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TEACHING PERCEPTION ABOUT THE ELABORATION OF TEACHING- PEDAGOGICAL PLANNING

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Abstract: This article brings an excerpt from the dissertation “Teacher perception on pedagogical planning in Elementary School I, from the nucleus of Cocal in the municipality of Brotas de Macaúbas - Bahia, Brazil” which had as main objective to address the perception of teachers from the nucleus of Cocal, municipality de Brotas de Macaúbas - Bahia, on the development of didactic-pedagogical planning in Elementary School I. The study took place in a nucleus composed of 14 schools that serve, from Kindergarten to the 6th year of Elementary School I, in that municipality. In this clipping, the perception of the professors and the management duo is presented about the difficulties for the development of didactic-pedagogical planning. The discussion pervades the relationship with education guidelines, the difficulty in elaborating and evaluating planning. With that, the results pointed out the main obstacles faced by the professors, in relation to the elaboration of the didactic-pedagogical plans.

Keywords: Perception - Planning - Difficulty.

INTRODUCTION

The present research work has as the theme: the Pedagogical Didactic Planning. It is entitled as: Teacher perception on didactic-pedagogical planning.

Its importance is unique, as there is evidence that the non-effectiveness of meaningful classes is related to the difficulty in elaborating the didactic-pedagogical planning of the teachers of the nucleus of Cocal, in the aforementioned municipality.

This investigation is focused on knowing the perceptions of teachers in an attempt to bring a reflection on this theme. This responds to an experience of the researcher who feels the consequences of improvising classes generating a result with unsatisfactory use.

In this sense, the research problem was formulated in the following term:

What are the perceptions of teachers in the early years of Elementary School I, from the Cocal Center, in the municipality of Brotas de Macaúbas - Bahia, about pedagogical planning, in terms of elaboration?

The investigation presented adopts the method of quantitative focus, of descriptive depth level and non-experimental design, as there was no manipulation of the variables. It involves a population of 20 people, in a census survey. The study was carried out in 14 schools, composed of: 01 director, 01 pedagogical coordinator and 18 teachers. Likewise, for data collection, a questionnaire with a script of closed Questions was applied. In addition to this instrument, an observation form of teaching practice and document analysis (didactic planning) was also adopted.

This study is structured in chapters, titles and subtitles in order and in logical sequence. For the citation and reference of sources, the style of the Technical Norms of ABNT (Brazilian Association of Technical Norms) is used.

THEORETICAL REFERENCE

The theoretical foundation results from theorists' conceptions and assertions concerning what is meant by the object of study. In this context, the theories that will support the development and analysis of data from ongoing research come from authors such as: Anastasiou and Alves (2009), Cedro (2008), Dalmás (1994), (FREIRE, Paulo 1996), Gandin (1997 and 1998, 2014), Gil (2012), Gutemberg (2008), Libâneo (1993 and 2013), Para Lukese (1992), Menegolla & Sant' Anna (2014), Moretto (2007), Piletti (2001), Ricardo- Bortone (2008) and Vasconcellos (2006 and 2002).

PEDAGOGICAL DIDACTIC PLANNING

According to MENEGOLLA & SANT'ANNA (2014) planning is a directional instrument of the entire educational process, as it establishes and determines the great urgencies, indicates the basic priorities, orders and determines all the resources and means necessary for the achievement of great purposes, goals and goals of education.

According to the Aurélio dictionary, planning, epistemologically speaking, is [From: ETIM planejar + *-mento*.] A masculine noun referring to the act or effect of planning.

DIFFICULTIES IN ELABORATION OF THE PEDAGOGICAL DIDACTIC PLANNING

The elaboration (design) of the didactic-pedagogical planning is understood as a moment of tracing the graphic representation of the actions, paths and methods that are intended to be carried out, with content, in a certain time and space.

In the teacher's universe, the act of planning is, or at least must be, a constant. However, a degree is not always enough to master your pedagogical work. Uncertainties permeate

at various times, among them, the decision-making around the three words: what, how, and for what? Such difficulties are present, not only at the beginning of their careers but also among veterans.

Gandin (1998) clarifies that the difficulty in developing a plan is to define the point (direction) at which one intends to arrive. From the moment we know the direction we intend to go, we will be able to trace the path and we will know what lies ahead. In view of the above, it is understood that the difficulty in planning is to find the reference that one intends to achieve. While the teacher is clear where the object of desire is, he will begin to trace paths to approach his aspiration.

For Vasconcellos (2006) one of the difficulties of planning is in the collective dimension of the educational work. From his point of view, if it were an individual activity, the complexity of planning would be greatly reduced, since the teacher's perception of the need, objective and plan of action would be enough. However, when you need to connect the divergence of thoughts, interests of institutions among others, it becomes difficult to reach common thinking.

