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## PEDAGOGICAL PRACTICES ADOPTED BY TEACHERS IN PORTUGUESE LANGUAGE TEACHING AND THEIR RELATIONS WITH INITIAL TEACHER TRAINING

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**Abstract:** This article presents research results on pedagogical practices adopted by Portuguese Language teachers to understand how they are used in the classroom. The analysis of the role of initial teacher training was essential to understand the influence on the construction of practices. For the analysis, the teacher profile and the practices used for learning were considered. Data collection took place in schools in the municipality of SC. The teachers involved totaled 10, who work in the final grades of Elementary School and High School. The research is qualitative, carried out by questionnaire (ANDRÉ, 2001; GIL, 1999). In relation to pedagogical practices and educational practices, Charlot (2006) stands out. Challenges related to teaching work are mentioned, emerging for analysis in relation to career and the desire for change.

**Keywords:** Pedagogical practices; writing; Initial formation.

## INTRODUCTION

Since the dawn of time, our ancestors made records through drawings on rocks, caves. This way, from the evolution one arrives at the system that originated the writing. Each language, loaded with its symbology, makes countless forms of communication stand out. The concept of language can be understood as a common code among the people who form a group. Marcos Bagno (2002, p. 24-25), on language, presents Marcuschi's (2000) view:

a) Language has a systematic internal organization that can be studied scientifically, but it is not reduced to a set of rules of good formation that can be determined once and for all as if it were possible to make calculations of infallible prediction. Natural languages are difficult to formalize.

b) Language has both stable and unstable aspects, that is, it is a variable, indeterminate and not fixed system. Therefore, the language presents systematicity and variation at the same time.

c) Language is determined by immanent and transcendent values so that it cannot be studied autonomously, but one must resort to the environment and situation in the most varied contexts of use. Language is, therefore, situated.

d) Language is constructed with conventional symbols, partially motivated, not random, but arbitrary. Language is not a natural phenomenon nor can it be reduced to neurophysiological reality.

e) Language cannot be seen as a simple instrument for representing the world as if it were a mirror of it, because it is constitutive of reality. It is much more a guide than a mirror of reality.

f) Language is an activity of a socio-cognitive nature, historically and situationally developed to promote human interaction.

g) Language is given and manifested in oral and written texts ordered and stabilized in textual genres for use in concrete situations.

h) Language is not transparent, but opaque, which allows for variability of interpretation in texts and makes understanding a special phenomenon in the relationship between human beings.

i) Language, culture, society and experience interact in an intense and varied way, not being able to postulate a universal vision for particular languages.

Based on these assumptions, it can be said that the language is versatile, it cannot be studied in isolation, as it requires communication and interaction between speakers.

From the same perspective, the definition of language and language in Vygotsky (1989) is understood as a social historical process in the development of the individual and the acquisition of knowledge arises from the subject's interaction with the environment. That is, the subject is not only active, but also interactive and acquires knowledge from intra and interpersonal relationships. It is in the

exchange with other subjects that knowledge and social functions are assimilated.

The teacher, therefore, has the role of interfering in the processes and provoking advances in the students. Vygotsky (1984, p. 97) referred to zones of proximal development:

The distance between the actual developmental level, as determined through independent problem solving, and the potential developmental level, determined through problem solving under adult guidance or in collaboration with more capable peers.

This way, it can be said that the student, in the conception of Vygotsky (1984), learns from the other what his social group builds.

Regarding the pedagogical practices of writing at school, the role of these practices must be considered and, also, what guides the Curriculum Proposal of Santa Catarina (SANTA CATARINA, 2014), reinforced in the Common Curriculum Base (BRASIL, 2018). According to these two documents, the primary objective of teaching Portuguese is to form students who are readers and producers of texts.

In order for writing to be successfully developed or at least for the primary objective to be achieved, Gatti (2010) points out some ways that can help in quality-based teaching. He also points to issues that refer to the ephemerality and instability that surround the contemporaneity of learning and teaching writing.

As far as teacher training is concerned, a real revolution is needed in institutional training structures and training curricula. The amendments are already many. The formative fragmentation is clear. It is necessary to integrate this training into articulated curricula aimed at this main objective. Teacher education cannot be thought of from the point of view of science and its various disciplinary fields, as an addendum to these areas, but from the social

function proper to schooling – teaching the new generations the accumulated knowledge and consolidating values and practices consistent with our civil life. (GATTI, 2010, p. 1375).

About pedagogical practices in the classroom and how these interactions happen daily, Charlot (2006) says that it becomes difficult to raise questions in a new way, especially in a terrain as saturated as education.

Thus, knowing the pedagogical practices used by teachers requires a deeper understanding of the differences that this concept presents in relation to the definition of educational practice.

