# TEACHING IN EARLY CHILDHOOD EDUCATION AND IN THE EARLY YEARS FACING THE CHALLENGES OF CONTEMPORARY

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**SUMMARY**

This article aims to reflect on the performance of teaching in early childhood education and in the early years in the face of contemporary challenges, considering that the school plays a fundamental role in the teaching and learning process, as well as in the formation of the child. In this sense, it was observed that one of the difficulties faced by early childhood education teachers is related to the use of new educational technologies. The aim of this study is to promote a reflection on the teacher's role in the process of child development. For this, the methodology used was bibliographic research of a qualitative nature, which was based on some authors, such as: Perrenoud (2000), Valente (2007) and Freire (2003). According to the results, it is observed that even though technologies are present in schools, it is still little used in early childhood education and in the early years, in addition to having to be used by teachers so that they can streamline their classes, they also need to have a critical look at using it not as something that hinders their professional development, but as a tool that brings great possibilities to help in the teaching and learning of students, since the child needs to develop fully and, for that, he needs to get a good education.
**Keywords:** Teaching, Education and Contemporaneity.

## INTRODUCTION

Reflecting on the role of teaching in early childhood education and the early years in the face of the challenges of contemporaneity becomes essential. Considering the technological developments that are being integrated into current education, there is already a discussion about how it would be if all the transformations that are already visible in schools were taken into account, encompassing all forms of teaching and seeking contributions from various media that are still difficult to access in schools. This would transform the educator into a facilitator of knowledge through research, aiming to educate students not as mere repeaters of ideas, but as discoverers of new

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ones. Consequently, they would become citizens capable of understanding and constructing their own knowledge based on everything they can renew, expand, and produce.

It is said that theory always goes hand in hand with practice, but when it comes to the classroom, practice becomes a challenging activity. That is why theory is sought as a basis to solve certain situations encountered along the way. In this sense, one of the difficulties faced by teachers in early childhood education and the early years relates to the use of new educational technologies. For some, the main difficulty lies not in the lack of knowledge, but in the insufficiency of these technologies in schools, which ends up compromising teaching through them. Nothing is more important than practice for individuals to understand that only by practicing will they be able to learn on their own how to behave when they become professionals. The experiences sought during their student life are essential for education to transform both the individual's environment and society as a whole.

Educators need to understand how children think and acquire knowledge in order to interact with them and guide their learning and also provide appropriate support, respecting their ways of being, acting, and thinking (HERMIDA, 2007).

The mentioned research aims to reflect on the role of the teacher in the child's formative process, seeking to identify possible reasons for the non-utilization of new technologies present in schools and to analyze how they are used in lessons and integrated into the child's educational process.

This research is highly relevant to the educational field as it addresses a subject that is present in schools, and teachers demonstrate significant difficulties in using technology to enhance their lessons and aid in the teaching and learning process of students. It is not because they are unaware of these technologies, but rather because they are not sufficient or available in the school environment. Additionally, teachers may not have personal

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access to these technological tools, even for lesson planning, which further hinders their work.

Throughout this article, the difficulties faced by educators and schools in the face of contemporary challenges will be addressed, as well as their achievements. Being a teacher in these circumstances within the educational environment means understanding the need to keep up with the pace of development imposed by the system. It also means employing social media as a means to accumulate knowledge, as these platforms are an integral part of children's daily lives and society as a whole.

The aforementioned article is divided into three chapters. The first chapter discusses the challenges of contemporaneity in teaching. The second chapter presents a reflection on Teaching in Early Childhood Education and the Early Years of Basic Education, as one of the greatest challenges in schools today. The third chapter focuses on Pedagogical Practices and Education, a topic that cannot be overlooked, particularly due to its extensive use by educators and how these practices are being implemented in the classroom.