When going through the literature on such difficulties in planning, it is clear that there are many factors linked to obstacles. Such factors extends from disgust to even understanding the concept. Luckesi (2001) states that the act of planning, in our country, especially in education, has been considered as a meaningless activity, that is, teachers are very concerned with well-designed scripts and forget about improving the political act of the teacher. planning.

For Oliveira (2022), teachers' reluctance may be linked to changes, new studies, new ways of working, or resistance to imposed planning. It is worth remembering that when planning is imposed, that is, when the teacher sees himself only as an executor, in fact, it

becomes discouraging, but as you are part of the construction process, you already feel responsible for the process. Faced with these resistances, Gutenberg (2008, p.21), states that “every teacher needs to understand that this set of rules, although it seems very bureaucratic for some, or even useless for others, it is a clear attempt for students to learn and apprehend what is necessary during the school period”. His studies are quite relevant to this topic.

THE DISTINCTION IN FORM FILLING AND PLANNING

For Menegolla (2014, p. 42) “many teachers do not know how to plan activities, they lack theoretical and practical knowledge”. In view of the above, it is clear that a significant number of teachers, despite an academic certification, are not able to prepare a satisfactory plan. This way, planning is carried out only to meet the institution’s requirements, but not as something designed to intervene in the aspects identified in the classroom. Thus, the act of planning becomes useless, since the author reaffirms that (2014, p. 43) “planning is only valid if it serves as a guiding instrument in practice, within the classroom”.

With this understanding Oliveira (2022, p. 26) points out: “the discredit in planning can also be in the lack of security on the part of those who guide. Adding insecurity to the uncertainty of what, for what and for whom becomes a very complex task and a wasted effort”.

Gandin (2014, p.11), in accordance with Menegolla, states: “teachers were led to fill in boxes and call it planning. As the boards do not work, planning has lost its meaning in the school”. From this perspective, it is evident that the act of planning is not limited to filling a sequence with the components: objectives, content, methodologies, resources and evaluation, but reflecting, creating something to be worked on, and that such

creation happens dynamically, thought, that is, planning passes through thought.

Gandin (1997) states that people, in general, are not technically capable of planning. This explains the failure of many plans. In this view, the lack of technique results in the ineffectiveness of pedagogical plans. The author understands that the lack of enthusiasm for the act of planning is also due to the fact that they are forced to follow existing plans and not a construction of their own authorship or at least a collective construction.

Oliveira (2022, p. 27) in accordance with Gandin (1997), points out that “the absence of time dedicated to training for the act of planning, as a solution, created a sequence with the elements: content, objectives, strategies, resources and evaluations”. In the authors’ view, the order of such structures is not the most important, but the reflection of the act itself. Gandin (1997) points out that planning was enshrined in Brazilian government and academic circles in the 1960s and from then on it became mandatory in the classroom, but business models, authoritarian and without adaptations to the real needs of each institution, more concerned with the execution and not thinking about the reason for the execution:

The most important thing, however, is that the model, born when everything was decided in advance, was directed towards answering the Questions about the “how” to do it and the “with what” to do it. He completely omitted the possibility of reflecting on the “what” to do and the “why” to do it. He took that away from educators, leading them, if all went well, to think about “how to do things well”, but never about “what are the right things to do” and, much less, “what are we going to do these things for? stuff”. (GANDIN, 2014, p. 12).

In the understanding of Oliveira (2022), it is evident that the biggest concern was in the

execution of the actions. The important thing, in this case, was the good performance of the action, the efficiency in the act of carrying out the pre-established activities, the fulfillment of the goal, as happens in the business environment. Literature shows that for what and for whom it was not even discussed.

Sharing the same knowledge, Anastasiou and Alves (2009) clarify that, for a long time, the pedagogical exercise was organized based on teaching plans. "They had the act of teaching as their center of thinking; therefore, the teaching action was the focus of the plan" (2009, p. 64).

As we enter the literature in search of answers to the difficulties faced by the teacher, with regard to the act of planning, we find answers that lead to a reflection on how the activity (Planning) arrived at Brazilian institutions. In this sense, the historical factor of the obligation to carry out established actions permeated by intentionality makes us understand the repulsion, on the part of teachers, who are capable of imprinting critical thinking in the face of certain impositions.

With that, the fact that they were only used to the execution of the elaborated product gave rise to the perpetuation of a difficulty in the field of reflection on - what to do, why to do it and for whom to do it? In this case, technique was considered more relevant than reflection.

It is possible to understand why teachers have difficulties in drawing up their planning. The resistance to reflect and create their pedagogical practice has remnants of the technician action of only carrying out the proposals presented by the institutions, without the autonomy of questioning. In addition, the figure of the student is not present in the teachers' speeches, which makes the little interest in the main author of the cause of education perceptible". (OLIVEIRA, 2022, p. 28).

