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ENGLISH LANGUAGE AND TEACHING ACTION: HOW TO APPLY IT TO ELEMENTARY SCHOOL STUDENTS II?

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Abstract: The research aims to enable a reflection on the factors that can contribute to the demotivation of teaching-learning process of the English Language in Elementary School. Based on a qualitative approach, the literature review was applied on the following topics: Teaching-learning process, English Language and Demotivation. The results show that there is a need for contents that allow teachers to engage students in the learning process, creating a reverse attitude in contrast to the current situation of disinterest and lack of motivation for the English language.

Keywords: Teaching-learning process, English Language, Demotivation.

INTRODUCTION

Regarding the academic value in an analytical-critical aspect, the present work brings as its theme the lack of motivation in the teaching-learning process of the English language in Elementary School II.

Its objective is to enable a reflection on the factors that can contribute to the demotivation of the teaching-learning of the English language in Elementary School II, as well as to know the teaching-learning process and list which factors are related to the demotivation of that teaching.

Most students of the English Language discipline of Elementary School II say they do not like the language for the following reasons: difficulty in pronunciation (speaking), in understanding and writing (writing), because they do not know how to “roll the language” to speak English and due to some colleagues verbalizing phrases that embarrass students who cannot pronounce a word correctly, they feel inferior and, consequently, discouraged from learning.

Often, too, teachers, for political and bureaucratic reasons, already arrive disgruntled in the classroom, losing the stimulus and the will to teach, which ends

up making the class uninteresting for those who really want to learn. Whether in private courses or in schools, the existence of a lack of motivation among students in terms of learning the English language has always existed.

The competitive job market requires mastery of the English language and with the phenomenon of globalization and the use of the internet, communication in English has become essential. Mastering English enables personal, professional and cultural development.

This study confirms its relevance in the field of education, as it addresses a topic that has had an important impact on the area of English Language Education. Over the years, there have been social and cultural transformations, educational reforms and new pedagogical models have emerged that have modified the work carried out in the school by teachers. Although these factors contributed to the educational process, they also brought elements that favored the students' demotivation.

As we approach the issues that address the demotivation of students related to teaching and learning, we will be looking for possible solutions on the subject and contributing to a better education for students of the English language.

In view of the aforementioned questions, we seek answers to the following questions: What factors may be related to the lack of motivation in teaching and learning the English language in Elementary School II?; How is the teaching and learning of the English language developed in Elementary School II?; What profile must the teacher have to meet the teaching-learning needs of different types of students in this discipline?; What do you have in classrooms with resources that can be used by teachers for the teaching-learning process?

As an initial hypothesis, we believe that the elaboration of public policies that recognize the value of the teacher through training, reduced workload, salaries compatible with the complexity of the work performed, comfortable environments and technologies that favor the development of the teaching activity can reduce the difficulties and stress of these professionals. Thus, the English language teacher will be able to feel and perceive the uniqueness of the students and, if necessary, use different ways of applying the content and with greater creativity.

The methodology used was a research with a qualitative approach that, according to Minayo (2004), seeks to understand a reality that involves values, attitudes, relationships, processes, as well as phenomena that are not quantified, as they express subjectivities.

A literature review was used through a search in scientific bases, in addition to books that address the following topics: teaching-learning, English and demotivation.

The present study certainly does not cover all the work situations of English Language teachers in Elementary School II, but we believe that it can point to clues to the understanding of the issues that involve the theme, in the search for the appreciation of the teacher, in the transformation of the teaching process. - learning and motivation of students.

THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE AND ASPECTS OF DEMOTIVATION

According to the International Labor Organization (ILO), teachers have a relevant role in society when considering that they are responsible for educating citizens to prepare themselves for life (ILO, 1984).

The various social and cultural transformations, educational reforms and

new pedagogical models that have taken place over the years have brought an accumulation of work demands on the teacher. To enable a quality and motivating education for students, the teacher needs greater preparation and to use different strategies within the classroom that are often not possible due to various reasons. This fact contributes to the teachers making a physical, cognitive and affective effort to contemplate the teaching activities that go beyond the school walls.

The digital age we live in demands from teachers knowledge of how to use the computer and the internet, which can be used for teaching and learning for children, young people, adults and also the elderly. With regard to teacher training courses or programs, the United Nations Educational, Scientific and Cultural Organization understand that they are not meeting the need to develop skills for the use of information and communication technologies for these professionals in the context of education (UNESCO, 2009).