**THE CHALLENGES OF CONTEMPORANEITY FOR TEACHING.**

The great difficulty faced by educators nowadays is precisely the fact that in schools they receive children from various social backgrounds. Consequently, some of these children already have a formed knowledge regarding the use of new technologies at home. In school, these technologies sometimes contribute in some way to the students' growth, while other times the difficulties in their use are felt not due to a lack of knowledge, but because the school does not provide the necessary conditions for their use. There is a lack of computers and an adequate multimedia resource room to accommodate a considerable number of students.

> Some children are already required to exercise their technological fluency from early years. They have access to a wide range of digital technologies, including TV remotes, lights, doors, and other appliances, video games, and many of their toys. (VALENTE, 2007, p. 29).

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The use of various technologies at home promotes in children the ability to communicate, expand their knowledge, and understand the real world. Some of them already live surrounded by media that would be beneficial for them to use at school. By utilizing these technologies in the classroom, teachers could employ their proper use for specific purposes in support of knowledge acquisition.

> The school cannot ignore what is happening in the world. Indeed, new information and communication technologies (ICT or NICT) are dramatically transforming not only our ways of communicating but also our ways of working, making decisions, and thinking. (PERRENOUD, 2000, p.125).

Another relevant issue is the inadequacy of classroom space to accommodate these students in a way that makes them feel comfortable in a cozy environment that can offer at least some level of comfort to the children. In addition, the availability of pedagogical materials is of paramount importance to promote quality education, especially in early childhood education, where playfulness, imagination, and make-believe play a crucial role in the intellectual development of the student. Therefore, it is necessary for the school to have these resources that are essential for teaching and learning. There are so many difficulties that, if listed, would be countless.

> Considering the foundational axes of pedagogical practices and the general competencies of Basic Education proposed by the BNCC (National Curricular Common Base), six rights of learning and development ensure, in Early Childhood Education, the conditions for children to learn in situations where they can play an active role in environments that invite them to experience challenges and feel stimulated to solve them. These situations allow them to construct meanings about themselves, others, and the social and natural world. (BRASIL, 2017 p. 37).

The process of literacy is considered one of the most important stages in a student's life and, consequently, one of the greatest responsibilities of the teacher. It is through this process that students have the opportunity to truly engage with reality. Only through this experience will the teacher understand the importance and the responsibility they will have to face when assuming this role. They will also come to realize that it is not as easy as it may seem when not in a classroom setting. It is through firsthand experience that they

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will truly know and decide if becoming a teacher is what they truly sought throughout their academic life.

> As long as teachers see themselves as the sole source of impulse and regulation of students' learning, it is feared that they will never tire of trying to be "everywhere." Even with ingenious devices and the use of advanced technologies, they will not be able to tackle all the problems. (PERREDOUD, 200. p. 62).

In the face of difficulties, the teacher, in addition to being an artist, must know how to deal with emotions because being an educator is not easy. It is one of the most challenging and rewarding tasks. Teaching a child to take their first steps in education is as important as teaching a child to take their first physical steps (to walk).

Working with this clientele is both interesting and challenging because it is a phase of discovery in which children are in a process of questioning and inquiry. Especially today, when children in schools are experiencing the modern era of technology, everything is a source of novelty to them, and they always seek new challenges.

> The interaction during play characterizes the daily life of childhood, bringing with it many learning opportunities and potentials for the holistic development of children. By observing the interactions and play between children and between children and adults, it is possible to identify, for example, the expression of emotions, the mediation of frustrations, the resolution of conflicts, and the regulation of emotions. (BRASIL, 2017 p. 37).

Hence the importance of working with practical and playful activities where the child can develop their tasks individually and in groups. This way, socialization occurs naturally, without the child being forced to play or make friends with their peers. Depending on the activity proposed to them, they can naturally engage and interact with others.

> Playful activities are not just fun moments or simple pastimes. They are much more than that. They are moments of discovery, self-construction, and self-understanding. They stimulate autonomy and personal expression, allowing for expansion and growth, where constraints begin to loosen, and the pulsation that marks the presence of vibrant life is regained (PEREIRA, 2011, p. 62).