From this point of view, it is clear that, in

order to deconstruct pre-established habits, it is necessary, in addition to a graduation, to continue training with a view to a new construction of pedagogical practice based on critical reflection of reproduction practices.

RELATION OF THE TEACHING PLAN WITH THE EDUCATION GUIDELINES (MUNICIPAL EDUCATION PLAN AND NATIONAL CURRICULAR COMMON BASE)

In the conception of Menegolla (2014, p. 39), "planning must address the problem at national, regional, community and school levels". Based on the above, the teaching plan needs to be structured with reference to the higher sphere plans: national, curricular and regional.

According to Oliveira (2022, p. 29), professors must provide themselves with information from the three spheres (national, regional and local) to prepare a plan in connection with current legislation. However, it is known that, unfortunately, there is a gap in the training of a large part of the teachers. They are unaware of the need to align pedagogical planning with other macro-dimension plans. In order for there to be coherence in the pursuit of objectives, the construction of pedagogical practice needs to be based on:

Interpretation of the guidelines and guidance emanating from the system in the light of the criteria of feasibility and adaptation to sociocultural and biopsychosocial realities; express themselves through the structuring of the educational process and the relationships between the elements responsible for them, inside and outside the school, community and student (MENEGOLLA, 2014. p. 39 apud SEC-RS, 1974, p.12).

In this sense, it is understood that the teacher must structure his/her planning in the light of the norms and principles that the institution follows and that is in accordance

with the superior guidelines, so that the educational process can develop. Exemplifying each level of planning, Menegolla brings its particularities.

In Menegolla's view (2014, p.46), "planning is done at the national, state or system level". In possession of this understanding, it is observed that the national education plan is the document that establishes educational aspirations in the small, medium and long term. It contains the major purposes, the goals to be achieved and the objectives to achieve these goals. Furthermore, the author also states that it is in this document that the educational policy of a nation is present.

Oliveira (2022, p. 29), makes a connection with the physical construction of a house, "national planning must be understood as the structure of the house, the basis of future constructions: state, municipal plans, so that the legislation of the education is grounded in all other existing pedagogical constructions.

Menegolla (2014), clarifies that at a second level, there are the plans of the schools that contemplate the courses of each institution. These present the school's philosophy, its actions, the dynamics that must be in accordance with the philosophy of the national and state plan. From the author's point of view, the alignment between the guidelines is of fundamental importance:

Based on the curriculum plans, all school activities are planned in a systematic and global manner. The schools' plans will operationalize, through their sectoral and teaching plans, the national education plan; therefore, it is extremely important that teachers, when preparing their teaching plans, analyze the global education plan, in order to be able to print, in the teaching plans, the education philosophy, adapted by the school itself. (OLIVEIRA, 2022, p. 29, apud MENEGOLLA, 2014, p. 46).

Through the bias of these literatures, the importance of a reflection on the guidelines

that guide the directions of education for the teacher becomes increasingly visible. It is noticed that, if the teacher is not aware of this relationship between the plans: national, state, municipal and guidelines, he will practice without direction and run the risk of not achieving the expected results, since he will be paddling aimlessly.

Gandin (2014) states that what is done in the classroom goes against the discourse it proclaims. For him, "this often happens because, when looking for adequate planning tools, they only find entirely ineffective, almost ridiculous proposals". This way, it is understood that a well-structured planning is a great tool for the desired results, both by the institution and by the professors who are dedicated and can achieve the results established in goals.

Based on the author's position, the discourses are out of tune with the practices. As they find satisfactory planning tools, they find proposals of dubious relevance, which makes it difficult to achieve the objective. For this not to occur, there is a great need for a knowledge of all the guidelines on which education is based. Clarity about the educational system is a relevant factor for reaching the desired practice. While you can understand the importance of a well-prepared planning, all spheres win, since everyone will achieve the goals.

ELABORATION OF THE COMPONENTS OF THE (PLANS/ SEQUENCES): GENERAL AND SPECIFIC OBJECTIVES, CONTENTS, METHODOLOGIES, RESOURCES AND EVALUATION

Libâneo (2013, p. 246), discusses the planning components and the function of each one. He clarifies that the "action of planning is not reduced to the simple filling of forms for administrative control; it is, rather,

the conscious activity of forecasting teaching actions, based on political-pedagogical options”.

For Gil (2012, p. 34) it is in planning that you will “decide on the objectives to be achieved by the students, adequate program contents to achieve the objectives, strategies and resources that will be adopted to facilitate learning and evaluation criteria”.

From the author’s perspective, it is clear that planning is an extremely important tool, since it is in it that the teacher will make decisions about what he will teach, which paths to follow to achieve the proposed objectives in the established contents. In addition to defining the resources to be used and later making an assessment of what was accomplished: whether it was successful or not. Planning evaluation is a detailed look at the steps taken.