The English language teacher of Elementary School II, in addition to having specialized training, must have good oral and written command of the language and good pedagogical training with a depth in Linguistics. It is up to him to teach quality classes. However, it is a great challenge to guarantee learning to all students, as the teacher works with a variety of circumstances such as: lack of computers, aggression, thermal, lighting and acoustic discomfort; in addition to early pregnancy, numerous classes, among other situations that can increase or decrease students' interest.

In the understanding of the authors Silva and Vargas (2018), some teachers contribute to the devaluation, and therefore, the demotivation of the English language for students. This statement is justified due to the contents taught in the classes that do not explore the students' previous knowledge,

which makes it impossible to anchor new knowledge. They reaffirm the theory of the American researcher David Paul Ausubel (1918-2008), that the English language can be perceived by students as non-significant content, and can be rejected or distanced from interest. All content taught must be relevant to the learner.

Results of the research carried out by Parente and Schneider (2013), regarding motivation/demotivation in English classes, indicate that part of the students do not take this subject very seriously because for them it is one of the subjects that they do not fail. such as Arts, Religious Education and Physical Education, with the vast majority criticizing the teaching methodology claiming to be too mechanical regarding the study of grammar. Most students would like more group dynamics and the use of technological resources in classes such as music, computer, internet, among others.

According to Silva (2010) music can enhance learning by making the school environment more cheerful and, consequently, stimulating the teaching-learning process. Music and technological resources lead some researchers in the field of education, nowadays, to defend the use of these as motivating instruments and facilitators of learning.

Students currently have more and more access to the internet and most schools in Brazil have computers, and with the daily technological advance and the evolution of society this number tends to increase, making it essential to use these means for the successful teaching and learning of a language (HOLDEN, 2009 apud BARAVIERA; GATTO, 2014). However, teaching English in public schools has become an increasing challenge due to several difficulties such as: lack of didactic material; lack of a suitable environment, due to the lack of machines for

large classes and lack of maintenance in the computer labs; Insufficient workload... These are issues that directly and indirectly affect the quality of English language teaching and learning.

According to Holden (2009 apud PARENTE; SCHNEIDER, 2013), currently, due to globalization, the English language has become a global and necessary language, being used in technology, science and work. Hence the interest of parents in wanting their children to learn the language, seeking better opportunities in the future. Plus, learning a new language opens up new avenues and provides contact with other cultures, values, ways of thinking and seeing the world.

The same authors understand that the teaching of a foreign language that was taught in classrooms a few years ago, based on repetitive exercises, memorization of grammatical rules, vocabulary, among other aspects, discouraged many students because, for example, they were unable to understand the differences between the mother tongue and the new language. However, with the advancement of technology and the availability of technological resources (such as the internet and modern textbooks), changes in the process of teaching and learning a foreign language occurred.

In the understanding of researchers Paula, Souza and Marielli (2016), Brazil still uses demotivating methods in the teaching-learning process of the English language and which, because they are conventional, do not arouse student interest in the classroom. One of the possible ways to have quality in teaching, developing autonomy and promoting learning, is the use of digital technology.

Social networks can be pedagogical tools to get closer to students and achieve a dialogue, relating everyday aspects as essential components of the teaching-learning process. The same authors point out

as an example of a pedagogical resource the Facebook network, which provides online games and competitions (quizzes); cards with written words (flashcards); digital audio files (podcasts); sending private messages or messages to groups; instant conversations with the chat feature; news release (news feed); among other devices that must be the teacher's domain.

Technology enchants, motivates, attracts and, by contemplating different objectives, it is up to the teacher to be the mediator and adapt the choices to his class, because:

Using electronic resources can be very rewarding, but it is important to examine them in the context of overall goals and objectives, the reality of the classroom, and the competency itself. Like other resources, it's worth understanding what they can and cannot do before deciding whether and how you could use them. (HOLDEN, 2009, apud BARAVIERA; GATTO, 2014, p.7).

Technological resources are part of our social reality, however, the teacher must use them aiming at the objectives to be achieved, with the main focus being student learning. For this, the teacher must lead the teaching, so that the student builds a sense of what is being taught and, in turn, can assimilate the knowledge that is being acquired to the most diverse situations of their day-to-day.

