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LANGUAGES, CODES AND THEIR TECHNOLOGIES: HOW AN EXTENSION ACTION CAN HELP THE RETURN TO PRESENTIAL EDUCATION AFTER THE PANDEMIC

LINGUAGENS, CÓDIGOS E SUAS TECNOLOGIAS: COMO UMA AÇÃO DE EXTENSÃO PODE AUXILIAR NO RETORNO AO ENSINO PRESENCIAL PÓS PANDEMIA

LENGUAJES, CÓDIGOS Y SUS TECNOLOGÍAS: CÓMO UNA ACCIÓN DE EXTENSIÓN PUEDE AYUDAR AL RETORNO A LA EDUCACIÓN PRESENCIAL TRAS LA PANDEMIA

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Abstract: This experience report seeks to present an extensionist action conducted by the Institute of Applied Social Sciences of the Federal University of Alfenas, Varginha campus. Such an action was proposed in view of the educational lag suffered by the school community during the two years of remote teaching in the face of the pandemic scenario imposed by the New Corona Virus 19. Thus, to attenuate the impacts caused by remote teaching in the public school system, this initiative sought to help third-year high school students in one of the areas proposed by the National Common Curricular Base, the area of language and its technologies. In this way, as support material, the Languages, Codes and Technologies notebooks from the National High School Examination of previous years were used, so that students were also prepared to take this exam in the year 2022. For the organization and realization of the course, a demand survey was conducted among the schools in the municipality, which demonstrated the need for extensionist actions aimed at strengthening partnerships between educational institutions in favor of overcoming the lag caused by remote teaching. The results pointed to the success of the action, as it could be seen that the course functioned as an intensive review of the content worked on in that area over the three years of High School.

Keywords: Basic Education. Remote Learning. Educational lag.

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Resumo: O presente relato de experiência busca apresentar uma ação extensionista realizada pelo Instituto de Ciências Sociais Aplicadas da Universidade Federal de Alfenas, campus Varginha. Tal ação foi proposta diante da defasagem educacional sofrida pela comunidade escolar durante os dois anos de ensino remoto frente ao cenário pandêmico imposto pelo Novo Corona Vírus 19. Desse modo, na tentativa de atenuar os impactos provocados pelo ensino remoto na rede pública de ensino, a presente iniciativa buscou auxiliar os alunos do terceiro ano do Ensino Médio em uma das áreas propostas pela Base Nacional Comum Curricular, a área de linguagem e suas tecnologias. Nesse passo, como material de apoio, foram utilizados os cadernos de Linguagens, Códigos e suas Tecnologias do Exame Nacional do Ensino Médio dos anos anteriores, de modo que os alunos também fossem preparados para a realização desse exame no ano de 2022. Para a organização e realização do curso, foi feito um levantamento da demanda entre as escolas do município que demonstrou a necessidade de ações extensionistas que visassem fortalecer parcerias entre as instituições de ensino em prol da superação da defasagem provocada pelo ensino remoto. Os resultados apontaram para o êxito da ação, pois pôde ser observado que o curso funcionou como uma revisão intensiva do conteúdo trabalhado na referida área ao longo dos três anos do Ensino Médio.

Palavras Chaves: Educação Básica. Ensino Remoto. Defasagem educacional.

Resumen: Este relato de experiencia busca presentar una acción extensionista realizada por el Instituto de Ciencias Sociales Aplicadas de la Universidad Federal de Alfenas, *campus* Varginha. Tal acción fue propuesta delante el rezago educativo que sufrió la comunidad escolar durante los dos años de enseñanza a distancia ante el escenario de pandemia impuesto por el Nuevo Corona Virus 19. Así, en un intento por mitigar los impactos que provoca la enseñanza a distancia en el sistema escolar público, esta iniciativa buscó ayudar a los estudiantes de tercer año de secundaria en una de las áreas propuestas por la Base Curricular Común Nacional, el área de lenguaje y sus tecnologías. En este paso, como material de apoyo, se utilizaron los cuadernos de Lenguas, Códigos y Tecnologías del Examen Nacional de Bachillerato de años anteriores, de modo que los estudiantes también estuvieran preparados para rendir este examen en el año 2022. Para la organización e implementación del curso, se realizó una encuesta de demanda entre las escuelas del municipio, lo que demostró la necesidad de acciones extensionistas dirigidas a fortalecer las alianzas entre las instituciones educativas a favor de la superación de la brecha causada por la enseñanza a distancia. Los resultados apuntaron para el éxito de la acción, pues se pudo ver que el curso funcionó como

