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THROUGH THE LOOK OF MIRITI: TIME TO LEARN AND CONCEPTIONS OF LITERACY AND READING AND THEIR PEDAGOGICAL IMPLICATIONS

ABSTRACT

The research analyzes the conceptions of literacy and reading that underlie the "Time to Learn Program" and its pedagogical implications. It´s evidenced a conception of literacy restricted to the learning of the SEA and a conception of reading as decoding and extraction of meanings, which means a retrogression.

Keywords: Time to Learn Program. Conceptions of Literacy. Reading Concepts.

PELO OLHAR DO MIRITI: TEMPO DE APRENDER E CONCEPÇÕES DE ALFABETIZAÇÃO E LEITURA E SUAS IMPLICAÇÕES PEDAGÓGICAS

RESUMO

A pesquisa analisa as concepções de alfabetização e leitura que fundamentam o "Programa Tempo de Aprender" e suas implicações pedagógicas. Evidencia-se uma concepção de alfabetização restrita à aprendizagem do SEA e uma concepção de leitura como decodificação e extração de sentidos, o que significa um retrocesso.

Palavras-chave: Programa Tempo de Aprender. Concepções de Alfabetização. Concepções de Leitura

A TRAVÉS DE LA MIRADA DE MIRITI: TIEMPO PARA APRENDER Y CONCEPCIONES DE ALFABETIZACIÓN Y LECTURA Y SUS IMPLICACIONES PEDAGÓGICAS

RESUMEN

La investigación analiza las concepciones de alfabetización y lectura que subyacen en el "Programa Tiempo de Aprendizaje" y sus implicaciones pedagógicas. Se evidencia una concepción de la lectoescritura restringida al aprendizaje de la SEA y una concepción de la lectura como decodificación y extracción de significados, lo que significa un retroceso.

Palabras clave: Programa Hora de Aprender. Concepciones de Alfabetización. Conceptos de lectura.

1   INTRODUCTION

This study aims to analyze the conceptions of literacy and reading that underlie the proposal of the "Time to Learn Program" and the pedagogical implications of these conceptions for school practices in literacy. The program is an action of continuing education of teachers, carried out by the Ministry of Education (MEC) and composes the National Literacy Policy (PNA) produced by the presidential administration in Brazil in the period from 2019 to 2022.

This study aims to analyze the conceptions of literacy and reading that underlie the proposal of the "Time to Learn Program" and the pedagogical implications of these conceptions for school practices in literacy[1]. The program is an action of continuing education of teachers, carried out by the Ministry of Education (MEC) and composes the National Literacy Policy (PNA) produced by the presidential administration in Brazil in the period from 2019 to 2022.

According to the MEC website, it´s "a comprehensive literacy program, whose purpose is to improve the quality of literacy in all public schools in the country (BRASIL, 2020). To achieve these objectives, it proposes actions structured in four axes: 1 - continuing education of education professionals; 2 - pedagogical and managerial support for literacy; 3 - improvement of literacy assessments; and 4 - valuing literacy professionals". Our study focuses on Axis 1, which includes continuing education, especially in the Literacy Practices course, available in the MEC Virtual Learning Environment, Avamec.

From 1996, with the promulgation of the new Law of Guidelines and Bases of National Education - LDBN - the continuing education of teachers became part of the official discourse. Since then, several training actions have emerged, both through courses offered after graduation, as well as any study or initiative that could contribute to professional development (GATTI, 2008), such as study groups, reflection, thematization of practice et cetera.

Among the courses, there were many initiatives aimed at the continuing education of literacy teachers, such as the Literacy Teacher Training Program (Profa), the Pro-Literacy, The National Pact for Literacy at the Right Age (Pnaic), The Time to Learn Program (object of this research) and others. The first three stand out for the impact they had on school practices, because the training provided for reflection on the practice itself

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[1]Preliminary analyses on the subject were carried out through a Scientific Initiation research conducted by one of the authors, with the collaboration of the Pibic/CNPq scholarship holder Mariana Viana Cunha.

and the exchange of experiences among the participants as essential elements, which does not apply to the current program. In the PNAIC, the teacher training was carried out by the so-called study advisors, belonging to the framework of the municipal education networks and with experience as tutors of another program, previously developed, called "*Pró-Letramento*". These, in turn, received the formation of a network of federal universities and certain state universities, some of which were in charge of producing the content and conceiving the methodology of the course.

The set of factors highlighted significantly altered the way teachers understood literacy at this stage of schooling. Although with their limits, the possibilities presented had a very positive impact on school practices and resignified the way teachers thought about literacy, reading and their respective stages of schooling. It´s important to highlight that the programs are based on theories that carry with them conceptions of culture, subject, child and each of them understands what literacy is, what reading is and this can differ from program to program (SANTOS; SILVA, 2022).