The methodology used can be the greatest motivator or demotivator in the teaching-learning process of English and the role of the teacher as a mediator in this process is evident, given that in contemporary times the traditional and repetitive method is outdated. Today, with new technologies, innovation is necessary for students to learn content in a more recreational and interactive way, with a socio, political and cultural process in their midst.

The National Curriculum Parameters (PCNs) (BRASIL, 1998) affirm the relevance of learning a foreign language and clarify

that learning this language must not be part of an extracurricular school activity, but an obligation. According to the last Law of Directives and Bases (LDB), of 1996 (BRASIL, 1996), and the Universal Declaration of Linguistic Rights, it is a right of every citizen to learn a foreign language. An important observation that can be a fundamental part of the process is the fact that the PCNs point to the teaching of a foreign language instead of a language as a second language, reflecting directly on the way the teacher will conduct the learning, because as a foreign language, language proficiency is not the focus of teaching (PONTES; DAVEL, 2016). According to Damasceno (2017), the second language is the language that the student learns in the country where it is officially spoken, unlike the foreign language, which is the language that the student studies in his/her country of origin, in courses, in schools. and universities.

In this context, the authors Pontes and Davel (2016) understand that the PCNs are a reflection of discussions about the teaching of foreign languages, based on the needs of the individual's current training in relation to the demands imposed by society, aiming at an education citizen and expanding discussions about teaching in schools.

Besides, according to the authors cited, in the public education network there is no established competition in which schools need to make use of advertising to, thus, ensure a satisfactory number of students enrolled as in private networks, which need to get students to maintain themselves. Several schools in the private network adopt bilingual education as a differential, thus meeting a demand from today's society.

In general, we can observe that many teachers who practice their profession in the public school system, have been claiming better working conditions, as they still find many difficulties in classroom practice due to

the lack of differentiated teaching resources - such as the Multimedia Projector. -, being able to rely only on the public textbook, the demotivation of students and, often, the lack of preparation of teachers who do not master the language because they do not have adequate training (DAVEL, 2011).

Pontes and Davel (2016) bring the idea of the teacher as a kind of “hero” and solely responsible for the teaching-learning process:

You are responsible for your students' learning. This learning takes place in the school context or in your particular teaching environment. A fundamental responsibility for the teacher is to make sure that the learning goals and pedagogical methods are appropriate for the context. [...] There is one thing you must never forget: the fact that you can serve as a role model for your students. (HOLDEN, 2009 apud PONTES; DAVEL, 2016, p. 105).

For the authors, this type of “model” conveys the idea of a teacher who knows all the methodologies and is the only person in the school environment responsible for ensuring that students reach the same level of knowledge. That is, to be someone who can work and deal proficiently with a wide range of students. However, these same authors cite that author Jeremy Harmer (2007) adopts a different stance in relation to author Susan Holden (2009) in her manual entitled “How to teach English”, in which he states that students are also part of this process, as they must also be responsible for their learning. In other words, teacher and student play different but interdependent roles. After all, the teacher exists because of the student and the student because of the teacher.

In the view of Harmer (2007 apud PONTES; DAVEL, 2016), during the teaching-learning process of a foreign language, the student acquires motivation by assuming his/her responsibility. If the student feels that he can exert some influence or have the power

to decide what happens in the classroom, instead of just being instructed, he will feel more motivated to learn. For this, the author uses the term agency, that is, the student as a passive agent of a sentence. However, he does not disregard and brings a good teacher model, which would be anything from attitudes and models to be followed by teachers, including appearance, personality, teacher-student relationship to linguistic and methodological knowledge. A good teacher would be someone who always participates in seminars and research, keeping up to date with new trends and approaches in teaching and creativity, always varying his activities.

We agree with the authors Pontes and Davel (2016) that student interest is fundamental, since, every day, the task of finding a teaching method that motivates students to seek knowledge and to create a participatory and integrated environment, where the student feels welcomed in their reality, understood and motivated to learn. Welcoming diversity and developing students' interest in a foreign language, especially English, is a very big challenge for teachers and PCNs point to this need.

For the Department of Fundamental Education (BRASIL, 1998), learning a foreign language requires dedication. It is not just about vocabulary or grammatical rules, but requires understanding of language structures, contexts, specifics of utterance situations and the ability to develop linguistically in numerous situations, depending on your goals and interaction context.

