

EDUCATIONAL PRACTICE IN THE PRIMARY EDUCATION

A PRÁTICA EDUCATIVA NO ENSINO FUNDAMENTAL

LA PRÁCTICA EDUCATIVA EN LA ENSEÑANZA PRIMARIA

Received: 10/03/2014
Approved: 05/10/2014

Jussara Gabriel dos Santos¹

This article aims to expose the results obtained by supervised internship experience in the first and second grades of primary education in a state school in the city of Uberlândia/MG, Brazil. It tried to identify the important aspects that contribute to the educational practice of the teachers in the first two years of elementary school. The analysis adopted a qualitative approach, using the method of observation and categorization in the theoretical and methodological light of Richardson and Oliveira. The results show that affection, management and planning aspects were decisive in the educational practice of the teachers of the first two years of elementary school. The internship while theoretical activity that equips practice provides the approach to teaching reality, constituting as a moment of reflection on and from that reality, contributing to the initial teacher training is an educational praxis.

Descriptors: Internship; Educational practice; Affectivity; Management; Planning.

O presente artigo tem como objetivo expor os resultados obtidos pela experiência de estágio supervisionado no 1.º e 2.º anos do Ensino Fundamental em uma Escola Estadual do Município de Uberlândia/MG. Buscou-se identificar os aspectos importantes que contribuem na prática educativa dos/as professores/as nos dois primeiros anos do Ensino Fundamental. A análise adotou a perspectiva de pesquisa qualitativa, utilizando o método de observação e categorização à luz teórico-metodológica de *Richardson e Oliveira*. Os resultados apontam que a afetividade, a gestão e o planejamento foram aspectos decisivos na prática educativa das professoras dos dois primeiros anos do Ensino Fundamental. O estágio enquanto atividade teórica instrumentalizadora da prática proporciona a aproximação à realidade docente, constituindo-se como momento de reflexão sobre e a partir dessa realidade, contribuindo para que a formação inicial de professores seja uma *práxis* educativa.

Descritores: Estágio; Prática educativa; Afetividade; Gestão; Planejamento.

Este artículo tiene como objetivo mostrar los resultados obtenidos por la experiencia de pasantía supervisada en el 1.º y 2.º años de Enseñanza Primaria en una Escuela Estatal del Municipio de Uberlândia/MG, Brasil. Se buscó identificar los aspectos importantes que contribuyen en la práctica educativa de los/las profesores/as en los dos primeros años de Enseñanza Primaria. El análisis adopto la perspectiva de investigación cualitativa, utilizando el método de observación y categorización a la luz teórico-metodológica de *Richardson e Oliveira*. Los resultados señalan que la afectividad, la gestión y la planificación fueron aspectos decisivos en la práctica educativa de las profesoras de los dos primeros años de Enseñanza Primaria. La pasantía como actividad teórica instrumentista de la práctica proporciona la aproximación a la realidad docente, constituyéndose como momento de reflexión sobre y a partir de esa realidad, contribuyendo para que la formación inicial de profesores sea una praxis educativa.

Descriptorios: Pasantía; Práctica educativa; Afectividad; Gestión; Planificación.

¹Pedagogue. Specialist in Tutoring in Distance Education. Master's Degree Student in Education from the Federal University of Triangulo Mineiro, Minas Gerais, Brazil.

INTRODUCTION

Internship in teacher training courses must enable future educators to understand the complexity of institutional practices and the actions of their subjects with alternative in preparation for their employability, or rather, the internship while approach to school reality^{1,2}.

Internship is configured as a time of "educational praxis"¹, by which one perceives the indissociation, reciprocity and integration between theory and practice. It is a time when theoretical concepts are manipulated and re-signified during this process of rapprochement with the professional reality^{1,2}.

So, internship is an important and fundamental moment to teacher training as it nears the student to the profession, allows the exchange between theory and practice and the construction of multi-purpose, large and solid knowledge, aspects that are currently required for the new teaching professional profile in face of the demands of the multifaceted reality of teaching practice².