una revisión intensiva de los contenidos trabajados en esa área durante los tres años de Enseñanza Media.

Palabras Clave: Educación Básica. Aprendizaje a Distancia. Brecha educative.

INTRODUCTION

It is known that, due to the novel Corona Virus 19 pandemic, Brazilian education was conducted remotely during the years of 2020 and 2021, and that, in this process, the Basic Education students were limited to activities that did little or nothing to privilege the dissemination of knowledge beyond the schedule determined for the curricular fulfillment of the grades taken in High School. In this step, given the content gap, the absence of a study routine and also the limitation of dialogue between student and teacher, it is necessary that initiatives be created in conjunction with the offer of regular education in an attempt to recover and offer access to other forms of knowledge.

Faced with this need, the Institute of Applied Social Sciences (ICSA) of the University of Alfenas (UNIFAL-MG), Varginha campus, sought to establish contact with Basic Education schools in the municipality, consulting their educational demands in the face of the return to face-to-face teaching. After a few visits and meetings, among the needs pointed out, was the recovery of teaching that was reduced to be offered during the pandemic period. Given this, with the availability of the campus Communication professor, a partnership was initiated between the aforementioned university and the schools to offer a course that could be taught to interested students from state public schools.

In this way, in dialogue with the National Common Curricular Base (BNCC) (BRASIL, 2018), and with the National High School Exam (ENEM), this action sought to offer classes focused on the area of languages and their technologies, aiming to broaden access for high school students to knowledge and also to offer classes aimed at preparing them for entering institutions of Higher Education. For this purpose, the aforementioned proposal was given through a 40-hour extension course aimed at students and graduates of High School in the public school system of Varginha and other interested parties.

During the idealization of the extension course, entitled "Languages, Codes and their Technologies", it was based on the assumption that, in addition to the education offered, initiatives are needed that aim to broaden knowledge in a free and democratic way - especially

when one is faced with important educational events, such as the return to face-to-face teaching after the pandemic years.

This issue was punctual due to the fact that, upon returning to face-to-face activities, the school community, in general, came across - and still comes across - the results of a fragmented education offered remotely. It is known that access to forms of digital technologies aimed at teaching was not possible for everyone. Even in cases where schools provided materials in booklets, such as the Tutored Plans (PET), in Minas Gerais, there was a large reduction in content and, consequently, in the skills and competencies to be developed by students. (OLIVEIRA et al., 2022).

Given this, it is fundamental that educational institutions, such as those at the higher level, can open space and offer complementary education so that it is possible to resume quality education that values democratic and citizen formation. In this step, this extension proposal, guided by the BNCC and considering the ENEM, sought to offer a course that aimed to work on language and its various technologies. According to the BNCC (BRASIL, 2018), for this area, it is necessary to enable forms of understanding regarding the functioning of different languages and cultural practices, mobilizing knowledge in the face of the reception and production of speeches in the various areas of social action.

Allied to this, the understanding regarding the functioning of various media can enable a critical interpretation of reality and the development of autonomy to continue learning. In this way, by establishing the dialogue between the university and basic education, a positive impact on the formation of high school students in the public school system was sought. This impact is related to the search for improvement in reading, writing, textual interpretation of various text genres and, mainly, to the development of literacy - one of the fundamental elements for the exercise of citizenship.