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The teacher's participation in choosing the best possible way to teach, together with the students, whether it be through the use of videos, music, readings, films, and stories, greatly contributes to the realization of the lessons. The students, in turn, will feel comfortable participating in the activities without the constant intervention of the teacher, and they will demonstrate through their engagement in play and the completion of tasks that learning can take place through doing and playing as well. The most important aspect is that they learn from an early age to take responsibility for their own education.

> Throughout Elementary School - Early Years, the progression of knowledge occurs through the consolidation of previous learning and the expansion of language practices and the aesthetic and intercultural experiences of children. This takes into account their interests and expectations, as well as what they still need to learn. Intellectual autonomy, understanding of norms, and interest in social life are expanded, allowing them to deal with broader systems that involve the relationships between individuals, nature, history, culture, technology, and the environment. (BRASIL, 2017 p. 59).

In this context, learning occurs as a continuation or progression stemming from other experiences and is present in any circumstance of school life, building upon the continuity of education. This is crucial for students because each grade represents a continuation of acquired knowledge, which in some way reflects upon previously studied material and leads to further growth. Teaching is based on assumptions acquired throughout the academic journey.

It is common for teachers to encounter difficulties in imparting knowledge, especially in Early Childhood Education and the Early Years, which form the foundation of education. Without a solid foundation, students may struggle in their future academic performance, impacting their overall development. The early and primary years of education require heightened attention and a focus on providing quality education. It is during this phase that information is processed and refined, allowing students to become capable individuals who can comprehend and navigate reality.

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## TEACHING, EARLY CHILDHOOD EDUCATION, AND THE EARLY YEARS OF BASIC EDUCATION.

Education is essential in the life of a citizen, but the challenges are numerous that in the globalized world it is no longer possible to be a teacher without first understanding the real benefits of modernity and what it brings to complement the educator's knowledge. Along with this modernity, different teaching methods are introduced and complemented by multimedia tools that are constantly transforming society.

> One of the characteristics of globalization is the growing importance of certain types of skills. This work focuses on discussing the need to acquire these key competencies in order to participate in the new globalized society with greater possibilities for success.. (VALENTE, 2007. p.17).

To be a professional capable of carrying out activities in a society driven by modernity, it is necessary, at the very least, to be aware that without keeping up with technological advancements and incorporating their use in the classroom, it is almost impossible to empower citizens capable of constructing their own knowledge. Most children have already embraced these technologies and can no longer imagine life without them. However, it is essential for teachers to know how to navigate this array of innovations brought by technology in education. By doing so, they can make enjoyable use of these tools and ensure their contribution to the field of knowledge is meaningful.

> In the information society, schools should serve as a compass for navigating the vast sea of knowledge, going beyond the utilitarian perspective of providing "useful" information for the sake of competitiveness and achieving results. They should offer a comprehensive education that aims for holistic development. (GADOTTI, 2000, p.250).

The profile of an early childhood educator should encompass various fields of knowledge, as they are the professionals who will have the first contact with children. They play a crucial role in the initial stage and overall development of the child, building upon the habits acquired in the family and extending and refining the knowledge already acquired. It is necessary for the

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educator to have the ability to develop these skills, behaviors, and modes of learning in an educational and playful manner, seeking continuous improvement through their daily activities.

On the other hand, educators in the early years of primary education have the role of facilitating enjoyable learning experiences, instilling in students the desire and constant quest for knowledge through educational practices. As facilitators of learning, they should approach their activities with the understanding that they are working with children who are in the process of formation. It is important to value the space, time, and environment in which they live, allowing them to develop as capable learners ready to move forward, as this phase serves as preparation for future challenges in subsequent years. The teaching and learning process is not only continuous but also builds upon previous stages.

> Teaching is the professional practice of educators, and it represents their primary commitment to society. Their responsibility is to prepare students to become active and engaged citizens within their families, workplaces, professional associations, cultural, and political life. Teaching is a fundamentally social activity as it contributes to the cultural and scientific development of the population, which is essential for achieving other democratic accomplishments. (LIBANEO, 2013. p. 48).