Given this scenario, we are interested in investigating the new program (Time to Learn), launched by MEC in 2020. We seek to identify the theoretical and methodological foundations of this training action and the possible pedagogical implications it presents to the field of literacy in the country, since most of the states and counties have joined the program. In Acre, 22 counties joined the program, that is, 100% and in Pará, 133, which means that 99% of the counties made this adherence, reaching a significant number of teachers. Thus, we consider it necessary to discuss the advances and/or setbacks that the proposal may present, especially since it´s part of the National Literacy Policy (*Política Nacional de Alfabetização*).

It´s important to emphasize that, in the State of Pará, the county of Belém did not adhere to the program, because it has a Literacy Plan that works with two methodologies: the first, Freirean, which uses the vocabulary universe of people and generating themes, focused on the reality of the individual, with activities of culture circle and dialogues, for political formation, and the second corresponds to the Cuban method called "Yes, I can", which works with audiovisual resources and circles of culture, which will be developed, in particular, by social movements, merging with Freirean philosophy.

The research is structured from the following general objective: to analyze the conceptions of literacy and reading that underlie the proposal of the "Time to Learn Program" (*Programa Tempo de Aprender*) and the pedagogical implications of these conceptions for school practices in literacy. And, as specific objectives, we highlight: to analyze the theoretical foundations of literacy, considering the teaching practices at

different moments in the history of literacy in Brazil; to identify the conceptions of literacy and reading that underlie the proposal of continuing education of teachers; to analyze the contributions and/or limits and implications of this proposal and the conceptions that underlie it for the teaching-learning process of reading in this stage of schooling.

The article is organized as follows: this introduction, in which we present the object, the objectives of the study and the motivations for the research; then, a theoretical discussion about different conceptions of literacy, literacy and reading in Brazil and about the advances in the field; a section in which we highlight the methodological path of the investigation; the discussion and analysis of the data, in which we turn to the Time to Learn Program (*Programa Tempo de Aprender*), especially to the course Literacy Practices and its conceptions of literacy, reading and the pedagogical implications arising from such conceptions; and, finally, the final considerations of the research, followed by the references used to support our reflections.

2   LITERATURE REVIEW

In 2019, in Brazil, in the Government of Jair Messias Bolsonaro, a new National Literacy Policy (PNA) was conceived, instituted by Decree No. 9,765, of April 11th, 2019, under the responsibility of the Ministry of Education through the Secretariat of Literacy (Sealf). In the presentation text, available on the MEC website, signed by the Secretary of Literacy, the perspective assumed by the policy and the direction that is intended to follow from then on is already evident: a literacy process that is based, as it´s claimed, on science, with emphasis on the cognitive science of reading, whose findings and evidence would be able to promote more effective practices.

For assuming this perspective and for other elements that will be mentioned here, the proposal received numerous criticisms from teachers and researchers in the field of literacy in Brazil, being considered, along with all the actions that unfold from it, a setback, since they point to mechanistic practices, especially to phonic methods, perspectives already overcome in the academic environment and in the initial training of teachers.

When analyzing the PNA, Mortatti (2019) highlights that such a policy ignores all the national production around literacy, all the achievements of the last decades, coming from various areas such as Linguistics and Education. These theoretical contributions compose, in some way, the proposals of the continuing education courses prior to the "Time to Learn Program", which resulted in substantial changes in literacy, provoked reflections on the nature of the learning object (writing) and on how the child learns to

write, which changed the ways of teaching and questioned the focus on methods, so remarkable in our history.

Braggio (1992), when referring to the different conceptions that have founded literacy throughout history, he states that we have come a long way in the construction of a conception about this process, a path that is still arduous, because we seek to oppose the naïve conceptions that continue to exist. According to the author, naive conceptions, based on empiricist-behaviorism, consider the subject a tabula rasa and reduce language and knowledge to a sensory and physically observable level. They separate body and mind, subject and object and sustain literacy practices centered on mechanistic methods, organized in closed packages, in memorization and repetition. As an example of these methods, we can mention the best known: spelling and syllabation.

This picture begins to change around 1960, when the various areas of Linguistics and Cognitive Psychology, such as Psycholinguistics, enter the scene, which marks a change from empiricism to rationalism and considers the role of the student in the learning process. Then, the psycholinguistic model of reading emerges. Since then, there have been several contributions of these sciences and the conceptions of literacy and reading are changing and other models of reading are elaborated. They emerge: the interactionist model of reading, which considers the relationship of encounter established between the subject and the object; and the sociopsycholinguistic model, which argues that, in this interaction, reader and object not only meet, touch, but transform themselves (BRAGGIO, 1992).