METHODOLOGY

The teaching methodology of this extension course included weekly classes that provided, in an alternating manner, expository classes, debates, exercises, reviews, analyses and appreciations of literary expressions and various text genres of writing, orality and the digital universe. For this purpose, two weekly face-to-face classes of 60 minutes each were offered, totaling 24 classes over 12 weeks. The classes were taught by a professor with a doctorate degree from the Federal University of Alfenas (UNIFAL-MG), Varginha campus.

In addition to the activities carried out during the face-to-face workload, other activities were necessary for better understanding and use of the course. Thus, 16 hours of activities carried out at home were added, such as readings, interpretation exercises, appreciation of films and music, among others. In this way, the course had a total of 40 hours. For better use, it was necessary for the meetings to take place in a multimedia room, as the following resources were needed: Datashow; projection screen; notebook/computer and sound box.

Registration and the entire course were offered free of charge. Initially, the vacancies should be filled by 35 students from the 2nd and 3rd years of high school in public schools in the city of Varginha and the other 5 remaining, by interested people who have graduated from public high school. The selection criterion took into account the order of registration and also the conformity of the delivery of the following documents: CPF, proof of enrollment in the 2nd or 3rd years of high school in public schools in the city of Varginha or the certificate of completion of high school. The dissemination was done through visits to public schools in the aforementioned municipality and in pre-university entrance exam groups attended by UNIFAL-MG during the registration period.

The course of Languages, Codes and their Technologies was held between the months of September to November 2022. Prior to this moment, there was the registration phase that exceeded expectations, as the registrants exceeded the 40 vacancies, obtaining a total of 48. Given this, the teacher accepted this extra number, counting that there are always withdrawals throughout the course. It is also important to say that, for the success of filling the vacancies, a missionary work was necessary in the state schools of the municipality of Varginha.

In all, contact was made with ten schools that offered high school and, once inside the school space, dozens of classrooms referring to the last two years of basic education were visited. The objective of the visits was to present to the students the purpose of the course and also to encourage them to take the ENEM exam. However, beyond that, it was noticed that many students did not even know of the existence of a federal university in the city and, much less, the forms of entry. Given this, before announcing the course, the teacher, always accompanied and assisted by fellow teachers and/or volunteer students, presented the university and explained the forms of entry to federal public higher education.

After this introduction, the course was then announced and it was also explained how those interested should register. Thus, for this moment of registration, a link was created with the course data, the receipt of documents and checking of the requested items. For this, a student

from the Institute of Applied Social Sciences (ICSA) of UNIFAL-MG provided great assistance to make it possible to complete the registrations, reserve the room and contribute to demands that this initial moment required.

Thus, after the registration period that lasted two weeks, classes began. So that communication could take place more punctually, a WhatsApp group was created, also used so that the teacher could share the material worked on in the classes. During the course period, the meetings took place on Wednesdays from 6:20 pm to 8:00 pm. At first, the course started on Thursdays at 5:00 pm. However, due to the demand of the external community, the schedule was changed, as many students worked in the afternoon and would only be able to arrive after 6:00 pm. With this change of schedule, due to other commitments of the teacher, the day also needed to be changed.

Thus, after the second week, the course continued with the day and time adapted. It is important to mention that there was a number of 8 students who showed to have free time from 5:00 pm to 6:20 pm. Thus, also having the availability of the teacher, during 8 weeks, this group of students had writing classes, seeking to work the dissertation textual form as the ENEM Writing Notebook requires. Unfortunately, these writing classes could not go until the end of the course, but, in any way, the participating students could learn more about the dissertation writing. These classes were held in parallel to the course. Thus, this group of students remained from 5:00 pm to 8:00 pm, when the offered language course ended. Thus, returning to the language course itself, the classes took place over 12 weeks.