As we enter the literature on teaching, it is clear that the act of planning is essential. José Carlos Libâneo (1993), shows how important the steps that are carried out are. He explains that teachers must take into account its phases: preparation and presentation of objectives, contents and tasks; development of new matter; consolidation (setting of exercises, recapitulation, systematization); application; evaluation.

With this detailing of the planning elements (lesson plan) the author shows the importance of knowing oneself in order to use each one of them well. When he mentions the preparation and presentation of objectives, it is clear that it is a stage that requires careful preparation on the part of teachers. However, many teachers go through their training and cannot absorb the knowledge in a way that will give them security later, in their practice. How to prepare well the objectives? Are the objectives intended for student learning or is it for the teacher? In addition to this element, the educator is faced with the preparation

of contents. It is necessary to have clarity on which contents are suitable for each age group, since the stages of the child’s cognitive knowledge must be taken into account.

Still on the elements, he brings the development of new matter. In order to present something new, care must be taken to introduce the new, a context conducive to the assimilation of what is intended to be presented. With this attentive look, he shows that, in addition to the other elements, care must also be taken in the preparation of the fixation activities and, finally, the evaluation of the planning, an item that will be discussed later, in Indicator 6.

In the sequel, (CEDRO, 2008; LIBÂNEO, 1994), brings similar views. For them, the teaching activity is an intentional and consciously planned activity. It must be structured and ordered in such a way that the essential elements that compose it – objectives, contents, teaching organization and objective conditions – provide the teacher with the real establishment of an activity for him and his students.

Oliveira (2022, p. 31), in communion with the aforementioned authors, points out that the activity must be intentional and consciously planned, “those involved must prepare their actions in a way that is in accordance with their ideas, their purposes, and what was foreseen in the pedagogical proposal of the institution and thus serve as a path that reaches the student”.

For the elaboration of the objectives it is necessary to understand: the definition, the function, the references and the levels. The definition is the expected result that results from learning. What do you want your student to be able to do when developing that activity? The objective also has the function of directing the didactic action. What do you want the student to do or achieve. For this, the teacher will choose the techniques, resources, content to be worked and even anticipate the expected result. (OLIVEIRA,

According to Oliveira (2022), the elaboration of objectives needs to take into account the references that are: educational legislation, the basic contents of the science under study and the concrete, the environment in which they live. Adding to this is the level that is subdivided into general and specific. The author specifies that the general descends from the educational system, the school and the teacher. She also clarifies that the specific must be applicable, have clarity, a logical sequence and dosage in the degree of difficulty.

In short, each element of the lesson plan and/or teaching sequence transcends previous plans. The objectives, as well as the other elements, must be traced in order to reach the goals established on the larger scale, so that each action taken makes the distance from the general objective shorten, day after day, until the desired aspiration.

PLANNING EVALUATION

From the point of view of (Dalmás, 1994; Xavier, 2000), we must think about planning to act in the reality on which we plan, analyzing the results, correcting them and returning to the action to later be evaluated again.

Based on this understanding, Oliveira (2022) understands that it is necessary to take a close look at the living space in which the planned action will be carried out. The teacher, in addition to being concerned with the technique of elaboration and execution, needs to make use of the political-social issues that involve the students. Often, something that was very well planned, does not always have the success that was expected. Hence the importance of feedback, of looking at it from another angle, looking for other ways to return to the course and later evaluate it again.

For Lukese (1992, p. 118), “the glory, sometimes, of those who dedicate themselves to the activity of planning is located in the

perfection of the elaborated project and not in the criticality with the social phenomena involved are addressed”. In the author’s view, planners give more importance to planning preparation techniques than to reflection on the social aspects involved. Literature has shown that there is a large part of professionals who fill out a form as an act of planning. In this perspective, there is no room for criticism, since what is sought is only efficiency in the script and execution, the political act becomes irrelevant.

There has been a hypertrophy of the instruments for rationalizing the ways of acting. In all of this, what matters most remains obscured: the social and political purpose that the act of planning and executing a given action serves. Not the immediate purpose – that is, the social purpose, in the medium and long term. The model of society that the elaborate planning is serving remains obscure, hidden. (LUKESE, 1992, p. 118)

For this reason, Oliveira (2022) emphasizes that this type of planning, without a critical eye, serves to hide the ideologies that are intrinsic. The activity of mechanically planning, without being alert to its ideological meanings, is a tool that serves obscure intentions to perpetuate a model of society that does not allow questions, changes, reflections.

According to the BNCC, feedback is an important part. Assuring this vision, the BNCC says that (re)planning is an important part of learning management. (Re)planning to deal with learning difficulties identified in students is fundamental to the work.

For Oliveira (2022), if education professionals do not focus on their pedagogical practice to evaluate the steps taken, and if such steps are in accordance with the desired purposes, their practice will be meaningless, or at the service of certain ideology that they are often unaware of.