Also according to Braggio (1992), around the 1980s, the studies developed by Vygotsky, Bakhtin and Freire highlight, in addition to the social aspect, the historical and ideological aspects of the initial process of learning to read and write. The process of literacy should then aim at the formation of critical and transformative readers; it should be understood as a process of learning to read and write, not only as decoding and encoding, but as construction, production of meanings, which involves a socio-historically situated subject. Literacy, therefore, as Magda Soares (2004) warned us, has different facets: linguistic, psychological, social and political.

By analyzing historically the concept of literacy in the country, we can verify the erasure of the broad concept of literacy of Paulo Freire, who, based on Anthropology, proposed that the human being, before inventing linguistic codes, read the world. Such erasure corroborates a restricted construction of literacy, which makes the field fertile for the insertion of a new term, literacy.

In this context, Magda Soares and Angela Kleiman introduce the term literacy in the field of literacy in the country, resuming a recurring theme, the so-called "failure of literacy", which, as Soares (2004) points out, can be considered as the invention of literacy, the disinvention of literacy and the attempt to reinvent literacy, situating the influence of the concept of literacy on literacy practices in the Brazilian school.

In the implementation of different government policies, among the actions of the National Network for Continuing Education of Teachers (*Rede Nacional de Formação Continuada de Professores* - RNFC), the concern with the diffusion of the concept of literacy was remarkable. The very name of the program, Pro-Literacy (*Pró-Letramento*), ratifies a climate of dispute and tension, the concept of literacy inaugurates the constitution of a governmental policy of continuing education of teachers, in which the historical-social context highlights the political, ideological and social character of the practices of reading and writing.

For these reasons, we can say that the concept of literacy is under construction in Brazil. Thus, the Pro-Literacy Program, that is, "in favor of literacy", marks an educational guideline for educational policies for the continuing education of literacy teachers in the period in which the defense of the return to the phonic method was present in the national scenario. The perspective of the concept of literacy in Brazil shows that we have privileged the sphere of education, considering literacy always in relation to literacy.

It´s important to highlight that Magda Soares, an intellectual who has just left us, at the age of 90, has contributed immensely to the advances around the teaching of the mother tongue in our country, becoming a great reference. When discussing this new concept (literacy) in its relations with literacy, the author highlighted, among other themes, the need to think about practices that consider literacy and the teaching of the Portuguese language, in general, in the context of the different social practices of reading and writing in the so-called graphocentric societies, such as ours.

Another contribution to literacy studies comes from Angela Kleiman. His discussions are based on the studies of Brian Street, a British professor and anthropologist, who investigates the different literacies in their relations with cultures, identities and different social contexts. According to Kleiman (1995, p. 19), literacy would be a "set of social practices that use writing as a symbolic system and as a technology in specific contexts for specific purposes".

These and other researches, undertaken by several other authors, even if in different perspectives, contribute to launching a new look at literacy, proposing school practices that approach the real contexts of language use, that consider social practices

and the texts and discourses that are carried out in them as a basis for teaching, allowing the student to develop as a reader and producer of oral and written texts.

The studies about literacy, in turn, have developed, been expanded and continue in constant deepening, so that we begin to discuss this concept in the plural (literacies), considering linguistic and anthropological studies, the pedagogy of multiliteracies, in short, the discussions that contemplate the cultural and semiotic diversities, the different languages, including the relations between orality and literacy (Kleiman, 2005; Rojo, 2009). They still branched out, applied to specific fields: digital literacy, scientific literacy, literary literacy, academic literacy, and others.

In this study, we understand literacy as:

> Different social practices that use written language, or are crossed by it, by written language, even if written materials are not present in social situations, that is, social practices that are organized based on written texts, in varied supports. Participation in these practices involves knowledge associated with the world of writing (GOULART; GONÇALVES, 2013, p. 40).

And if we talk about advances and contributions to what we understand today as literacy, we cannot fail to consider the impacts of the studies of Emília Ferreiro and Ana Teberosky, from the work The Psychogenesis of Written Language, published in Brazil in 1986. Based on Constructivism, based on Jean Piaget, the authors proposed a shift from the great concern with how it´s taught, a question that moved the methods of literacy until then, to how the child learns, placing the student at the center of the learning process.

Of all the propositions presented, we can highlight some, such as the need to consider the nature of the learning object in literacy, paying attention to the fact that writing is a system of representation and not of coding and that, in this learning process, the child appropriates a new object; it´s, therefore, a conceptual learning; it´s not a process of acquiring a technique; And yet, children have ideas of what it´s to write. Therefore, it´s necessary to learn to interpret his initial writings and his ideas about this practice (FERREIRO, 2011).