During the two classes of each weekly meeting, several contents focused on the ENEM Language Notebook were worked on, such as: Literature, Arts, Portuguese Language, Physical Education, modern foreign language, among others. The methodology included, as mentioned, expository classes, discussions and exercises after each explanation of the topics covered. It is important to mention that the exercises were taken from the ENEM notebook of languages, codes and their technologies and, on many occasions, they were projected so that the whole class could follow their resolution. This was a method that the teacher found to better explain the skills and abilities that would be required on the day of the exam. Thus, the teacher selected a content such as, for example, "linguistic variants", explained the concept, its use and social function and, then, presented a series of ENEM questions only with this theme. Thus, with each question, students could observe how that content could be approached in the exam.

It is certain that other methods were used, such as expository classes on a certain historical period to better explain the characteristics of artistic and literary movements and eras;

analysis of artistic expressions that sought to draw students' attention to the characteristics that demarcated a certain work and the comparison between productions from different periods. In these classes, images of buildings with different architectures were projected for appreciation and comparison, the same was repeated with paintings and other artistic expressions. There was also storytelling from the consecrated national literary works of both older periods and the present moment.

With regard to modern foreign language issues, English or Spanish, unfortunately, few questions were elucidated. This was due to lack of time, as it was sought to privilege content of greater relevance both for the expansion of students' knowledge and for the accomplishment of the test. It is important to consider that the questions of this competence sum only 5, in a notebook with 45 questions. However, students could reflect on the influence of foreign language in our daily lives and also on the need to develop, at least, a basic proficiency, considering the demands of the labor market.

Already in the content referring to body language, there was a debate on physical expressions and on kinesthetic communication. Furthermore, students were mobilized to discuss the patterns imposed on society when faced with the different types of bodies of individuals and what these patterns imply in the process of social inclusion. To illustrate such points, other questions from the language notebook were listed to motivate the debate and demonstrate how this knowledge could be required throughout the exam.

RESULTS AND DISCUSSION

The objectives contemplated in the proposal were, in a first moment, to enable the expansion of knowledge focused on languages and their technologies, in an attempt to recover the content gap in this area. This objective was achieved, because, throughout the meetings, the students were able to have access to classes that promoted more than the knowledge of the area of languages and their technologies, but also enabled students to compare and analyze activities, debates and reflections and, in this step, the development of reading and interpretation in the face of various text genres. Thus, the participants who, in the great majority, did not have Literature and Arts classes throughout High School, or who were harmed by remote teaching during the pandemic, were able to have access to these areas of knowledge.

In a second moment, it sought to provide the opportunity for school reinforcement with a view to the National High School Exam. Allied to the first objective, this was also achieved,

considering that the students participating in the language course were, for the most part, students from state schools in the municipality of Varginha. In this way, the aforementioned course also functioned as a school reinforcement, as it was carried out in conjunction with regular education. Furthermore, the classes held in the opposite shift offered a revisional knowledge of all high school, so that students harmed by the precariousness of remote teaching, during the pandemic, could have this opportunity to resume content charged by the ENEM that was lagging behind.

The third and last objective sought to broaden the dialogue between the school community of Varginha and the Institute of Applied Social Sciences (ICSA). This objective was also achieved, since the fact that the classes were offered in the ICSA's premises generated a great approximation of the students with the academic space of UNIFAL-MG in Varginha. Including, many students, before or after classes, were able to watch activities that were being carried out in the campus's premises, such as the reception of freshmen, for example.

Also, considering that the end time of each class of the course corresponded to the beginning of the classes of the undergraduate courses, the participants were provided with a sample of academic daily life and the feeling that it is possible to be part of it by seeing the undergraduate students in the neighboring rooms and in the corridors (many also coming from public schools). In this way, it was relevant to offer the course in the same environments frequented by students already enrolled in Higher Education.

It is important to mention that the work developed during this extension action, started with the visits to schools, had punctual repercussions. Among the students of the course's participant group, six of them enrolled in ICSA in the first semester of 2023. Besides these, three others who were in the classroom when the teacher went to announce the offer of the course in schools and, in this opportunity, also presented UNIFAL-MG as well as the forms of entry to federal public Higher Education.

