

Teacher Knowledge as A Student: Socialization Practices by Pedagogical Reflection

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“[...] Teaching is the art of the arts, because no one would learn without those who have the sublime gift of teaching!” (Edenice Fraga).

Abstract

The teaching knowledge starts from the premise of reflection and dialogue of the practices experienced by the teacher. Thus, the objective of this research is to analyze the main discussions of the research project 'Teaching Knowledge of Students of the Pedagogy Course - PARFOR (National Program for Basic Education Teacher Training). The method adopted was through dialogued workshops, with a total of four workshops with themes and discussions about teaching knowledge, entitled as: 'The teaching practice in the classroom'; 'I woman, I academic'; 'Pleasure and Suffering in teaching practice'; 'The academic life'. The new epistemology of knowledge leads the teacher to reflect in a critical perspective to find a solution, but also to learn new knowledge and transmit in their work / school context.

Keywords: teaching; education; knowledge; school;

1. Introduction

Education is mediated by the teacher, as it involves the teacher's wisdom to transmit knowledge and transform the student into a reflective subject / citizen. Thus, “[...] the wisdom of the teacher is defined as something complex, coherent, of knowledge from professional training and disciplinary, curricular and experiential knowledge” (TARDIF, 2014, pp. 36).

The know encompasses the dimension of the educational sciences, making the teacher transform his teaching into praxis (action and reflection). With this, Pimentel (1993, pp. 46) highlights:

“The teacher needs to raise hypotheses of the school reality, studying more and producing new hypotheses that can work one day and not another, because the students move, the social context moves, the teacher also realizes it, in a unique world , like ours”.

The practice of teaching involves constant and diverse knowledge, for this, the teacher is always in professional education (training, improvement, undergraduate course). It is noteworthy: “[...] the knowledge related to the professional formation of teachers (educational sciences and pedagogical ideology) depends, in turn, on the university and its body of formators” (TARDIF, 2014, pp.41).

With this in mind, this research aims to analyze the main discussions of the research project ‘Teaching Knowledge of Students of the Pedagogy Course - PARFOR (National Program for Basic Education Teacher Training).

2. Methodology

The research is characterized as qualitative and exploratory. According to Minayo (2001, pp.22-22) the qualitative study “[...] works with the universe of meanings, motives, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables ”. Exploratory research builds ideas and discovers facts according to the objectives proposed by the researcher. These researches are also formed by bibliographic survey, instruments and data analysis (GIL, 2010).

The present work comes from the Support Program for Scientific and Technological Production - PAPCT of the University of Cruz Alta - UNICRUZ (2018-2019), entitled as: Teaching Knowledge of Students of the Pedagogy Course - PARFOR. It is also linked to the UNICRUZ Pedagogy Course, the Human and Pedagogical Studies Group (GPEHP) and the Human Development Laboratory (LDH) of the UNICRUZ Postgraduate Program in Sociocultural Practices and Social Development. The proposed method of this project was through workshops, with a total of four workshops with themes and discussions about the wisdom of the teacher. The participants were seven students from the 8th semester of UNICRUZ's Pedagogy Course (PARFOR), in which they work in school education (Early Childhood Education and Elementary School).

Workshop discussions were recorded on a mp3 player with the consent of the students / participants, which was later transcribed in a Word document and analyzed according to Bardin (2011). To ensure the organization of data analysis related to the participation of guests / students was used the code name "Student" followed by a sequential numbering (1, 2, 3 ...) to facilitate the understanding of readers.

3. Results and discussions

Socializing about the educational practices experienced in daily school life is essential to discover new work strategies and new knowledge. Socialization is defined as “[...] a process of formation of the individual that extends throughout life history and involves ruptures and continuities” (TARDIF, 2014, pp.71).

Thus, in this topic will be presented each workshop held in this project and the main themes discussed.

3.1 Workshop 1 - Teaching practice in the classroom

Practicing teaching requires knowledge: disciplinary, professional, experience and curriculum (TOZETTO, 2015). Thus, this workshop aimed to reflect with the project participants on their work strategies and on the development of pedagogical activities in the field of early childhood education.