With regard to children's conceptions of writing, Ferreiro and Teberosky showed that learners elaborate different hypotheses about the writing system throughout the literacy process and that children's writing follows a fairly regular line of evolution. Within this process, we can identify three major periods:

> The distinction between the iconic and the non-iconic mode of representation;
> The construction of forms of differentiation (progressive control of variations on the qualitative and quantitative axes);
> The phonetization of writing that begins with a syllabic period and culminates in the alphabetical period (FERREIRO, 2011, p. 22).

These periods are subdivided into hypotheses (SMITH; TEBEROSKY, 1999), which are: Pre-syllabic hypothesis; Syllable hypothesis without sound value; Syllable hypothesis with sound value; Syllabic-alphabetic hypothesis; Alphabetical hypothesis.

Based on this theory, it´s up to the teacher to identify, through a diagnosis, the hypothesis in which the student finds himself and create situations so that he can question and reconstruct his ideas about writing, in order to advance towards the next hypothesis. This means that the child actively participates in the process, but also needs to rely on the mediation and intervention of the teacher.

It´s noteworthy that the researchers did not propose methods, on the contrary, they opposed them. However, some mistakes were made in the understanding of this study and in its transposition into the classrooms. One of them was to call the methodological propositions arising from the research the "constructivist method", and the other lies in the fact that, in many schools, literacy meant taking the student to the alphabetic hypothesis and "pushing" him from one hypothesis to the other, "classifying" him at one level with each diagnostic evaluation performed.

When referring to this constructivist-based study, Smolka (2012, p. 79) ponders:

> [...] the epistemological analyses of Ferreiro, Teberosky and Palácio cannot account for, in political-pedagogical terms, the failure of school literacy; because, although they point to the meaning and importance of interactions, they investigate and seek to explain the individual process of the development of children's notions about writing, regardless of social relations and teaching situations (formal or informal). They show one more factor that needs to be known and observed in the literacy process, but they do not solve - nor do they intend to solve - the problem.

We agree with Smolka and recognize that, although this understanding of children's ideas about writing, by itself, does not account for a process as complex as literacy, these discoveries changed the course of teaching in the country, significantly and positively altering school practices, reverberating even today in school contexts. Constructivist ideas were disseminated in Brazil through an important continuing education action, the Literacy Teacher Training Program (Profa), in 2001.

Another perspective of literacy that also imprints changes in literacy is the discursive perspective, which we assume in this text and which comes to us through

investigations undertaken by Ana Luiza Bustamante Smolka, from her work "The child in the initial phase of writing", published in 1988. For this perspective, which has its foundations in Bakhtin and Vigotsky, children are socio-historical beings, constituted in and by language and have their own ways of thinking, feeling, acting, and it´s through this knowledge that they can learn to read and write. It´s argued that the child, with their different ways of existing in society, have the possibility of experiencing social practices of reading and writing, as subjects of their discourses (GOULART, 2021).

We come to understand, then, that literacy is not limited to graphophonic relations, to the learning of the Alphabetic Writing System or to cognitive aspects, but allows learning to read and write in a full sense, allows insertion in the universe of writing, involves guaranteeing to the other "the right of the other to say his word" (FREIRE, 1989). In this sense, it´s a discursive process (SMOLKA, 2012), a "process of learning to mean in writing", in concrete conditions of enunciation (GOULART, GONÇALVES, 2013, p. 22).

Likewise, we understand, based on Leffa (1996), Rojo (2004) and Braggio (2003), that reading is interacting with the text. It´s not limited to decoding, an idea conveyed by the mechanistic methods that have been applied throughout our history. Understanding the act of reading as interaction implies considering man as a socio-historical, active, critical and transforming subject.

In his work, "*Aspectos da Leitura*" (Aspects of Reading), Leffa (1996) discusses two conceptions of reading that are considered restricted: reading as extraction of meanings from the text and reading as attribution of meanings to the text. The limitation of the first lies in the fact that it considers that the meaning is only in the text. All it takes is for the reader to be able to extract that ready-made and finished meaning. In this perspective, the role of the reader and their previous knowledge are not considered. The second conception, on the other hand, is restricted because it conveys that the meaning of the text is in the reader, and the meaning depends only on the knowledge of the reader and his cognitive abilities; the opposite extreme of the previous meaning.