This paper aims to present the approach to school reality through thematic categories, which discuss the elements identified in the training field and contributed to the educational practice of the teachers of the first and second years of elementary school.

The objective of this article is to show the supervised internship experience and identify aspects that influence the educational practice of the teachers in the first and second years of primary education in a state school in the city of Uberlândia/MG.

METHOD

The supervised training was conducted at a state school in the central region of the city of Uberlândia/MG. The training period included the first half of 2010, three months in a classroom of the first grade of elementary school and three months in a classroom of the second grade of

elementary school. Children who attended the first and second grades of elementary school were six and seven years old, respectively.

The proposal of internship was to identify elements contributing to the educational practice of the teachers in the early years of elementary school, subsidized by the methodological theoretical framework of Richardson³ and Oliveira⁴. It chose a qualitative research perspective, which leads the investigator to understand the meanings and characteristics of the observed situations.

The qualitative approach enables to analyze the study object in its entirety, getting interpretative data through direct and interactive contact throughout the research development³.

For data collection it was used the participant observation technique. The researcher, in a participant role of observer, has community authorization to carry out the study. Subjects have partial knowledge of the objectives to be achieved; however, the omission of the entire interest is necessary so that there is no change in the subjects studied. The researcher has free access to the daily activities of the subjects, establishing a reliable link, prepares field notes and when satisfied or hindered due to time or any other reason, withdraws from the research environment⁴.

For the data analysis obtained by observation and field notes, we opted for the classification of elements by categorizing. The categorization is a careful classification of elements and does not constitute an obligatory step in the content analysis; however, most qualitative analysis includes categorization as a procedure to facilitate the analysis of information. It was used the method of theme categories grouped by semantics, that is, similar elements were grouped, elucidating the themes of categories³.

RESULTS

The internship lasted six months: three months in a classroom of the first grade of elementary school with six years old children and the last three months in a second-grade classroom with seven years old children. From the qualitative methods of observation and field notes, it was possible to raise three categories of analysis: affectivity, management and planning.

These categories were set because of the intensity of their influence on teaching educational practice and also because they are present in the educational practice of both first grade teachers as second grade teachers of elementary school.

It was noticed that the elements involving the *Affectivity*, *Management* and *Planning* were constituent of the educational practice of different teachers, leading to consider that affectivity, management and planning are aspects that contribute to the construction of educational practice in first two years of elementary school.

DISCUSSION

The internship was carried out with six and seven years old children. These children are in the developmental stage called categorical. At this stage, children have a clear differentiation between the self and the world, organizing the physical world through categories. Both the motor level as the affective level continues to develop⁵.

When we pay attention to the emotional development of children, we understand that in the course of all development process of individuals, affectivity constitutes a fundamental factor^{6,7}. Regarding the affectivity in the school educational process, it was perceived influence on the teaching-learning process. This is one aspect that may or may not, depending on the established links, ensure a healthy environment for the educational development of children⁶.

The *Affectivity* category in the training field was verified from physical contact and differentiated forms of the teacher with their students and vice versa. It was identified that affectivity constituted factor of attraction or repulsion between affective pairs, triggering greater interest in studies or resistance to them.

The emotional reactions of the teacher vary according to each student, according to their academic achievements, their behavior, and their character⁸. Children who had a behavior within the desired standards of the teacher and those who had higher academic achievement obtained more attention thereof, materialized in hugs, cheers and being the first in line at playtime. Those behaving directly against the standards set by the teacher had more aggressive words and an affective detachment, or adverse emotional reactions, directed them.

The variation of the teacher's affectivity towards their students differently affected each student. In this case, the teacher's affective attitudes contribute both to approach as to hostility in the relationship between student and teacher. Students who received a favorable affectivity had a kindness relationship; those who received an unfavorable affectivity had a hostile relationship⁸.

The way that affective ties are built influences the relationship between teacher and student, and hence this affectivity interferes in the teaching-learning process. Thus, in this interrelation process the teacher, through their conceptions, values, feelings, desires, affects each student in a different way^{7,9}.