Being a teacher and keeping up with the development of education means demonstrating, above all, the ability to face the challenges of contemporaneity present in the educational context. It means being prepared to fulfill the role of an educator, seeking self-improvement and keeping up with the educational process without losing sight of the main focus, which is to educate citizens capable of constructing their own knowledge based on classroom experiences.

Experiencing such experiences in the classroom is crucial for the student because when the teacher embraces new educational processes, they instill in the student the ability to express their ideas, knowledge, and experiences for their own benefit and this is what transforms the student from a mere repeater of knowledge into a researcher capable of assuming a transformative role in society, inventing new ambitious projects.

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Competitiveness in the contemporary world turns the student into a thinking being capable of producing knowledge that previously relied on the help of the teacher. Today, these ideas emerge from the students themselves as problematizing projects that put scientific knowledge to the test, a knowledge that arises within the educational environment. It is now possible to coexist with this reality, which grows every day, and the student is an integral part of this process. Paulo Freire, positioning himself as a learner through his own experience, draws attention to the teaching and learning process, stating that:

> The learner needs to assume themselves as such, but assuming oneself as a learner means recognizing oneself as a subject capable of knowing what they want to know in relation to another subject who is equally capable of knowing, the educator. Between the two, they enable the task of both, which is the object of knowledge. Teaching and learning are thus moments of a larger process of knowing, which involves re-knowing. (FREIRE, 2003, p. 47)

Regarding the educational process in early childhood education and the early grades, it is no different. Children already bring ideas from home, influenced by their use of technology. Some of them have already been exposed to this technological world, which often puts the teacher in difficult situations to resolve, as they may not have the same access to the virtual world that students have. Children are capable of easily assimilating the handling of equipment, whereas adults may encounter obstacles, perhaps due to their fear of the unknown. Children do not think about damaging devices; they want to discover the new and are always excited by the unknown, adults, on the other hand, consider the consequences, which can impose certain restrictions in certain situations.

Freire, by proposing a classroom practice that could develop students' critical thinking, criticized the teaching offered by the vast majority of schools (i.e., "bourgeois schools"), which he referred to as banking education. In this approach, according to Freire, the teacher acts as someone who deposits knowledge into a passive and receptive student. In other words, knowledge is seen as a gift from those who consider themselves its owners. For Freire, this

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type of schooling is alienating, although no less ideologically driven than the one he advocated to awaken the consciousness of the oppressed. "Its main focus is fundamentally to kill curiosity, investigative spirit, and creativity in students," wrote the educator. He argued that while conservative schools seek to accommodate students to the existing world, the education he advocated aimed to unsettle them (FREIRE, in Revista Nova Escola, October 2008).

In pedagogical practice, learning should be motivated by concrete situations in the students' context, which are critically analyzed through dialogue in order to build new knowledge and transform reality. In this approach, the relationship between educator and learner is horizontal, allowing everyone to think, express their ideas, contradict, and justify. No one possesses absolute knowledge or absolute ignorance; all are humble in both teaching and learning.

> Knowledge comes at a price. New knowledge is the result of slow, rigorous, and tiring efforts in searching, which presupposes not only a determined will to go through the entire process but also the willingness to retrace the steps that have already been taken. (GADOTTI, 1995. P. 63).

Pedagogical practice should be based on diagnosing identified difficulties and, in a timely manner, making possible and necessary interventions to ensure effective learning. The teacher acts as the agent and mediator of learning, employing creativity and dynamism, planning lessons, and seeking methods and approaches that facilitate student learning.

According to Freire, education should necessarily involve recognizing the cultural identity of the student, with dialogue serving as the foundation of his method. The content should align with the cultural reality of the learner and the quality of education should be measured by its potential to transform the world.