Pontes and Davel (2016) observed that, like them, many teachers are committed, seeking new methods and ways of teaching, and that an extremely important factor in this context for the teacher's work is not keeping cultural hegemony prioritized, rescuing the social and educational function of the English language in Basic Education and the

respect for cultural, identity and linguistic diversity.

Student demotivation is not something simple, on the contrary, it is complex and stands out among the various problems existing in the school environment, regardless of the levels of study. Parents, colleagues and the social group, in which the student is inserted, can contribute to his demotivation, but “generally the lack of motivation originates from the characteristics of the student and the school environment as a whole, causing the student to start to be afraid of their own school failure and how to deal with it” (CAIADO, 2020, p.1). In addition to the student’s difficulties, interacting with educational activities, resistance to learning, isolation from colleagues and, thus, the student does not actively participate in the activities proposed for learning.

Still in the view of the author above, it is important that the teacher observes the behavior of his students and that he considers, mainly, the classroom, how the activities are developed, the organization, the relationship between the teacher/student and the process evaluative.

As a pedagogue, Caiado (2020) recommends that the teacher teach classes with enthusiasm and avoid “mechanical classes” so that the student understands what is taught, not limited to memorizing the content; relate the contents to current facts; develop activities that allow the educator to perceive the student’s evolution; teach the class at a pace that all students can follow; and give clues and opportunities to students who have difficulties. When starting the class, the teacher must establish goals, objectives and combine rules, considering the pace of the class, to avoid deviating from the objective of the class to be achieved. During the assessment, the teacher must avoid any negative behavior that causes the student’s self-esteem to decrease, such as comparisons and threats, as it is up to

the teacher to mediate knowledge and form capable citizens.

For Wu Baoming (2009 apud LONG; MING; CHEN, 2013), teachers are responsible for encouraging students to act voluntarily and actively in learning the English language and, for that, they add five suggestions of methods that teachers must use in the classroom, making students realize the true importance of learning the English language, arousing not only the interest in learning a foreign language, but also this new language as a second language.

The first four methods suggested above refer to the use of diverse and interesting activities that involve the whole class, forming groups or pairs; to the application of new effective techniques, such as the use of audiovisual resources, which arouse the curiosity and interest of students, promoting autonomy, the inner desire for connection and interaction through cooperative activities, which make the student feel safe and emotionally stimulated; to the creation of a pleasant and cooperative environment in the classroom, as this harmony not only alleviates student anxiety, but is vital for the success of the student-centered method and the cultivation of motivated learning, which requires teachers who stimulate the interest of students. ongoing students by choosing valid teaching methods, so that students become aware of the importance of participating in classroom activities and pass, according to Zao Chaojian (2012 apud LONG; MING; CHEN, 2013, p. 7), from “they want me to learn” to “I want to learn” and then to “I love to learn.”

Finally, the last method proposes that teachers strive to offer more communicative opportunities, generating high expectations in students, making adequate use of rewards so that learning is stimulated based on the theory of extrinsic motivation, that is, the end is no

longer more is in the personal satisfaction or pleasure of the activity itself, but in an external reward. This way, students experience success and work on the four communication skills: listening, pronunciation, speaking, reading and writing. Therefore, the more methods are used, the greater the probabilities of motivation and effectiveness in teaching English in Elementary School II.

Camilo (2014) understands that the opportunity to learn a new language allows the individual not only to communicate in another language, but also to have access to the knowledge accumulated by different civilizations, a characteristic that, according to this same author, is evidenced by the PCNs. However, the obstacles in Brazilian schools in relation to the teaching of the English language seem unsolved due to factors such as students' lack of motivation, teachers' lack of fluency in the language they teach and poor training, followed by a reduction in the workload, timetable, large classes, etc.

According to the same author, the work *Communicative Dimensions in Language Teaching*, by the author José Carlos P. Almeida Filho (nd) points out that most students in the public school system reach the 6th year of Elementary School II, when the English language is offered, without ever having had any type of formal contact with the language, impacting the planning, conducting of classes and the production of materials.

Given this context, Camilo (2014) also emphasizes that all these difficulties and disorders are officially recognized and that PCNs, while admitting the learning of a second language as being fundamental and necessary for life outside the walls of the school, recognize that the conditions of classrooms in Brazilian schools contribute to making the learning of the four communicative skills unfeasible, that is, reading, writing, listening and pronunciation/speaking (speaking).