It is also important to mention that this contact of UNIFAL-MG with the students of state schools also generated the narrowing of ties together with their teachers of Basic Education, because many were able to participate and bring their students to the events "UNIFAL de portas abertas/UNIFAL para você" and "Science and Technology Week". Such events occurred in October 2022 and counted on the visit of schools from the public and private networks. Undoubtedly, the presence of the teachers of the schools greatly helped in the legitimacy of the work carried out in partnership.

Moreover, the results could be observed in the performance of the participating students at each meeting. It was possible to see the involvement of the class, their interest and development throughout the course. After the ENEM, some students returned, saying that the course was fundamental for the test. They pointed out that they saw in the questions the contents worked on and that the writing was also impacted, considering that they could use as a development repertoire several works cited in the classes. Although the result achieved is, mainly, of a subjective order, the success was considered for having students present in all classes, participants and animated - contrasting with the reality found in many schools in the municipality during the visits.

It is certain that the classes promoted in another institution, especially of Higher Education, encouraged the students. However, the interactive classes, with greater technological resources and with a differentiated pedagogical approach made a difference in the attention given by the participants. In view of this, a criticism of the education carried out in public schools is not appropriate, but rather a criticism of the lack of technological infrastructure that, even after the pandemic, still persists in public schools. When making the visits, not rarely, the teacher involved with the project and her colleagues and students could observe that the classrooms do not have multimedia resources, such as Datashow, computer, internet connection, sound boxes, lacking, even, in some, white boards. In many, classes are still taught with only the resources of the green board, chalk and textbook.

In view of these and other points listed above, it is believed that the aforementioned action could contribute to a citizen formation that aimed at inclusion, respect and the need for the strengthening of public policies aimed at a large segment of the population that does not have the same opportunities as a certain social niche when it comes to the offer of quality education. Also, throughout the classes and other activities, the promotion of the exercise of citizenship took place, as the course was focused on the development of autonomy by aiming at the expansion of knowledge in the area of languages and their technologies and by providing an opportunity for school reinforcement.

As an extension activity, it is necessary to take into account the elements that constitute it as such. Thus, in the face of this activity offered, for the dialogical interaction to take place, it was necessary for the university to offer strategies aimed at recovering the learning gap, so that, in conjunction with the other social actions, it could contribute to the teaching offered during the remote period being expanded with the return to face-to-face classroom. In this step, the execution of this course favored the participation of non-university actors, since it provided

the diffusion and production of knowledge through classes that aimed at working with language and its technologies.

Regarding the inseparability between teaching, research and extension, it is important to point out that it is in the interest of the teacher responsible for the extension action to carry out research that aims to theoretically investigate the educational needs after the period of seclusion caused by the pandemic. Regarding teaching, this extension activity made it possible to develop other didactic methods that better meet the needs and expectations of the group of students involved.

This course was built by interdisciplinarity, since the disciplines mobilized for the development of the action constituted the great area of language, namely: Portuguese Language, Art, Physical Education and English Language. The aforementioned action sought to involve UNIFAL-MG students who were interested in voluntary monitoring and also favored the construction of inter-organized and interprofessional alliances, as it counted on the help of students and teachers involved and responsible for the Learning to Learn Course, offered in the remote modality by the Institute of Applied Social Sciences in partnership with the other campuses of UNIFAL-MG.

Regarding the impact on the formation, during the course, the students involved were able to broaden their knowledge from contact with the external community, since this action allowed them to question and investigate new forms of understanding education and teaching in the post-pandemic context. Also, throughout the classes and other activities, the promotion of citizen formation took place, as the course was focused on the development of autonomy by aiming at the expansion of knowledge in the area of languages and their technologies and by providing an opportunity for school reinforcement.