Educational practices and pedagogical practices cannot be considered synonymous. Gimeno Sacristán (1999, p. 74) says that pedagogical practice is like “[..] all the cultural baggage consolidated about the educational activity”. Therefore, the baggage that the professor accumulates throughout his trajectory reflects his action marked by the exchange of experiences and experiences.

Educational Practice is defined by Marques and Carvalho (2016, p. 123) “as the set of socially planned, organized and operationalized actions in intersubjective spaces intended to create teaching and learning opportunities”.

These same authors note that because they are socially constructed practices in school spaces, they undergo planning and execution at various levels. In other words, it is necessary to know the public so that the educational practices are carried out in a concrete way and give results.

## METHODOLOGY

The data used in this article are research clippings for a master’s dissertation. The research carried out is of a qualitative nature that

[...] came to constitute an investigative modality that was consolidated to respond to the challenge of understanding the formative/forming aspects of the human, its relationships and cultural constructions, in its group, community or personal dimensions. This type of research came with the proposition of breaking the protective circle that separates the researched and the researcher, a separation that was guaranteed by a rigid method and by the clear definition of an object, a condition in which the researcher assumes the position of 'scientist', of the one who knows, and the researched become data – through their behaviors, their responses, speeches, discourses, narratives, etc. translated into rigid classifications or numbers – in a position of impersonality. From a new perspective, we start to advocate non-neutrality, contextual integration and the understanding of meanings in historical-relational dynamics. (GATTI; ANDRÉ, 2010, p. 30 - 31).

The instrument used for data collection was the questionnaire, which for Gil (1999) is a technique that has the power to investigate and present knowledge and written clarification to people in order to reveal opinions, beliefs, feelings, interests, expectations and situations experienced. Thus, it was an effective instrument in collecting data for the research, and it can be answered without the researcher being present.

The research subjects are teachers from a small town, with just over 20 thousand inhabitants. However, to ensure the anonymity of the participating teachers, in this article they will be named P1, P2, P3 and so on.

The teachers who are the subjects of the research have a degree in Literature, thus, the school units in which the teachers work have professionals with the training required by the legislation to meet the demand for the curricular component of Portuguese Language.

Of these teachers, 60% work in the final grades of Elementary School, 30% in the final grades of Elementary School, and only 10% work in High School. These numbers can be explained by the smaller number of schools that offer high school in non-municipal areas.

Regarding the teachers' workload, 90% work 40 hours a week and 10% teach 30 hours a week, pointing to a strenuous work, which can provide enough space for reflection on teaching practices.

The general details about the research were registered in the Free and Informed Consent Term (FICT), which was signed by all the research subjects.

## DISCUSSION

With the answers of the teachers interviewed, the systematic analysis of the collected data began. The indications of Lüdke and André (2005, p. 45) on data analysis were taken as a reference:

Analyzing qualitative data means "working" all the material obtained during the research, that is, observation reports, interview transcripts, document analysis and other available information. The task of analysis implies, at first, the organization of all the material, dividing it into parts and trying to identify relevant trends and patterns. In a second moment, these trends and patterns are reassessed, looking for relationships and interferences at a higher level of abstraction.

Regarding data analysis, readings and notes relevant to the category to be considered were carried out. Many authors helped to reflect on the data. For André (2001, p. 48) "they are successive readings that must make it possible to divide the material into its component elements without, however, losing sight of the relationship of these elements with all the other components".

First, all the responses of the 10 participating teachers were transferred to a table. All these actions turned to significant aspects considering the research objectives. These indicators pointed, for example, to classroom practices, to the willingness and need to create ways of focusing on writing practices as well as the effectiveness of text production practice.

The teaching work is evidenced by a privileged space to understand the changes in the world of work. It is a profession in which human interactions take place on a daily basis. The other professions that work with each other do not always have this potential. Illustrating this statement, Tardif (2014, p. 31) states that “all human work on and with human beings brings back the humanity of its object”.

The formal and even systematic teaching of written productions in the school environment is part of the Portuguese language curriculum. In many schools, whether public or private, it is common for ‘writing classes’ to be separated and/or disconnected even from the school timetable/shift. This type of activity is well described by Kleiman and Moraes (1999), showing the consequence of a pedagogy of fragmentation that, instead of favoring and promoting interdisciplinarity, fragments the curricular components into small blocks.

This way, research on teachers’ pedagogical practices is relevant to identify the criteria they have been using and to what extent these teachers have been reflecting on their work at school.

When considering the teachers’ responses, it is possible to perceive the influences of the practices presented to them during training. It can be observed in the voice of P4, saying that:

The writing practices I had during graduation were not categorical for

teaching. Maybe it’s because the distance modality left something to be desired, so I had to study and find ways to develop my work efficiently and productively.