According to the pedagogical trend, the school believes in the following concepts:

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The concept of education primarily refers to the process of teaching and learning, which is essential for transferring the habits, customs, behaviors, and values of a society from one generation to another, in accordance with the evolution of the community as a whole. The educational environment should contribute to curiosity, creativity, logical reasoning, and stimulation of discovery since humans are social beings capable of changing their thoughts and living in society.

In this sense, the curriculum adopted by the school should go beyond the linear and compartmentalized structure of disciplines. Thus, it seeks reciprocal and collaborative relationships among the various areas in a permanent dialogical and cooperative attitude that are necessary for understanding the multiple relationships that constitute the world, where students and teachers, mediated by communication, organize and interact, constructing knowledge and culture.

According to the National Education Guidelines and Bases Law, Law No. 9,394/96, Article 26 states that:

> The curricula of elementary education (...) must have a common national base, to be complemented in each education system and school by a diversified part, required by the regional and local characteristics of society, culture, economy, and student body.

These diversified curricula constitute an important foundation in the application of knowledge, as the work developed with children requires great care and responsibility. Children spend four hours in a classroom under the guidance of teachers who, in addition to transmitting content, must be attentive to everything that happens in the classroom. Since children with different behaviors are received, teachers must be prepared to handle numerous situations that may surprise them, requiring extra caution.

It is for these and other reasons that school is considered a second home for children. It is where education is continued, and the acquired knowledge is refined and expanded throughout their school life. The school has the role of promoting quality education in a space where students feel welcomed to

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develop their skills and receive knowledge from teachers that goes beyond the subjects taught in the classrooms, it is an ongoing preparation for their personal development.

## PEDAGOGICAL PRACTICES AND EDUCATION

We live in a society where education is meant to prepare individuals for life, not just for a specific role or material possessions. However, there is a certain difficulty associated with this mindset, considering that we inevitably exist in a society shaped by capitalism and individualism. This poses a significant challenge when it comes to education. Preparing children and young people to assume their role in contemporary society is an immense task. As a social transformer, the school must focus on preparing citizens who are capable of constructing their own knowledge, becoming independent, and transforming the society in which they live.

Transformation means being open to receiving changes, embracing the new and the unknown, and sharing such knowledge in a way that everyone can have access to it, aiming for the transformation not only of individuals but of society as a whole. Committing to this new model of education requires, above all, a revolution in education so that everyone can understand that only through transformative and reflective education can the school community have access to not only students and teachers but also all those involved in the educational process, in this way, everyone can contribute to a quality education, as the responsibility lies with all.

For this to happen, it is necessary for schools and society to be engaged in this process and participate together in shaping the future of education, always aiming for the common good. They should seek to incorporate, through their political and pedagogical projects, the participation and interest of everyone in favor of education, embracing new pedagogical trends that contribute to the learning of students.

> In this pedagogical approach, school activities should focus on discussions of social and political issues and on concrete actions

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> related to immediate social reality. The teacher should act as a coordinator of activities, someone who organizes and collaborates with the students. (QUEIROZ; MOITA, 2007, p. 12)

The Political-Pedagogical Project (PPP) is an extremely important tool in the school process, as it allows for the planning of what is to be achieved throughout the academic year. Goals, objectives, and actions will be evaluated in order to make the necessary adjustments regarding what is working well and what needs improvement. This evaluative process will involve the participation of parents, teachers, and the School Council at the end of each school year. From this perspective, the PPP holds great significance for the school, as it serves as the foundation for the entire educational process. Without this document, it would not be possible to monitor the teaching. It is within this document that everything the school aims to achieve during the academic year is proposed and defined.

The school, as an institution that fosters knowledge, must strive for quality education based on democratic principles, where teachers have the ability to engage in dialogue with their students, aiming for the best possible learning outcomes and providing students with knowledge that goes beyond the classroom. In this way, education becomes a reality when the school becomes a part of the students' daily lives and collaborates with society to continuously improve education through the participation of the school community.