Affectivity, thus, has directly influenced the students' teaching-learning process. This because those who have been affected by a positive affectivity had higher academic achievement, in contrast to the lower achievement of those who received a negative affectivity.

The *Management* category was identified by the organization and school principles. Conceiving the democratic

management as that which "necessarily implies community participation"¹⁰, the studied school seeks to build a path for school democratization. Therefore, the head teacher involves the whole community not only in implementation, but mainly in the planning or programming, and evaluating activities involved.

School is not the core of democratic management, but can function as a tool to promote democracy, as its relationship with society is of dialectical interdependence of construction. Thus, to promote democratization of school management it is necessary to build new dialogues between school and social context, rethink the theoretical and practical conceptions within the educational management, trying to eliminate the forms of control and encouraging community autonomy¹¹.

Authoritarianism rooted by society is configured as a major obstacle to the realization of democratic management. Since democracy in this regime is granted, it is at the same time contradictory because "democracy is not granted, it happens, so there cannot be democratic dictator"¹⁰. The studied school study demonstrates that democracy is exercised by the principal's openness.

Committing to a democratic management is a process and political act in which people, at school, discuss, deliberate and plan, solve problems and refer them, accompany, control and evaluate the set of actions aimed at the school's own development. It is a daily confrontation, especially in a culture rooted in undemocratic practices in the history of Brazilian education.

Some principles of organization of pedagogical work and school management, anchored in a democratic perspective, are supported by the school and the educational community autonomy; involvement of the school community in the school process; continuing education for personal and professional development of members of the school community;

shared assessment and relations settled in the pursuit of common goals¹¹.

The school where the internship was held seeks, through their Pedagogical Political Project (PPP), to exercise its autonomy; the principal encourages community involvement throughout the process and implementation of the proposed activities; the teachers' qualification and the relationships are performed in a horizontal way.

In turn, the *Planning* category is soon perceived in the first day of internship, when the principal showed up on the teachers' desk the Pedagogical Political Project (PPP) of the school; and also in the students' evaluation period, since a teacher of the first grade reported that the diagnostic evaluations were planned jointly by the teachers of each grade.

With so many reports of Pedagogical Political Project (PPP) shelved, the attitude of the principal to call attention to it leads to a feeling of awe mixed with surprise and admiration, but in the course of internship it was being understood. The PPP was developed collectively (the collective elaboration gives meaning and effectiveness to the Project) and carries the ideals and aspirations of the school community. The principal's attitude at the beginning of the internship is interpreted as follows "This (school elaborated in PPP) is the school we want and we will achieve it, but that (real school) is also the school we have."

The definition of the verb to plan is adopted as mental anticipation of an action to be taken and acting according to expected; to seek for something amazing, essentially human: the real to be commanded by the ideal. It is also understood that planning refers to the sense of change, that is: 1) to want to change something; 2) to believe in the possibility of changing reality; 3) to understand the need for theoretical and methodological mediation; 4) to shimmer the possibility of performing that particular

action¹². Planning gives meaning to the changes required by the school reality.

The planning of the diagnostic evaluation by teachers puts into question the need and possibility of the act of planning. The planning in this perspective acquires a sense of change. In other words, planning to transform. Here the teachers placed themselves as transforming subjects of the educational process.

CONCLUSION

The internship field provided an approach to teachers' professional reality, allowing to identify some elements that are crucial for educational practice, in this case, *Affection, Management and Planning*. These categories, that show the experienced reality, are inseparable in educational practice and permeate all relations in the daily school.

Thus, the internship has contributed significantly in training, because it made possible to experience the effectuation of the act of educating, bringing awareness of some essential aspects involved in educational practice in the first two years of elementary school.

As limitations of the experienced reality - and that generated such research - there is the fact that it was conducted in a single school and with a reality that may be unusual in most schools.

In turn, it is seen in the experienced reality that it is possible that the educational practice in primary education is innovative and, at the same time, it is necessary an action with the primary school teachers towards a more equitable interaction with students, especially those considered with more difficulties.

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CONTRIBUIÇÕES

Jussara Gabriel dos Santos was responsible for the research, writing and final revision of the article.