On the social impact, it can be said that the action presented significant contributions in the local community as it managed to serve a social portion that demands, beyond school reinforcement, the development of aspects pertinent to language: reading, writing, interpretation and literacy. These elements, during the pandemic period, were treated by public schools remotely, which, unfortunately, was not carried out satisfactorily, given the reduction of content and difficulty of many students in keeping up with teaching due to lack of technological resources.

In this way, it is believed that this course helped to mitigate the learning gap and also contributed to the development of citizen formation of the students involved. In this step, the action also contributed to changes in the university, because, by serving a part of the students

of public basic education in the city of Varginha, it was able to understand more specifically their demands and, in this step, seek other strategies to better serve it.

It is hoped that the students involved can broaden their knowledge pertinent to the area of language, that is, developing proficiency in their own language by exercising reading, interpretation and writing. In this step, also implied are the expansion of knowledge focused on the social use of different text genres (written, oral and the digital universe) and for artistic and cultural studies in general.

According to Orlandi (2003), when it comes to the constitution of the subject in his relationship with the language, in our case, the Brazilian subject and his relationship with Portuguese, his constitution by the space of difference must be taken into account. With this, it is fundamental to think about the processes of subjectivation, individualization and constitution through institutional and socialization resources that affect this subject, thinking about these processes from the reality of this and for this subject. In view of such a presupposition, it can be said that the school environment, through its institutional functioning, exerts great influence on the process of subjectivation, individualization and constitution of the student subject and that, therefore, the various forms of literacy, constituents of this process, should not be left out.

Thus, when raising the question regarding literacy, it can be understood with Soares (2002, p. 158) that this term goes beyond literacy - "the action of teaching to read and write", because the condition of literacy presupposes the cultivation, exercise and mastery of social practices that take as a basis the use of the language.

In this way, when teaching takes literacy as a perspective, it should be considered that it is not enough for the subject to know how to read and write, but more than that, it is necessary that there is the exercise and mastery of social practices so that, in fact, the subject exercises his citizenship. Corroborating this position, Corrêa (2007) points out that:

The school culture and the professional field of the teacher configure a set of social practices that legitimize certain practices of reading and writing, as well as certain practices of accessing and making information available, which favor the synchronization of activities and the demarcation of territories. Sharing these practices guarantees participation in a professional and community identity. (CORRÊA, 2007, p.28).

And, in this panorama, it was of interest to this proposal to seek to explore other ways of reading, new reader effects, having as interest new textualizations that can produce reader effects beyond mere decoding and/or repetition of information as, not rarely, the contents related to the language are worked. According to Pêcheux (2010, p. 254), "individuals are interpellated

into speaking subjects (into subjects of their discourse) by the discursive formations that represent "in language" the ideological formations that correspond to them".

In view of such an idea, in a continuity of the process of constitution of the subject in his relationship with the language, it was intended to enable, through the reader effect, the function of subject author, that which, touched in a particular way by history, according to Orlandi (2006, p. 24), "the author manages to formulate, within the formable, and constitute himself, with his statement, in a history of formulations". Thus, by historicizing his saying, the subject author inscribes his formulation in the interdiscourse, producing an interpretative event that differs him from simple repetition, from mnemonic exercise, and that inserts him in a relationship of constitution with the language itself. Without this relationship of constitution with the language, the subject is at the mercy of empirical repetition and formal repetition that do not historicize a saying and, therefore, do not establish a relationship of meaning, signification and identification of the subject.

Such notions proposed by Discourse Analysis are fundamental when proposing an extension course that aims to privilege the teaching and learning process from language technologies. Without the effective participation of the student subject, his production of meanings, his position as subject author of the saying, the pedagogical practice of language teaching, for example, tends to produce a repetition effect that does not produce a relationship of identification between the subject and the content studied.

To elucidate how Discourse Analysis conceives the notion of technology, Dias (2011, p. 262-263) points out that "the meaning of the word technology is the effect of the way it is taken politically in the constitution of the artifacts of the world in an inseparable relationship with the form of social, political and economic relations". This shows that the meaning of technology extends to various artifacts of the social environment, thus demonstrating that, in this process, subjects are affected by issues of a technical order while political issues.