In line with this statement, we can bring Charlot (2006), for whom pedagogical practices must take into account the context in which they occur and take effect.

As for P6, mediating knowledge is subject to tensions and these tensions must be able to overcome or encompass the mechanisms used by teachers, providing quality in the pedagogical treatment:

Surely all the forms practiced were the direct trigger to make my professional and my real craving for writing. From a very young age I was committed to choosing well, speaking well, having a good diction and being a person who demanded a lot of reading on a daily basis. My teachers were masters at making us fall in love with literature and what their writing was like. In my classes I try to be straight and straight. As much as the forms of writing or putting it all together to contribute to student learning in all forms of literature. You see that since literacy, literacy brings these coherent issues, which is the passion for your class. I always want to make my students think, criticize and debate. Obviously nothing is 100%, but we believe in progress. I believe that in the not so distant future we will have young people addicted to reading, writing and knowledge. Who are we without knowledge, eh?

Charlot (2006) also states that every action is capable of transforming reality. Once pedagogical practices are able to meet this type of demand, we are carrying out praxis. For Vázquez (2007, p. 219):

All praxis is activity, but not all activity is praxis. When Marx points out that idealism, unlike materialism, admits the active side of the subject-object relationship, and by emphasizing, in turn, its defect - not seeing this activity as practice - he warns us against any attempt to establish a sign of equality between activity and praxis. Hence, in order

to delimit the specific content of the latter and its relationship with other activities, it is necessary to distinguish praxis, as a specific form of activity, from others that may even be intimately linked to it.

Teacher training at first, according to the concept presented, must be transformative, but what is asked here is how the teacher is a transformer of the social, economic and political order. It is he who, with his guiding questions, can make it possible to raise the awareness of the popular masses in a unique way, exercising the reading of the world, so visible in Freire's speech. For Freire (1987, p. 53), "praxis constitutes the new reason of the oppressed consciousness and that the revolution, which inaugurates the historical moment of this reason, cannot find viability outside the levels of oppressed consciousness".

When the research professors were asked about the contributions of writing practices received during graduation, the response of 60% of the interviewees brought reflections that served as a warning. For P4 and P8:

As The writing practices I had during graduation were not categorical for teaching. Maybe it's because the distance modality left something to be desired, so I had to study and find ways to develop my work efficiently and productively. (P4)

My degree contributed very little to my training in this regard. All the writing practices developed in the classroom are the result of improvement courses at the beginning of my career, a lot of reading on the subject and a lot of research. (P8)

In an attempt to combine the responses of teachers, Imbernón (2011, p. 63) is brought up when dealing with the initial training of the teaching profession. He alerts to the exercise of providing the future teacher with a solid background in the scientific, cultural and contextual spheres. This way, the teacher can assume the teaching exercise in all its essence, reflecting on it and making it more

flexible, when necessary. When this is not based on graduation, much is lost, little is created and nothing can be transformed. It is not something watertight, but the teacher will take more time to build pedagogical practices related to his/her profession. It is necessary and urgent to think and establish a preparation for the teacher in their initial training that provides valid knowledge, which generates dialogue. This will guarantee the teacher conditions of equity in the pedagogical treatment. Thus, living with different realities and learning from their own limitations, the teacher's movement within social contexts can gain organicity and direction.

In the case of the classroom, sometimes, pedagogical practices must represent the teacher's intention or what one really wants to mediate; and more, with what objective are such practices proposed.

Deconstructing concepts, truths that are internalized or even discerning what common sense is is not an easy task, because this action directly implies the way in which pedagogical practices are applied.

As education is an "epistemologically weak" discipline, according to Charlot (2006, p. 9), this difficulty in clipping the object is due to the difficulty of escaping from "socio-media objects" (CHARLOT, 2006, p. 14). These objects, named by him, can be presented as: school failure, citizenship, educational partnership, evaluation and teacher training. On the other hand, Tardif (2014) also points to this issue saying that the teacher must find a place for research in their practices.

Currently, teaching can no longer be understood as the transfer of decoded information. Educational institutions would need to open up to dialogue, to social interaction, without neglecting the pragmatics that are part of knowledge and

practices in training courses, especially when dealing with initial teacher training courses. It would, however, be important to seek, inside and outside the academy, other ways of approaching themes that have been disregarded due to the specificities of teaching courses, for example.

In order not to disregard the 40% of teachers who believe that initial training contributed to their training, let's see the voice of P6:

Surely all the forms practiced were the direct trigger to make my professional and my real craving for writing. [...]. My teachers were masters at making us fall in love with literature and what their writing was like. In my classes I try to be straight and straight. As much as the forms of writing or putting it all together to contribute to student learning in all forms of literature.