Chagas et al (2016) point out in the results obtained by them that, often, the didactic material does not help in learning, due to the students starting to study the English language in the 6th year of Elementary School II. They emphasize that over the years, the strategies and objectives in the teaching of the English language have changed and that, currently, language teaching must be started as soon as possible, because knowing English, first, requires the ability to be able to fluently express progressively more ideas, complex, both orally and in writing. However, this still occurs very infrequently in regular public schools. Another influencing aspect lies in the fact that the vast majority of teachers work in areas other than their training.

Monteiro et al (2018) consider the use of text and music translation in the classroom as a motivating factor for language learning. They point out that translation was considered the fundamental basis for foreign language teaching for centuries, constituting itself as an attempt to simplify learning, as it took the sentence as a unit instead of the text. However, over the years, the teaching objectives have changed and the written text is no longer the objective, causing translation to be remembered only as an obsolete grammar teaching technique.

In the view of the same authors above, currently, many students who arrive at Elementary School II have many difficulties in the English language due to the lack of contact or superficial contact with the language in Elementary School I, which usually occurs with students who come from public schools, due to the fact that in the initial grades of Fundamental II, the methodology used is almost always instrumental or mechanical English, through texts, grammar and vocabulary. At this stage, the material divides classes into grammar and text comprehension, with a focus on

orality. The NCPs point out that:

[...] the subject Foreign Languages at school aims to teach a foreign language and, at the same time, fulfill other commitments with the students, such as, for example, contributing to the formation of individuals as part of their educational concerns. (MONTEIRO et al, 2018, p.4).

Under these circumstances and due to the new world context, mainly with regard to technological advancement and the “bombing” of information through mass media, such as the internet, teaching trends have changed and content goes from fragmentation to contextualization, aiming at the integral formation of the student, so that he (student) reflects on his place and role in society. This way, the English language must contribute to inclusive practices and the construction of citizenship, which is experienced in the school environment. According to the document, the foreign language:

[...] it was proposed to work within the scope of the formation of individuals, of citizens – if it focuses on an aspect already mentioned above: that of working towards a “literacy” of students (individuals, citizens) [...] in line with the needs of the society in which live, of a society that has its own characteristics, because it is challenged by a history and a culture in constant construction and reconstruction. (MONTEIRO et al, 2018, p. 4).

Thus, even according to the vision of these authors, translation takes on a new role and leaves behind literality and decontextualization, that is, the teacher starts to consider the context and the subjects involved, instead of ignoring them and translating terms isolated, coming into play the need to work the language in situational contexts, using resources such as games, music, diverse textual genres, etc. to arouse interest in the language and not only facilitate learning, but make students associate what they learn with everyday life.

According to Silva ([s.d.]), the technology being introduced in the classroom aims to achieve two important objectives: to stimulate learning and to develop computer skills and learning strategies. However, in the vast majority of public schools, resources are limited and only a few have computers and, despite being the focus of learning, they constitute means that foster new methodologies and lead students to ‘learn to learn’ with creativity, autonomy and interest.

Still according to the author’s view, there is a theory, called Maslow’s theory, which states that that method that seems to be inappropriate in certain classes, in reality, can be an important precursor of motivation, since the task does not always need to be spectacular to be successful. considered motivating. Simple methods such as just having an informal conversation with students at the beginning of the class can be of great importance in making students feel motivated and engaged. For the same author, most professors are concerned with motivating students, but forget to motivate them, with decontextualized content and out of their realities, since Billows (1961) guides that the professor must be himself and treat real subjects with real people, so that the student learns to use the target language to achieve real goals.

In view of all this context, we end with a reflection by Maslow (1975 apud SILVA, ([nd]) who proposes that intrinsic motivation is undoubtedly superior to extrinsic and that, regardless of the reward to be achieved, if we cannot satisfy our security needs, personal fulfillment and self-esteem, we will always end up unmotivated.

SKILLS OF THE ENGLISH LANGUAGE TEACHER

In Brazil, from the 1990s onwards, the number of language courses increased significantly, as did the search for proficiency

certifications. However, according to Rodrigues (2016), educational institutions still do not give real value to the study of a foreign language. This fact is related to the small workload that is reserved for this subject in the curricular organization in most public and private Brazilian schools.