In this sense, the school becomes an essential part of students' lives, and the staff members begin to respect one another, with ethics being a fundamental principle of education. Mutual respect is crucial for the school community to understand their rights and responsibilities based on legislation and the education that is imparted to students, as stated in the Federal Constitution of 1988:

> Federal Constitution of 1988, Article 205: Education, the right of all and the duty of the State and families, shall be promoted and encouraged with the collaboration of society, aiming at the full development of the individual, their preparation for citizenship, and their qualification for work. Article 206: Teaching shall be based on

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the following principles: I - equality of conditions for access to and permanence in school.

The school, as an opinion-forming institution, must be based on the legal principles of education, with the responsibility of providing students with a healthy environment where everyone can have full access to knowledge, without any discrimination based on race, color, or religion. It is through this understanding that an enlightened society is formed, recognizing that everyone, regardless of the aforementioned factors, has the right to education.

Based on the legislation, the school is capable of constructing, throughout the educational process, a quality education in partnership with the school community seeking to expand the topics that are part of the school's daily life, always engaging in dialogue with parents, students, and teachers in order to build an education in which everyone can share good knowledge and achieve satisfactory outcomes in all aspects.

In an ever-changing society, schools play a fundamental role in promoting innovative ideas that go beyond the classroom. In this context, the aim is to integrate technologies in a way that enhances knowledge and attracts both students and teachers. The latter are crucial in shaping capable citizens who are not only prepared to compete but also to act in various situations imposed by society.

> Teaching is an integral part of the broader educational process through which members of society are prepared for participation in social life. Education, or educational practice, is a social and universal phenomenon, constituting a necessary human activity for the existence and functioning of all societies. (...). There is no society without educational practice, and there is no educational practice without society. (LIBANEO, 2013. p.14-15)

The old outdated pedagogical practices, whose methodologies no longer belong to the current scenario, and it can be said that they are not suitable for the contemporary profile of student learning. In this new teaching model, backward thinking is no longer allowed. It is necessary for schools to not only provide education based on commitment but also to take responsibility for keeping their staff up-to-date in order to enhance their pedagogical practices

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and provide students with the necessary conditions for their social, intellectual, cultural, and political development, among others.

> Technological education has never been as valued as it is now, as it simultaneously faces one of its most formidable challenges. The concepts of "school" as a place of learning, "teacher" as the source of knowledge, "student" as the object of learning, and "subjects" have never been so questioned. For this reason, the focus of technological education must encompass technological skills and the appreciation of the human being in the process. (GRINSPUN, 2009. p. 235)

One of the great challenges of schools in the contemporary era is precisely the fact that even though technology is accessible to everyone, some teachers still use outdated methodologies. This can be due to a lack of technological resources as pedagogical tools in schools or because they are afraid of the unknown. Sometimes these technologies are present in the school, but they are not used, not because of a lack of knowledge, but because teachers find it more viable to stick to traditional classroom methods, such as using the blackboard. This is not to say that the blackboard is not considered technology, as anything used to transmit knowledge is technology in itself.

> The resistance of many teachers to use new technologies in personal research and in the classroom is closely related to the insecurity derived from the false fear of being surpassed, in cognitive terms, by the instrumental resources of informatics. In this sense, mere training in the handling of devices, as important as it may be, does not solve the problem. Therefore, it is extremely important to show that the role of a competent teacher is not only not threatened but also increases in importance. Their new role will no longer be the transmission of supposedly ready-made knowledge, but that of mentors and active instigators of a new dynamic of research-based learning. (MERCADO, 2004, p. 13)

One of the major difficulties for teachers when it comes to having these ICTs in schools is preparing their media materials for classes. Many teachers do not have computers or internet access at home, but they do have them at school. However, they often excuse themselves by citing a lack of time to plan in school. If they were to utilize the designated planning time that they have, it would be beneficial. Within the school, they would have the assistance of other professionals who are proficient in technology and could collaborate with

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one another. However, the fear of the unknown and the struggle to adapt to the use of ICTs have become one of the barriers in education.