In Saviani’s (2011) view, it is necessary

for the teacher to reflect on his pedagogical practice. The social purpose of school contents must be questioned at the time of elaboration of the teaching work plan. In addition, the function of the contents in the student's context must be understood. The author defends a planning thought in the social purpose of the contents. As the teacher takes a critical look at the social purpose of school content, as the author suggests, he is evaluating his planning. If he does it this way, he will be able to understand the function of the elements: contents, objectives and other components. With a doing imbued in the reflections on why to work certain contents, the how to do it becomes important, but not essential. There is more emphasis on what to do.

In the perception of Menegolla and Sant'Anna (2014, p. 92), the evaluation of pedagogical actions is very important for the school, education professionals and, above all, for the student! The authors bring an evaluation thought with the intervention function, since for them the teacher must diagnose in order to act in face of the needs found. They add: "Evaluation for the teacher must not simply have the objective of trying to quantify knowledge through tests or tests to assign grades or concepts, but must be a means to help the student to know his reality better".

Oliveira (2022), based on information from Menegolla and Sant'Anna (2014), clarifies that when carrying out the planning, the teacher needs to take into account the objectives and determinations of the curriculum to define the means of evaluation for students. From this perspective, it is necessary to clarify, in planning, the forms, methods, instruments that will be used in the evaluation. In this sense, the evaluation of planning is an action to reflect on all the steps that will be taken to reach the goals set. To achieve this feat:

It is necessary to clearly express the evaluation that will be carried out through essay tests, objective tests, individual or group exercises, research works, written or oral presentations, participation in activities, interest, or other means that can help the evaluation of the student's academic performance. student.

As for the instruments or means, they must be well suited to the objectives, contents and characteristics of the students, that is, that in fact meet the intellectual, emotional conditions and psychomotor skills of the students (MENEGOLLA E SANT'ANNA, 2014, p. 94).

In this sense, it is necessary to understand that, in planning, evaluation must permeate all stages and that this element is not only at the service of the school and the teacher, but is of fundamental importance for the student. This one needs to know how it will be evaluated, which criteria and the instruments that will be used.

However, the literature shows that the practices are different:

There is a common sense that prevails, especially in educational activity: that the act of planning is simply a technical act. This posture seems to be so "natural" that educators, when planning their actions, most of the time do not ask themselves what political results their actions can lead to. They efficiently define the ways of acting for a given project and rest in peace, forgetting what ENGELS said: that "nature" (and society), in the medium and long term, takes revenge on the actions that we carry out without a vision. of totality, that is, the results, from what seemed to be positive, become negative; or even that apparently positive acts at the individual level gain negative characteristics at the collective level. (LUKESE, 1992, p. 119).

In view of the above, it is observed that, as much as the planning must be carried out collectively and with a critical, political and social look, it is still quite carried out in a

technical way, sustaining habits of dark times, in which the whys were not questioned. not to suffer repression. Currently, despite having the freedom to question oneself and transform the pedagogical doing into something that serves for a social transformation to occur, practices are still fully mechanized.

In light of the literature, it is clear that the objective of planning is to predict changes in a reality, already evaluating the entire process of its elaboration:

The evaluation of the planning process must be more careful and scientific to avoid failures in its elaboration and structuring. The planning must be evaluated and re-evaluated, in order to observe the agreement or disagreement between its constitutive elements. All planning requires: knowledge of reality, its urgencies, needs and trends; definition of clear and meaningful objectives; determination of possible, viable and available means and resources; establishment of evaluation criteria and principles for the planning and execution process; establishment of deadlines and stages for its execution. (MENEGOLLA AND SANT'ANNA 2014, p. 19).

In short, planning is reflecting on something that exists, with a view to what you want to achieve, analyzing the means available for the journey and how to evaluate what you want to achieve. Furthermore, the planning activity is a constant doing and redoing, thinking and rethinking. A true dynamic of thinking in acting pedagogically.

RESEARCH RESULTS ON THE DIFFICULTY OF PREPARING THE DIDACTIC- PEDAGOGICAL PLANNING

1º Indicator - Difficulty relating teaching/class plans with education guidelines (Municipal Education Plan, National Common Curricular Base).

Interpretation - Graph number 18 provides the answer to the question: What Education

Documents/Guidelines do you know?

In view of what was asked, the teachers answered: 08 (44.44%) National Curricular Common Base; 05 (27.77%) None of the above; 04 (22.22%) Municipal Education Plan; 01 (5.55%) National Education Plan; 0.0% State Education Plan. The opinion of the coordinator and the director differs from the professors. For both, teachers do not know, N.D.A.