To these two reductionist views, Leffa (1996) opposes another conception, that of reading as interaction, in which both reader and text are considered in the process, so that the meaning lies in the meeting of both; this perspective we assume in this study. For the author:

> The complexity of the reading process does not allow it to be fixed on only one of its poles, to the exclusion of the other. In fact, it´s not enough to even add up the contributions of the reader and the text. We must also consider a third element: what happens when the reader and the text meet. To understand the act of reading

> we have to consider then (a) the role of the reader, (b) the role of the text and (c) the process of interaction between the reader and the text (LEFFA, 1996, p. 17).

Considering this journey, the theoretical contributions and the efforts undertaken so far, in the search for a less naive conception of literacy and reading, it´s important to analyze the proposals and theoretical bases of the courses offered to literacy teachers, since the orientations received through this training certainly have implications for the classroom, as is the case of the program in evidence in this text and in our country, until 2022: The "Time to Learn Program". What conceptions does it convey? What are the impacts of this training for literacy? It´s questions like these that move us in this investigation.

The program is in the process of being withdrawn from teacher training actions, given the inauguration of a new government (2023), with different ideas and propositions for education and, consequently, for literacy policy. However, it´s necessary to register, to study such a complex moment in our history and an action that both denies and disregards all the intellectual production and experiences that result from long years of investment in literacy in Brazil.

3 METHODOLOGY

This is a research whose approach is qualitative (GIL, 2008), which is carried out through a documentary study, since our study focuses on the analysis of materials available on the page of the "Time to Learn Program", on the website of the Ministry of Education. For Gil (2008), documentary research is based on materials that have not yet received any analytical treatment or that can be reelaborated according to the objectives of the research.

These sources can be first- or second-hand. The first may be those composed of documents that have never received analytical treatment, stored in archives of various institutions. Second-hand sources, on the other hand, consist of materials that, somehow, have already been analyzed, including because they are more accessible, as is the case of the documents analyzed in this study, available on Internet pages, accessible to the public.

One of the advantages of this type of research, according to the author, is its richness and stability; Given its duration, it´s an important source of data for historical research.

Thus, we analyze documents that make up the proposal of the continuing education course highlighted (Time to Learn), seeking to identify the conceptions of literacy and reading that convey, as well as the pedagogical implications that derive from them. We analyzed the presentation documents and materials available in Axis 1 of the program: Continuing education of literacy professionals. This axis provides "practical training" for literacy teachers and literacy educational managers (with the Continuing Education course in literacy practices), as well as teacher exchange and cooperative professional development. The latter is still awaiting release (BRASIL, 2020a).

Our research was focused on the course of Continuing Education in literacy practices, with 30 hours. By registering in the course, we obtained access to the Virtual Learning Environment where the training takes place. We navigate through the seven modules that make up the proposal, analyzing the texts and watching the videos that make up each of the classes. We also found data on the PNA homepage and on the program's homepage in presentation texts.

To support the study, we relied on authors such as Braggio (1992), Freire (1989), Smolka (2012), Goulart; Gonçalves (2013), among others who discuss what literacy is and its theoretical-methodological foundations in different historical moments: In Mortatti (2019), which analyzes the current National Literacy Policy, of which the Time to Learn Program is part; and in Leffa (1996) and Rojo (2004), to discuss the conceptions of reading and its teaching.

The program is structured from 4 axes of action, the first, focused on teacher training; the second to pedagogical support, from online systems, digital resources and applications, financial support and individualized attention to students and families; the third is focused on the evaluations and impact of the program's actions; and the fourth concerns the valorization of the literacy professional with educational recognition actions. The courses are offered to teachers online, with explanatory videos and handouts with activities. As already highlighted, we made a cut and stopped at Axis 1, in the "Literacy Practices Course".

Data analysis was developed in a Bakhtinian discursive perspective, since such an approach allows us to look at the discourses present in these sources not as neutral words (BAKTHIN, 2003), but as words riddled with ideologies, produced by socio-historically situated subjects. In this perspective of analysis, the meanings are not given, they are constructed in a dialogical relationship, and both the said and the unsaid can be analyzed.

The use of "dialogical" term here is associated with the idea that the analysis of the documents will be the result of the relationship that is established between the discourses

under study and the researcher. In addition, it refers to the idea that each and every utterance is marked by the real or virtual existence of a recipient and that all the discourses we elaborate are produced taking into account the speech situation, where one speaks, from where one speaks and with whom one speaks (BAKHTIN, 2003). Therefore, the sources were read considering these relationships.

4   RESULTS AND DISCUSSIONS

The methodological approach of discursive documentary analysis allowed us to understand the moment in which the Program was built and the political and social forces in force at the time of its implementation. Understanding this socio-historical and political dimension, which involves the program and contributed to show the conception of literacy and the political option that permeated it, implied the recognition of the role of language in the constitution of the subjects and also the analysis of the discursive processes that occur in various spheres of human activity, as a possibility of understanding different worldviews that guide the subjects in society. We understand that to investigate the "Time to Learn Program" and its proposal for teacher education, in a set of documents prepared by the MEC, is also to analyze discourses on these conceptions.