> I believe that technological education should be experienced in all levels of education, taking into account the specificities that the curriculum and the students' development offer in each of them. Within this perspective, education can be committed to the training of professionals who are or will be working in the field of technology, as well as focused on the discussion and reflection of its unique aspects. (GRINSPUN, 2009. p. 92)

Another interesting issue is that often in schools, the role of pedagogues is sometimes confused with someone who is only there to demand work from teachers, rather than providing assistance. Their role is to collaborate with teaching and bring new ideas and methodologies that can help teachers innovate and deliver effective lessons. However, most of the time, this doesn't happen, which ends up demotivating teachers. Without anyone to turn to, they continue to carry out their activities in the same old way they are used to.

> The role of the school pedagogue is essential in assisting teachers to improve their performance in the classroom (content, methods, techniques, classroom organization), as well as in analyzing and understanding teaching situations based on theoretical knowledge. In other words, they establish a connection between pedagogical knowledge areas and classroom work. (LIBÂNEO, 2010, p. 61).

In reality, what is seen in theory is not the same as what is experienced in practice. The school has numerous needs, and it is necessary for it to be engaged in seeking and providing the best in terms of student and teacher development. It should aim to offer continued professional development that contributes to high-quality work and brings forth new work methodologies that align with educational progress in the face of modernity.

The partnership between educators, pedagogues, and administrators is crucial for education, as it is when everyone feels responsible for overcoming challenges and is committed to offering the best to students, going beyond and seeking the unknown, with the student's well-being as the top priority, that education truly benefits.

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The availability of educational digital games in many schools is essential for teachers to work with, as it allows children to interact with the content covered in various subjects and cross-curricular themes. In addition to games, there are numerous e-books and videos of children's stories available on the internet, catering to all age groups.

In the classroom itself, teachers can now use digital whiteboards, which some schools have, instead of traditional whiteboards and markers. Moreover, the pedagogical use of mobile phones in the classroom is also possible. Teachers have countless possibilities to work with their students; all it takes is an open mind to embrace new technologies and a willingness to integrate technology and the curriculum in a way that benefits the students.

> The history and evolution of the use of computer technology in institutions demonstrate that from limited scientific curiosities used solely for complex calculations, science, and engineering (...), with the invention of high-level programming languages as tools (...), Despite these advancements, however, until recently, it seemed impossible to put into practice the idea that computers could exhibit a learning behavior that would support organizational processes. (VALENTE, 2007, p. 104-105)

Many achievements through the use of new ICTs, employed in favor of education, have brought a new approach to schools, in which teachers no longer position themselves as holders of knowledge but rather as facilitators. With the goal of facilitating learning, we can already see education being developed in a differentiated manner. This is already a reality. In such a short time, our schools have access to these ICTs that need to be utilized in favor of education. Teachers equipped with knowledge can promote knowledge through technology, using these media that are increasingly occupying a space in people's lives, especially in the lives of the generation that was born in the digital era.

**METODOLOGY**

The Methodology is the topic of the research project that covers the largest number of items, as it addresses the following questions: How? With what? Where? How much? (LAKATOS; MARCONI, 2003, p. 221). Therefore, for

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the accomplishment of this project, the adopted methodology was qualitative bibliographic research, using motivation research and documentary research as methods, through a literature review. According to Cervo (2011, p.61), a literature review is a basic procedure for monographic studies, aimed at acquiring a comprehensive understanding of the state of the art on a specific topic.

The aforementioned research was conducted through observation during internships in Early Childhood Education and the Early Years. In the initial stage, questions were raised regarding the observations, indicating possible hypotheses. The next step involved developing the topic to be addressed, according to the objective of reflecting on the role of the teacher in the child's educational process, identifying possible reasons for the underutilization of new technologies that are present in the school, and analyzing how they are used in the classroom to promote knowledge. Only then did the researcher seek theoretical foundations that addressed the subject at hand, using documentary sources, printed materials, and online works as references.