The work strategies and the pedagogical activities are used according to the school reality and the students profile, the following reports stand out:

Student 1: "The strategies used are: dialogue with the children, explanation of the tasks, and, of course, the feeling of affection and love with them."

Student 7: “The activities are: drawings, paintings, music, songs, dance, reading of children's books”. In early childhood education, pedagogical activities such as play and games enable different forms of expression, communication and student interest in the proposed content (TOZETTO, 2015).

“[...] the teacher's practice is not only the knowledge of the educational sciences, it is also an activity that mobilizes various knowledge that can be called pedagogical. Pedagogical knowledge is presented as doctrines or conceptions arising from reflections on educational practice in the broad sense of the term, rational and normative reflections that lead to coherent systems of representation and orientation of educational activity”(TARDIF, 2014, pp. 37).

Another issue addressed in the workshop was about the main difficulties encountered in teaching practice in early childhood education and what is most rewarding in the view of participants.

Student 2: “The main difficulty encountered is in the infrastructure, that is, the school does not have enough materials necessary to carry out the classes, and our gratification is to see the student literate, reading alone”.

According to Campos (2013, pp.39) “[...] The teacher's work is complex, interactive and practical”. However, this work can often be influenced by the lack of teaching materials and poor infrastructure causing challenges for the teacher and even for self-esteem. With this in mind, those responsible for this project planned another workshop (workshop 2) involving the theme of self-esteem and well-being.

3.2 Workshop 2 – I woman, I academic

The purpose of this workshop was to improve project participants' self-esteem and to recognize and value themselves as a professional and as a woman. Self-esteem is known to be the self-confidence of the individual, being “a mixture of knowledge, value, confidence, self-confidence together with the behavior that the subject has in interaction with the environment, with the world” (NICODEMOS, 2017, pp. 180).

This workshop had the collaboration of the Course of Aesthetics and Cosmetics of UNICRUZ, with the

aesthetic production (makeup and hair) in the participants. Some reports from the participants:

Student 3: “This workshop was wonderful, I feel renewed and beautiful”.

Student 5: “I feel so good physically, mentally and spiritually. This makeup shop raised my self-esteem. ”

Student 6: “This workshop shows our essence as a professional and as a woman, we are transforming agents, kindergarten teachers, our duty is to teach, but we are also women and we like to put on makeup and look beautiful.

Some highlights of the workshop:



Figure 1. Overview of the moment 'Beauty'.

Source: personal archive.



Figure 2. Makeup being finalized in one of the participants.

Source: personal archive.

Teixeira and Melo (2019, pp.12) point out that: “[...] It's not just about looks, but about being good about

yourself and the world around you. One of the ways to lead a light and enjoyable life is to have your self-esteem high. ” Still the authors point out: “[...] Self-acceptance makes obligations not become a difficulty, but a joy to perform them, making peace with their appearance and personality” (TEIXEIRA; MELO, 2019, pp.12).

Self-esteem, makeup and well-being are intertwined, as they transform and improve the individual's quality of life, especially when education professionals feel undervalued.

3.3 Workshop 3- Pleasure and Suffering in teaching practice

Occupational health is a theme that involves worker health in the workplace. The context and working conditions can be determinant for the health-disease process (FIOCRUZ, 2011). Thus, this workshop aimed to reflect on the professional experiences lived in the school work environment related to occupational pleasure and suffering. As the reports below point out:

Student 4: “My pleasure is when I can achieve school goals. And my suffering, in fact, is not suffering, but a concern related to the students, especially in the student's transition from kindergarten to elementary school. ”

Student 1: “The pleasure of teaching practice is at the time of literacy, when a student reads alone. One of the sufferings that I feel is when there is some occurrence of abuse with the child, this situation is very sad ”.

Thus, it is clear that the pleasures in teaching practice are in student literacy, when they reach their goals and objectives proposed in the semesters. Already, on the suffering highlighted by the participants are the transition of students from kindergarten to elementary school and in situations related to social vulnerability. The school transition from kindergarten to elementary school is based on the assumption of a continuation of schooling, being a compulsory trajectory of the child / student, because it is the student's evolution in the face of their learning. However, this transition is often a challenge for the teacher, so that the teacher adapts to the reality of his students, and thus, suggests curricular activities aimed at better understanding of the student in relation to school content (MARCONDES , 2015).

