes that characterize societies influenced by technological innovations and the use that each one makes of these innovations.

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During the work it was noticed that we live in a society permeated by digital technologies that have impacted humanity, causing several transformations in all sectors of society, offering different options for communication, access and information in real time, things that for some years ago it was not possible, but through technological advances, access to information and multiple forms of communication has impacted this generation characterized by some authors as immigrants and digital natives.

In view of so many evolutions and influences of technologies in the constitution of a globalized world, it was possible to develop reflections on the importance of 21st century teachers to use new technologies in their pedagogical practices to contribute to the formation of citizens capable of using the technological options at their disposal favor in a critical and life-changing way.

Through a bibliographic study and the practice of qualitative observation research it was possible to experience the classroom experiences with the use of new technologies to enhance teaching in the early years of basic education, it was possible to identify the importance of using these tools as a support in the classroom, but it was also observed that there are countless challenges to be overcome so that these tools can in fact contribute to a quality education and capable of training citizens who know how to use the resources available in their time for the transformation of your reality and as an option to strengthen your knowledge and potential.

It is concluded that it still demands more research and investments by parts of the competent bodies so that teachers can incorporate technologies in their pedagogical practices and enjoy excellent results. It is also concluded that this research can be continued through bibliographic studies and with more experiences for the purposes of data collection and monitoring of results through pedagogical practices permeated by new technologies in the classroom in the early years of basic education.

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