Thus, we analyze the documents available in the platform of the "Time to Learn Program", but specifically in the course "Literacy Practices", focusing on the two axes proposed: Conceptions of literacy and conceptions of reading.

This course has eight modules, which are: Module 1 - Introduction; Module 2 - Learning to listen; Module 3 - Alphabetical knowledge; Module 4 - Fluency; Module 5 - Vocabulary; Module 6 - Comprehension; Module 7 - Writing production. Each module is divided into lessons, each class consists of texts that synthesize the content, videos with practical examples, recommended series/year, additional resources for download, related learning objectives (BNCC) and a text with reflections about the video.

The language used is directly aimed at the teacher. The suggested activities are presented in the videos with the step by step, intending to practice. Each module seems to represent a gradation in terms of skills to be developed by children: What should be taught/learned and in the order that should be taught/learned.

4.1   Conceptions of Literacy

In the analyses undertaken in the documents available on the program's website (course platform, initial pages), we observed that, with regard to literacy, the conceptions of the project revolve around learning as a technology or a writing system and it´s also possible to notice an approximation with mechanistic methods, especially phonic, already problematized and overcome, as we have said throughout this work.

On the presentation page of the Literacy Practices course (BRASIL, 2020c), once again it´s emphasized that the suggested proposals have a practical character and are based on scientific evidence. They are intended for students of the 1st and 2nd years (cycle of literacy), and can also reach children of Early Childhood Education, as "facilitators" of the literacy process. This already points to a certain "pressure" to formally start this process as soon as possible, even if Early Childhood Education, as we know, is not the space-time specifically focused on literacy, but on the integral formation of the child.

In module 1 (Introduction), it´s made clear that the whole proposal is based on the cognitive science of reading, for a "good literacy of children". As we see, the program considers a single theoretical perspective, and if this science can lead to a "good" literacy, it means that, within this policy, the theories that underpinned literacy until then were bad. In addition, there is an appreciation of foreign authors, denying the knowledge accumulated in the field and disregarding the country's researchers. In the module in question, we can highlight the reference to Stanislas Dehaene (2012) and his work Neurons of reading: how science explains our ability to read.

For Mortatti (2019, p. 29):

> The reduction to the cognitive sciences as the only and authoritatively consensual valid theoretical foundation for literacy,[...] and the declaration of impartiality of the PNA, in addition to infringing principles such as the plurality of ideas and the relativity of scientific concepts, aims at the symbolic destruction of an extensive body of knowledge about literacy (and its complex multifacetation) constructed by Brazilian researchers, especially in the second half of the 20th century, in various areas and fields of research [...].

In module 3 (Alphabetic knowledge), consisting of eight classes, the teacher is oriented about the work with Alphabetic Writing System (SEA). It´s explicit that the teacher must teach the students the names, the shapes of the letters and the sounds they represent. In one of the videos (Lesson 2), we see a didactic situation in which a teacher

teaches her students the letter A and its sound. A mechanical action is perceived, since the child is led to memorize from the repetition of the sound of the letter, although supposedly in a playful situation. This practice evidences the return to phonic methods, whose focus lies on the letter-sound relationship.

The other classes of the module move in the direction of spelling rules and in the reading of words and phrases. However, it seems that the student will only be able to participate in situations of reading words and texts having passed through the stage of memorization of the letters and their respective sound values. This brings us back to the cartilhesca lessons, in which the language was presented to the children piecemeal, starting from what was considered the simplest, to arrive at the most complex, the text, or the pseudotexts that composed many of these materials.

To observe how this progression is suggested in the course, let's see what the description of Lesson 06 says:

> At this point, students already have the ability to combine words into sentences. The video shows you how to help them read the first few sentences, both short and simple. Over time, you can gradually introduce more elaborate constructions to challenge children. Remember to always closely follow the evolution of each one (BRASIL, 2020c).

It´s worth mentioning, still about the referred class (06) that the phrases worked in the video are phrases such as: "The rooster is beautiful"; "The ball is purple". In addition to the little interactional value, the sentences are read so that each sound is pronounced individually and in an elongated way, showing, precisely, that the most important thing is the decoding and the letter-sound relationship. As in the most naive perspectives, meaning is relegated to the background.

As for the written production, in class 07, it´s stated that children now "can" form words, being led to a work of substitution of letters for the formation of new words, because "they have already practiced several skills related to alphabetic knowledge" (BRASIL, 2020c). Again, the focus is on graphophonic correspondences, learned outside the contexts of language use.