According to Bastos and Vosgerau (2015), there are people who work as English language teachers, but are not qualified to teach. Three types of knowledge regarding the profile of these professors stand out: experiential knowledge (those who are native, and therefore speak English, but are not qualified to teach); academic knowledge; and academic and experiential knowledge. However, the suitable and ideal teacher for teaching are those trained and qualified to teach the English language, but not every educational institution values these professionals.

The foreign language scenario in public schools is not one of the best, because

[...] commonly, the teacher does not speak, read, write, or understand the FL of his qualification when in communicative use. The only thing you can do is to study a 'dot' and pass it on, albeit distorted by simplification, to your students. (FILHO, 1992, p.77).

It also states that there are internal and external factors that contribute to the precarious and challenging teaching context: lack of interest on the part of the government (external factor); the precarious training and the ability to use the foreign language by the teacher (internal factors).

In the understanding of Rodrigues (2016), the foreign language teacher must have intellectual (cultural) and professional (technical) training. Intellectual training refers to mastering the content (linguistic and literary) of the language being taught, as well as interdisciplinary or transdisciplinary theoretical knowledge.

Even if the teacher has mastered the content of his/her discipline, it is not enough for him/her to be considered a good professional. It is necessary to go further, that is, that he knows how to use the content, what use will he give it, what is the best way to transmit knowledge, in addition to "[...] exchange and that is not considered ready and finished with the graduation" (RODRIGUES, 2016, p.21).

In this view, the same author states that the foreign language teacher must be reflective, that is, get involved with their work "[...] in a critical and responsible way, leaving aside that purely technical behavior, which sees the student as as a mere participant in the classroom, an idealized, neutral being, devoid of a specific social reality" (RODRIGUES, 2016, p.27). Perrenoud (2000, apud RODRIGUES, 2016) presents ten current skills to teach: organizing and directing learning situations; manage the progression of learning; design and evolve the differentiation devices; involve students in their learning and work; team work; participate in school administration; inform and involve parents; use new technologies; face the duties and ethical dilemmas of the profession; and administer their own continuing education.

Therefore, all teachers must be graduated and qualified for the exercise of teaching, in addition to having different skills and pedagogical didactic knowledge to act as teachers.

FINAL CONSIDERATIONS

The results indicate that factors such as the lack of preparation of most teachers due to lack of adequate training, very mechanical grammar classes, the lack of use of technological resources and the need for more group dynamics, may be related to the demotivation of teaching- learning.

They also demonstrate that an aspect to be considered is the fact that students, as well

as teachers, have in mind that there is no possibility of learning the English language at school; that for this, those who wish will have to resort to language courses.

The current educational environment requires a professional who seeks, through seminars and research, new trends and approaches in teaching, is always up to date, has mastery of the language he is teaching and a more dynamic methodology, always considering the alterity between students. It is also necessary that the educator actively participate and intervene together with the school for improvements in teaching, claiming the lack of more modern technological resources, as these resources allow a more interactive and motivating foreign language teaching.

In this context, we can highlight how music and the use of these technological resources can help in the process of interaction and learning of the English language, devising new methods and ways of learning, arousing more and more interest in the language in students and contributing to the construction of knowledge, however, as evidenced by some authors, the language must be offered as soon as possible, otherwise the student will reach the elementary II not yet having some necessary skills for the progress of the teaching-learning process of the English language.

There is a kind of unanimity in the research results regarding the use of more modern resources in the teaching-learning process of the English language. It is what really motivates, attracts students and promotes social interaction in the classroom, in addition to uniting teaching practice with reality, considering diversity and entering the student's universe. Unfortunately, the existing social exclusion in the country is a major factor in the demotivation and dissatisfaction of both teachers and students

in the teaching-learning process not only of the English language, but also of other subjects.

Although the study does not fully solve the problem of demotivation in language learning, the ideas and reflections presented may help teachers to rethink their teaching methods and reassess their classroom practices during the exercise of their profession. The real motivation lies at the heart of the student himself. Teachers are important mediators in the knowledge construction process, but it is the students themselves who write their stories.

This way, due to the important role he assumes in the process, it is concluded that it is necessary for the teacher to master more than the techniques to be applied, but also to be reflective about his practice and methods used, aiming at quality in teaching, seeing that it is in the school benches that future citizens of a country are formed.

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