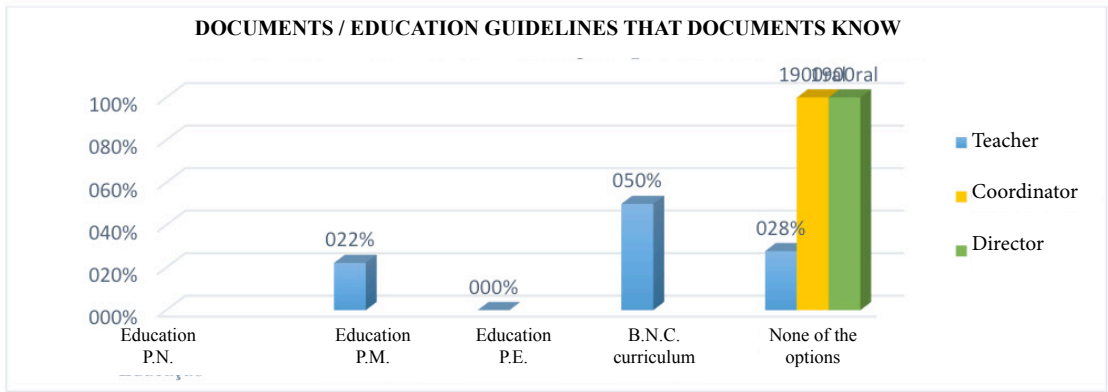
Analysis - Upon verifying the results presented, it is understood that the document that a greater number of teachers said they knew was the National Common Curricular Base, but a significant number (5) teachers declare not having knowledge of any of the basic documents of education.

Given the scenario presented, there are indications that the teachers did not participate in studies/discussions about the Education Plans. Once the competent bodies do not promote moments for such purposes, this information can become alien to the knowledge of educators, leaving them free from going in search of information that will support their practice.

Vasconcellos (2002, p. 106) warns: "if the teacher does not reflect on himself and his practice, he runs the risk of teaching the student what he knows, likes or is used to giving, and not what the student needs".

Regarding teaching, it is understood that research must be a constant practice. According to Ricardo-Bortoni (2008), he states that the teacher who has the habit of research is not considered a user of knowledge, because he produces his own knowledge to improve his practice.

Interpretation - Graph number 19 answers: What Education Guidelines do you use to guide your Pedagogical Didactic Planning? In view of this question, the following answer was obtained: 10 (55.55%) teachers answered that it is the National Curricular Common Base;

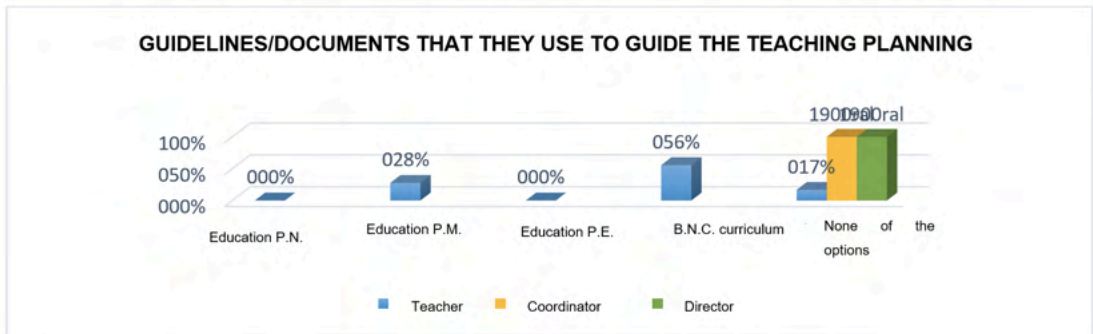


Question 1

a.1. What Education Documents/Guidelines do you know?

Graph n° 18 – Educational documents/guidelines that teachers know

Source: Author himself, 2021.



Question 2

a.2 Which Education Guidelines do you use to guide your Pedagogical Didactic Planning?

Graph n° 19 – References for planning

Source: Author himself, 2021.



Question 3

a.3 The validity period and the number of goals to be achieved in the Municipal Education Plan is:

Graph n° 20 – SME duration and goals

Source: Author himself, 2021.

05 (27.77%) teachers said it is a Municipal Education Plan; 03 (16.66%) professors answered that it is None of the above; 0.0% P.E. of Education; 0.0% P.N. of Education. In the understanding of the managing duo, the professors do not make use of any of the documents presented in the Graph.

Analysis - From the answers given by the professors, it is noted that not all professors use the same references to support their planning. In addition, there is a divergence between the response of the professors and the management duo, with regard to references. To the extent that teachers do not use a framework to endorse, they may walk without a correct direction.

According to Menegolla & Sant'Anna (2014), the act of planning cannot occur through common sense, without scientific bases to guide the teacher. The plans are derived from superior guidelines that give them legal support. Gutenberg (2008) argues that the scientific basis used as an organizer of pedagogical work are the pillars and principles of Education presented as a requirement by the Law of Directives and Bases for Education (Law 9,394/96). Because of this, knowledge and understanding of these pillars are necessary.