> Bibliographic research is carried out through the collection of theoretical references that have been analyzed and published in written and electronic sources, such as books, scientific articles, and web pages. Any scientific work begins with bibliographic research, which allows the researcher to become familiar with the existing studies on the subject. However, there are scientific researches that are solely based on bibliographic research, seeking published theoretical references in order to gather information or prior knowledge about the problem for which they seek an answer. (FONSECA, 2002, p. 32).

In this context, the research made it possible to conduct a study on the topic addressed, which was the role of teaching in early childhood education and the early years in the face of contemporary challenges. The aim was to fulfill the proposed objective, and it was possible to understand the real difficulties faced by teachers regarding the use of multimedia resources in schools and how these media can contribute to student learning.

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## FINAL CONSIDERATIONS

Education undergoes daily transformations in the contemporary context, and in this context, the school plays a crucial role in the formation of students. When students enter the school, they bring with them knowledge that is different from the reality experienced in the classroom, and such knowledge is given a new perspective and expanded based on their needs. The role of the school as a provider and transformer of knowledge is to provide students with a quality education that aims for the well-being of all, and it should also be open to acquiring new pedagogical practices that will be part of the students' lives.

Understanding the needs of students is an important task to achieve satisfactory results. Without this prior diagnosis, the teacher will be lost, and such lack of understanding will reflect in their pedagogical practice. It is necessary to become aware of what you truly want that students to know and how you can transmit such knowledge.

In addressing the subject at hand, the use of media and how they are part of the daily lives of students, it is important for the educator to have access to and understand the real benefits they bring to education. However, it is essential for the school as a whole to be committed to providing such support to the educator by enabling the use of ICTs (Information and Communication Technologies) in the classroom and multimedia rooms that are already part of the educational context in some schools. In reality, many schools do not utilize these technologies, not because of a lack of understanding of their use, but due to a lack of pedagogical support.

It is observed that in Early Childhood Education and the early years of elementary school, the use of technology is visible among students, particularly within their family environments, but it is underutilized in schools. For this reason, it is necessary to incorporate technology in the educational process, as it is already a part of students' lives and can contribute to their learning experiences.

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With the integration of media in education, the teacher's work becomes interesting and appealing to children. Difficulties related to its use will be overcome as the teacher becomes familiar with digital tools and seeks to incorporate them into the daily school routine to enhance teaching practices.

There are so many challenges faced by educators that they become perceived as complex problems. However, as soon as they become agents of transformative change in complex realities, new horizons are envisioned, where their role in society becomes so crucial that it extends beyond the confines of the classroom, but it encompasses a broader context in which their role is paramount for the exercise of citizenship.

Teaching in Early Childhood Education and the Early Years, in the face of the challenges of contemporaneity, still needs to be approached not as an impossible task, but as something that requires support both in teacher training and in pedagogical support, with a focus on the use of new methodologies that can contribute to the knowledge of teachers and allow them to envision new horizons where education continues to be the backbone of society.

Based on this, it was possible to reflect on the importance of using media in children's teaching and learning, as well as how teachers receive these technologies with the transformations brought about by contemporaneity. One of the noteworthy issues is the numerous difficulties faced by teachers regarding the non-use of ICTs in the classroom, considering that children already use them at home and feel the lack of this resource at school.

Another issue observed was the fact that schools provide resources, but still many teachers do not utilize them. Some are afraid of the unknown, others are comfortable sticking to outdated methodologies, and some lack pedagogical support. What is interesting is that even with accessible technology both at school and at home, they could have access to it, but they encounter difficulties in using it to prepare their lessons.

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The role of the contemporary educator needs to take into consideration several pertinent aspects of the educational task. Innovation requires, above all, being open to new inventions and constantly reflecting on the educational practices being implemented in the classroom. It also demands a qualified professional who is capable of confronting reality head-on, striving to overcome challenges, and not being afraid to make mistakes but instead learning from them in order to improve education as a whole.

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