Corroborating with the proposal of the Program, although it´s not the focus of this study, in Axis 2 of the program's website (Pedagogical and managerial support for literacy), a game that has its focus on graphophonic aspects stands out, as is explicit in its name, "GraphoGame", which has the following description:

> GraphoGame helps preschool and early elementary school students learn to read the first letters, syllables and words, with sounds and instructions in Brazilian Portuguese. The game is especially effective for children who are learning the relationships between letters and sounds (BRASIL, 2020a).

It´s a game available in the form of an application that can be downloaded on mobile phones, via App platforms. In it, basically, the player pops bubbles that contain the letter that is said out loud. By bursting the number of bubbles of one level, it´s directed to another phase of the game. In 2022, in one of the television debates between the candidates for the Presidency of the Republic, the then president, Jair Bolsonaro, even stated that the game could alphabetize a child in six months, which we know is not possible.

Although it´s proposed as a technological "innovation", it´s only a mechanistic proposal and based on phonic methods. Finally, a reductionist view of literacy, which further clarifies the conception of literacy of the Time to Learn Program: Learning of graphophonic relations. In fact, a conception that extends to all the developments of the National Literacy Policy.

Mortatti (2019), when analyzing the current PNA, highlights:

> Defined by the Secretary of Literacy of the MEC as a "methodological turn" against the "ideology in literacy", the paradigm shift decreed for literacy in Brazil can be interpreted as an "ideological turn" backwards and by the right, in the name of "modernization" and "democracy". This paradox gives the contemporary movement the characteristic, not of a return to the (re)beginning of a sequence of identical previous events, but of historical and political regression, postulated with a salvationist purpose and in an intentional, programmatic and self-boasting way (MORTATTI, 2019, p. 45).

Based on Braggio (1992), we can affirm that such proposals, as well as the behaviorist and empiricist methods of the past, we have a limited vision of man, society, language/language and learning. Language is seen as an autonomous, closed system, the reader is uncritical, society is homogeneous and abstract, and learning takes place through repetition.

We defend a conception of literacy in which the student is able to own his own word, as Paulo Freire points out, and, as Goulart and Gonçalves (2013) point out, a subject/student capable of existing, interacting, reflecting and materializing his experiences taking into account his action on language and language on himself. Therefore, allowing the child to learn to mean in writing, from the knowledge and resources that he brings with

him in the learning processes and from significant experiences with the world of writing, with social practices.

4.2   Conceptions of reading

With regard to reading, the analysis of the modules allows us to perceive that such practice was reduced to the simple act of decoding, being placed as a purely mechanical and separate from comprehension: words and syllables loose and in the form of repetition are considered teaching of reading in the analyzed project. However, we understand and defend that reading involves several procedures and capacities, decoding capacities, comprehension, appreciation and replication of the reader in relation to the text read (ROJO, 2004). Reading is, above all, interaction between text and reader (BRAGGIO, 1992; LEFFA, 1996).

Already on the home page of the PNA, we find this quote from Catherine Snow, PhD in Psychology, which appears prominently, next to the author's photo: "Should we explicitly teach children to convert letters into sounds? Yes, of course. This is one of the main skills that good readers acquire" (BRASIL, 2020b). As we can see, the focus is on the letter-sound relationship, on decoding as the main capacity to be developed.

Entering the space of the course here under analysis, Literacy Practices, we come across, in Module 03, Lesson 6, with the following discussion:

> Here it´s necessary to highlight an important skill that differentiates the good from the bad readers. Good readers read with speed, precision, and proper intonation, and, if accurate, use context to help identify the meaning of words. Bad readers, however, read using context or figures as clues, as they cannot read with speed, accuracy, and proper intonation. Most of the time, poor reading is caused by difficulties in decoding - that is, in the automatic association of the letter with its sound (BRASIL, 2021c).

As we can see, the good reader differs from the bad reader by the ability to decode, which generates fluency in reading. Meaning seems to be secondary in this process. And this is the reflection that will support all the practices proposed in the course, in its seven modules. This way of conceiving reading is opposed to what Freire (1989) defends, who says that the act of reading implies critical perceptions and the rewriting of the read, through interaction with the text. Reading goes far beyond decoding linguistic signs, it´s necessary to search for understanding and its relations with the experienced. Teaching to read the world and to expand this reading through the word is the role of the teacher in the teaching of the mother tongue. Therefore, reading cannot be reduced to a mechanical act.