About the references for planning Vasconcellos (2002, p. 106), says that "an important reference, especially when starting a more systematic planning, is the evaluation of the work of the current year (or of the previous year, depending on the moment in which this activity takes place).

Interpretation - Graph number 20 asks: What is the validity period and the number of goals to be achieved in the Municipal Education Plan? Faced with the questioning, the professors responded: 15 (83.33%) responded that they did not know this information; for 02 (11.11%) professors, there are 10 goals and 10 years; for 01 (5.55%) there

are 05 goals and 09 years. The coordinator and the director had a response in line with the 15 (83.33%) professors who said they were unaware of this information.

Interpretation - In view of the answers presented, it is understood that teachers are not imbued with the information contained in the Municipal Education Plan. These basic knowledge are lacking in the teacher's baggage.

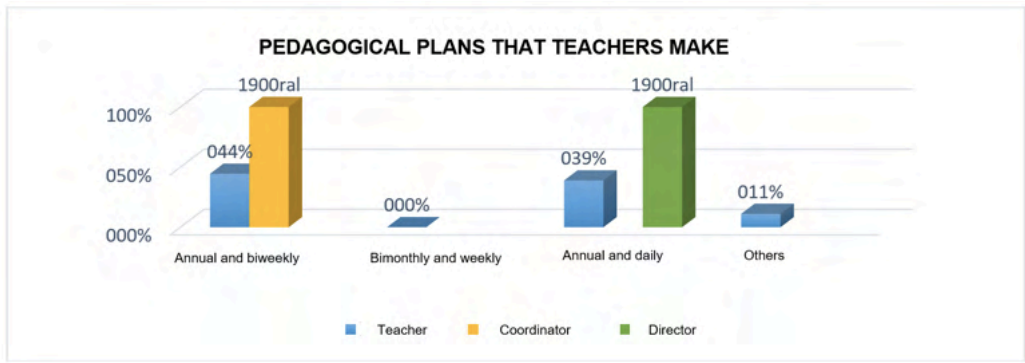
According to Freire (1996, p. 92), the teacher needs to master scientific knowledge to acquire authority in his teaching. He states: "professional incompetence disqualifies the teacher's authority". And he further clarifies:

The security with which the teaching authority moves implies another, which is based on the professional competence. No teaching authority is absent from this competence. The teacher who does not take his training seriously, who does not study, who does not strive to be up to his task, does not have the moral strength to coordinate the activities of his class. This means, however, that the option and the democratic practice of the teacher are determined by their scientific competence. (FREIRE 1996, p. 92).

And also about the challenges of the profession, Vasconcellos (2002), reaffirms that the teacher needs to have self-knowledge in the face of the needs of decision-making with regard to the professional definition. The author makes it clear that the teacher, in the midst of so many challenges, needs to ask himself: "Do I want to continue being a teacher? Do I consider that this is where I want to 'spend my life'? Am I whole?"

2º Indicator - Difficulty in elaborating the components of the pedagogical didactic plans: objectives, contents, methodologies, resources and evaluation.

Interpretation - The Graph number 21 Questions: In relation to the elaboration of Pedagogical Didactic Plans, do you usually do it? When questioned, the teachers gave the

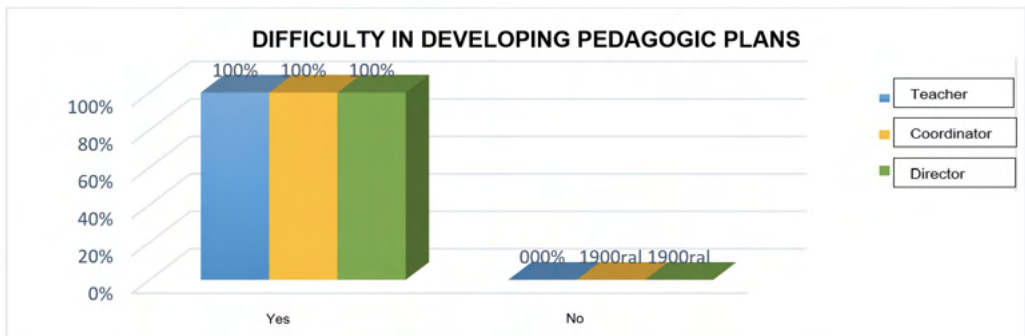


Question 1

a.1 In relation to the elaboration of Pedagogical Didactic Plans, do you usually do it?

Graph n° 21 – Pedagogical Plans that teachers make.

Source: Author himself, 2021.