P6 prints a positive relationship with his undergraduate professors, illustrating what Marcelo (2009, p. 8) says about the knowledge that for him "has been the legitimizing element of the teaching profession and the justification of teaching work has been based on the commitment to transforming this knowledge into learning for students.

However, having only specific knowledge, especially in the case of teaching, is not enough to reach the students, even because, as Formosinho (2009, p. 95) states:

[...] teaching is a profession that is learned as soon as one enters the school, by observing the behavior of our teachers. This is not the case with other professions. The teacher uses his own professional knowledge to transmit professional knowledge. That is, a teaching professional, when teaching, inevitably transmits knowledge and attitudes about this teaching process, through what he says and what he does. This transmission of the very basis of knowledge legitimacy occurs in the training of other professions only at the moment of practical training - for example, the veterinarian who guides the

practical training of other veterinarians uses his own medical practice as one of the most important instruments of practical training, but the same does not happen to the professors of the theoretical subjects of the course.

A lot of investment is necessary for initial training to be able to generate the necessary knowledge for the exercise of the profession in the classroom. It is important to emphasize the reports of the teachers of this research regarding initial training. P1, P4 and P8 say that:

Not very effective. Had to search, search alone. (P1)

The writing practices I had during graduation were not categorical for teaching. Maybe it's because the distance modality left something to be desired, so I had to study and find ways to develop my work efficiently and productively. (P4)

My degree contributed very little to my training in this regard. All the writing practices developed in the classroom are the result of improvement courses at the beginning of my career, a lot of reading on the subject and a lot of research. (P8)

It is common to observe the reports of the interviewed teachers who, when they arrive at schools soon after graduation or even before graduation, do not know what to do in front of the students, that is, they are unable to build mediating practices of teaching and learning.

In the speech of the research professors, this fragility is perceived, as it is visible that they only had didactic transposition of contents and not reflection and interaction that lead to an effectiveness in the educational and formative treatment of the student. Abandon 'content' and focus on interaction relationships, so necessary in school environments.

## FINAL CONSIDERATIONS

When arriving in the territory of the conclusions, it is observed the true importance of knowing the initial formation of the teacher. The importance of such training is evidenced with regard to the pedagogical practices of writing adopted by the teachers who are the subjects of the research.

The role of initial training is the watershed in the process of building concepts throughout the teaching career. Within the scope of this research, we observed that 60% of the responding teachers perceive that the initial training was not efficient with regard to issues of writing practices. It is also observed that, when the initial training is effective, the teacher transfers the concepts learned with the training teachers to their practices.

Thinking about the basis of teacher training currently requires a set of actions aimed at reforms in content, methods, educational objectives and teaching organization. It is not enough to accumulate concepts and techniques, but to make critical reflections on practices.

Teacher education must not be thought of only from the sciences contained in the curriculum, but towards the needs of the current context, involving social, cultural and political aspects.

It can be seen when analyzing the answers that the surveyed teachers have constant reflections about their writing practices and for this reason they are in constant learning, however, they believe that, often, their work does not reflect their commitment.

Education is not linear, it has nuances that vary according to the spaces and subjects that compose it. Tiredness, fear of failure, the precariousness of school spaces and the lack of quality in training do not prevent teachers from reflecting on their practice and seeking continuous improvement.

For this reason, continuing education is an important way for teachers to reassess their teaching practice, and it must be founded as an environment that enables the exchange of different knowledge, to rethink and redo the teacher's practice, reorganizing their skills and producing new knowledge.

Regarding the pedagogical practices adopted by Portuguese Language teachers with regard to writing, we perceive a close relationship with the teacher's training and the choices for pedagogical practices of text production. The two have always been linked. During the process of teaching and implementing writing practices at school, it was also necessary to understand which concepts and practices differ. That is, to understand that the student is a being that has direct relationships with the environment of origin and where he is at the time of this practice.

The surveyed teachers seek to meet the specific aspirations of the area, engaged in the school context as a whole, with pedagogical practice as a central object. They strive to encourage their students' productive capacity, in the experience of their own teaching action, although they do not always obtain positive results.

To understand the process of knowledge construction is much more than insisting on practices that are displaced from the reality of students. Change must come from all spheres of society, however it is at school that these actions must be evidenced.

From the analysis of the questionnaire data, we still bring the reflection that, many times, the interviewed teachers still have doubts about their functions, they experience difficulties and, in addition, they see themselves alone in the responsibility of conducting the process of mediation of student learning. in terms of writing.

It is worth thinking that the learning



difficulties of students in public elementary schools suggest a new attitude of the professionals involved in the process, a new school model that presupposes new and better training models for teachers, especially in initial training.

In this scenario, the school would need to constitute itself as a space for social transformation and, therefore, form a movement that must have as a precept the construction of a more human space in which teachers and students could be agents of their practices in the direction of praxis.

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