Returning to the course, fluency in reading remains in evidence, so much so that Module 4 is dedicated to it. In six lessons, the teacher reflects on how to teach reading with speed and precision, through strategies such as reading aloud and repetition in chorus. Finally, Module 06, with eight lessons, is dedicated to understanding. In the introductory text (Lesson 1), it´s highlighted: "Comprehension is the ultimate goal of reading. It involves extracting the meanings, identifying the implicit and explicit messages, knowing the author's intention and relating the text to the information already known". (BRASIL, 2021c).

Although progress is made towards the need to understand the text, the use of the verb extract points to a conception of reading as the extraction of meanings. This is, according to Leffa (1996), a restricted definition of reading, because it conveys the idea that meaning resides in the text, with the reader being only a "miner" who extracts ready and unique meanings from the text. In this conception, "oral reading errors are seen as evidence of reading deficiency. Reading is a linear process that develops word for word. The meaning is extracted - it accumulates - as these words are processed" (LEFFA, 1996, p. 12).

And by adopting this conception, the program allocates great space to work with fluency, as we point out in this analysis, thus subordinating the understanding and the replication. It seems, in this brief analysis, reading with meaning, having access to different genres and textual supports is only possible and "allowed" after the child goes through a long process of training the graphophonic relations of decoding, of reading aloud.

We advocate, however, a teaching of reading that allows the child, even if he does not yet read autonomously, experiences with various texts, from the beginning of the literacy process. We advocate that she can read with the eyes of the teacher, read with the eyes of a colleague, learn to read in the interaction with the texts and discourses produced in the various spheres of communication, without the need for prerequisites or a technical and mechanical preparation to have access to the world of writing.

Such conceptions of reading, present in the program (reading as decoding, reading as extraction of meanings), and, successively, in the course under analysis, disregard the children's knowledge, their discursive processes (GOULART; GONÇALVES, 2013), their performance in the process of knowledge construction, the different practices of use of reading and writing in society, in short, disregard that reading is interaction, it´s transformation, it´s dialogue.

5   CONCLUSION

Considering the analyses and discussions made about the "Time to Learn Program", especially the "Continuing Education Course in Literacy Practices", it´s possible to conclude that it represents a setback when it comes to teaching and learning of reading and writing in school and in teacher training.

Especially from the second half of the 20th century, numerous sciences proposed studies that resulted in contributions to the teaching/learning of the mother tongue: Pedagogy, Linguistics, Psychology, Anthropology, among others. Since then, we have lived the unfolding of these proposals, with significant changes in school practices, in the search for a less mechanical and more significant literacy. We begin to consider the child's ways of learning, to better understand the nature of the learning object (writing), to organize teaching from the different texts and social practices of language use, from life, to see the child as a socio-historical subject, who thinks, feels and acts in his own ways, whose discourses should be valued and considered in the learning process.

And what we can call advances came to teachers through continuing education courses, such as pro-literacy, Profa and Pnaic, the latter being considered the largest literacy program in our history. Even with their limits, they positively impacted schools and, in some way, improved the quality of education in Brazil, including an improvement in the results of large-scale assessments, with all the criticisms we can make of them.

The program analyzed in this article cannot be seen as an advance, on the contrary, it brings an erasure of studies, research, good practices, achievements so far. In carrying out this erasure, it resumes a conception of literacy as learning a simple technology, as learning alphabetic knowledge. Reading, in turn, is conceived as decoding and as extraction of meanings, with much more emphasis on fluency and less on the ability to dialogue with the text. They are, therefore, restricted conceptions.

As pedagogical implications, the program, with its training proposal, can lead teachers to more mechanistic practices, because they believe that it´s a set of innovations, by the idea that is "sold" of guaranteed, fast and practical literacy, based on scientific evidence, making them question their own experiences, their formations. In the day-to-day work, in the teaching process, we have met graduates of the Pedagogy course who question us about the training in this program; some say they do not find a dialogue between what they have learned at university and what they are told to do. These

dialogues, although informal, can give us clues to how the teacher deals with the new proposal.

Finally, these reports and the results of this study lead us to the need to deepen the study of the PNA and its actions, studies that can, for example, analyze how (or to what extent) the continuing education received changes the conceptions and practices of teachers about literacy and how this official discourse was received. In addition, it´s necessary to provoke greater discussions on this topic in the academic world, in order to generate resistance to policies that make us go backwards.

At the moment, the beginning of the government of Luís Inácio da Silva, we live the expectation of repeal of the PNA and the whole package of measures that compose it. The current Minister of Education, Camilo Santana, has already published that one of the priorities of the portfolio is the resumption of the "National Pact for Literacy at the Right Age" (*Pacto Nacional pela Alfabetização na Idade Certa*), in order to continue the search for literacy as a right of all. However, whatever the proposal, whatever the government, let us be attentive and willing to analyze its impacts on the educational scenario, training and practice of teachers.

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