In this way, the notion of technology can be understood as instruments of social practice created from defined interests that, according to Ianni (1998, p. 18) "begin to dynamize, intensify, generalize, modify or block social, economic and cultural relations, processes and structures active in all spheres of national and world society.". According to Ianni (1998), the term technology acquires presence, strength and scope in the forms of social organization causing change, control and administration of these same forms of organization and their games of force. And, in this context, the school, as an institution, is not left out.

Corroborating these theoretical points, the National Common Curricular Base (BNCC) presents the area of languages and their technologies in an attempt to seek the expansion and consolidation of the teaching of Portuguese Language, Art, Physical Education and English Language, guaranteeing linguistic rights to the different social groups that make up Brazilian society.

In this step, the BNCC established a series of skills and abilities that students should develop so that they can mobilize and articulate, simultaneously, the knowledge coming from such areas of knowledge. For this, the proposed language course focused on a teaching that offered a comprehensive education, providing learning situations that were, in fact, relevant and that provided meaningful learning opportunities. In view of this, this extension action, in dialogue with the theoretical assumptions exposed above and in line with the BNCC guidelines, sought to offer a course focused on the area of languages and their technologies in an attempt to provide an expansion of teaching offers that aim to develop constitutive skills and abilities of a comprehensive and citizen formation.

However, given the need to adapt face-to-face teaching to remote teaching, in addition to the absence of the teacher and his direct contact with students, there was a reduction in workload and also a reduction in curricular content. Such emergency adaptations impacted the development of the skills and abilities that the BNCC itself established as necessary for the student's formation, especially the public-school student. (OLIVEIRA et al., 2022).

According to Leite et al. (2021, p. 3), the study carried out that compared private and public education during the pandemic period pointed out that "64% of private networks already in early 2020 had their own online teaching platforms [...], in contrast, the platform created for public education [...] was inaugurated in April 2020, after the start of the pandemic, requiring an even longer period for adaptation.".

In this step, it is evident that students from public schools suffered greater educational losses during this process. To demonstrate the impact of the educational gap, the authors returned to the census issued by UNICEF (2020) that portrayed the harsh Brazilian reality: "on average, 4.8 million students linked to public schools have no access to the internet and, since this was the option mostly chosen by institutions, a large part of the students did not access the classes.". (LEITE et al., 2021, p. 3).

The authors also point to another aggravating factor that concerns the fact that, even having access to the digital content offered, the uniformity of this teaching for a country characterized by multiculturalism disregards the experiences and individual particularities of

the student. In this step, Leite et al. (2021) demonstrate the concern that, throughout this period, the teaching offered has been given discontinuously and the students submitted to a system incapable of converting information into real knowledge.

Faced with this reality, the authors affirm that the inequalities that already constituted the education systems in Brazil "were exponentially aggravated at the time of the pandemic and will reflect not only in the present, but are also expected to drag on for the next decades.". (LEITE et al., 2021, p. 4). In this step, as they point out, it is necessary that there is a work of awareness and intervention that aims to mitigate the effects of such educational inequality so that it is possible to provide an education that is, in fact, concerned with the development of individuals.

CONCLUSIONS

Futurely, if there is demand, it will be possible to make new editions of this course. However, for 2023, the Learning to Learn Course (PET), which until 2022 was operating in the remote modality, returned, in 2023, to face-to-face teaching. Thus, throughout the year, there will be disciplines focused on the ENEM Language Notebook being offered free of charge to students of public schools in the municipality of Varginha. Thus, there is the possibility of offering this course in schools in the municipality that are further from UNIFAL-MG.

In addition, it will also be up to the professionals involved in the process to seek new school demands so that, together, the university can provide more specific assistance to the school community. And, this, in turn, will be able to count on the increasingly strengthened partnership in favor of offering a public, free and quality education.

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