According to Freitas and Knives (2013, pp.18):

[...] the suffering of teachers at work comes from work overload; intense pressure from parents and government for student learning; poor working conditions; lack of respect for education managers; lack of student interest; obstacles to working with students who need more attention; and the numerous difficulties students have.

To close this workshop, some guidance was given and occupational disease prevention exercises were performed, in which it is called Occupational Gymnastics, with delivery of teaching material (folder) showing each step of the exercises.



Figure 3. labor gymnastics.

Source: personal archive.

Occupational Gymnastics is a sequence of stretching exercises that should be performed in the workplace, as it prevents occupational diseases, as well as Work-Related Musculoskeletal Disorders (WRMD) and Repetitive Strain Injury (RSI), these exercises are essential for improve the quality of life of the teacher as a worker (OLIVEIRA, 2007).

3.4 Workshop 4- The academic life

In this workshop, a general account was first made of all the moments of the present project, that is, of the previous workshops. Subsequently, the participants were asked about the academic background, the challenges and facilities imposed on pedagogy undergraduate.

Student 2: “Graduation is very difficult, especially the TCC, but when I see that I can do well in a subject I feel grateful”.

Student 6: “We work during the day, at school teaching, and at night we are taught. It's hard, yes, we face a lot of obstacles, but we learned a lot here in the Pedagogy Course”.

“[...] Pedagogy is the art of teaching” (TARDIF, 2014, pp. 121). And teaching work is defined in the pedagogical scope as the teacher's performance in different school and non-school contexts associating culture, teaching, science, ethics and pleasure (CAMPOS, 2013).

Other issue highlighted in this workshop was related to the contents seen in the course and whether it can be employed in teaching practice. Following are the reports:

Student 7: “Yes, a lot of content discussed here in the classroom, I can take to my kindergarten students.”

Student 2: “Yes, I use some activity methods to teach my students because they are interactive methods and make the student better understand the content.”

Macenhan and Tozetto (2015) show the importance of academic knowledge, that is, the contents seen in undergraduate studies.

The transformation of academic knowledge occurs as the teacher reflects on his practice, overcoming the difficulties with establishing relationships between assimilated knowledge in training and knowledge built on the basis of action (MACENHAN; TOZETTO, 2015, pp. 267).

The recognition of knowledge is constituted by experience, practice, action, but mainly reflection through dialogue. Freire (1987, pp. 09) exposes that dialogue is a “[...] constitutive movement of world consciousness [...], it seeks itself in a world that is common; because this common is world, to seek oneself is to communicate with the other”.

The possibility of reflecting on professional / teacher knowledge, didactic models learned as undergraduate students should be essential for academic formation, both in the initial process and in the continuing education of teachers. The purpose of this project was to discuss and reflect the diverse knowledge of teachers in their work practices through a new epistemology starting from a critical reflection to form the student as a teacher as an inspiring agent of knowledge.

4. Conclusion

Paulo Freire already said: “[...] Education does not transform the world. Education changes people. People transform the world. ” The new epistemology of knowledge leads the teacher to reflect in a critical perspective to find a solution, solve a problem, but also to learn new knowledge and transmit it in their work context, that is, in the school context.

In conclusion, the project “Teaching Knowledge of Students in the Pedagogy Course - PARFOR” sought to reflect and contribute to the participants' working practice, since it is within the university that it expands knowledge and transforms it into praxis (action and reflection) through from an interdisciplinary and contemporary view.

5. Acknowledgement

Special thanks to the Scientific and Technological Production Support Program - PAPCT of the University of Cruz Alta - UNICRUZ, Cruz Alta, Rio Grande do Sul, Brazil, for the funding of this Project.

We are also grateful to UNICRUZ's Pedagogy and Aesthetics and Cosmetics Undergraduate Course, the volunteer masters of the UNICRUZ Postgraduate Program in Sociocultural Practices and Social Development, where they are scholarship holders by the Coordination for the Improvement of Higher Education Personnel (CAPES).

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