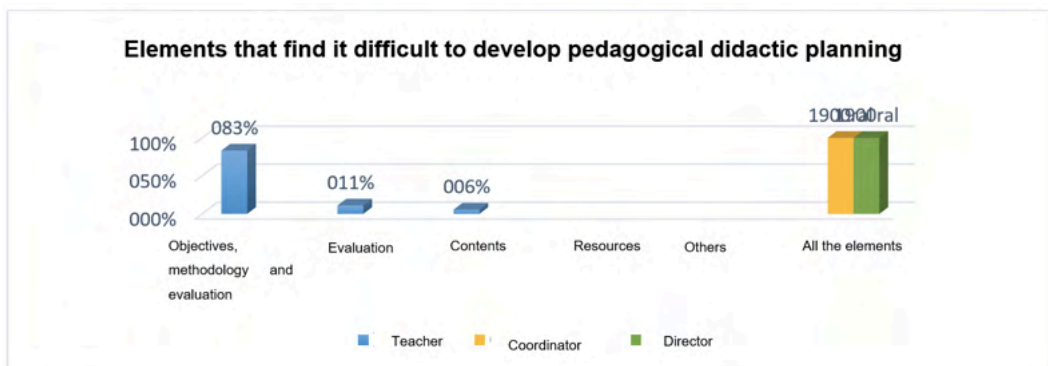


Question 2

a.2 Do you have difficulties in preparing the Pedagogical Didactic Planning (Plans/Sequences)?

Graph n° 22 – Difficulties in developing pedagogical plans

Source: Author himself, 2021



Question 3

a 3. His greatest difficulty in preparing Pedagogical Didactic Plans is in the elaboration/choice.

Graph n° 23 – The greatest difficulty in elaborating the pedagogical didactic planning.

Source: Author himself, 2021.

following answers: 08 (44.44%) annually and fortnightly; 07 (38.88%) annual and daily; 02 (11.11%) others; 0.0% bimonthly and weekly. The coordinator stated that the teachers do it annually and fortnightly. The director, on the other hand, believes that teachers do it annually and daily.

Analysis - In view of the answers obtained, it is noted that teachers make the annual plan and are divided between the biweekly and daily plans. The coordinator's perception is in line with those who make annual and biweekly plans, however the director stated that teachers make annual and daily plans.

According to Menegolla & Sant'Anna (2014, p. 58), teachers do not necessarily have to make course plans, since they already exist. What "teachers must do annually, semiannually or bimonthly, are the plans of their disciplines. The discipline plan is a logical consequence of the school's course plan and curriculum plan".

The literature clarifies that the plans that teachers are responsible for elaborating are the discipline plans, derived from the existing course plan determined by the educational guidelines. The annual, bi-monthly or half-yearly plans that the teachers make are the result of the so-called course plan.

Interpretation - Graph number 22 presents the answer to the question: Do you have difficulties in preparing the Pedagogical Didactic Planning (Plans/Sequences)? All participants were unanimous: 18 (100%) professors declared that they had difficulty in developing pedagogical plans. As well as the coordinator and the director answered that the teachers have difficulties in elaborating the pedagogical plans.

Analysis - From the answers obtained, it is understood that the activity of elaborating the pedagogical plans encounters some obstacles, on the part of the teachers. This factor may be related to a lack of intimacy with the literature that supports this work, as well as the need

for pedagogical follow-up by professionals who correspond to these needs. This obstacle needs to be overcome by teachers, since they will always have to face this problem.

According to the literature on this topic, Danilo Gandin (2014) guides:

From the point of view of the planning technique, it is clear that, like any plan, the classroom plan will have the following elements:

1. An operational framework, that is, an ideal, an end to be achieved, a conviction;
2. A diagnosis, that is, the expression of the distance that the group of students and, moreover, the whole practice, is from this ideal, with an indication of the failures and the causes of these failures, the difficulties to advance and the points of support;
3. A program that proposes actions to be carried out, attitudes to experience, rules to follow and routines to practice, all indicated as time passes and always to reduce the distance between desire and reality.

Expanding the discussion, Moretto (2007) contributes to the doubts in drawing up plans. For him, the teacher, when working to prepare the lesson plan, must take into account certain fundamental components: knowing his students (in the cognitive and psychosocial aspects), the epistemology and the most appropriate methodology for the discipline, the social context of the students and the own personality as a teacher.

Thus, it is understood that with the knowledge of the components considered important by the author, the teacher will be able to use strategies that suit the characteristics of the specificities, both of the class and of the teaching context, which will enable successful practices.

Interpretation - Graph n° 23 concerns the greatest difficulty that teachers feel in preparing didactic planning. Faced with the questioning, the professors explained: 15

(83.33%) professors answered that the greatest difficulty/s are in the elaboration of objectives, methodology and evaluation; for 02, (11.11%) evaluation; 0, () in the choice of resources and 01 (5.55%) in the contents; For the pedagogical coordinator, teachers experience difficulty in all the elements that make up the planning. The director dismisses the same opinion.

Analysis - Observing the answers, it is noted that continuing education can clarify the doubts that permeate the pedagogical work of teachers. Often, just the formation of a degree is not enough to guarantee total security in the face of jobs that are part of the teaching field. The educator feels the need to share his doubts with someone who will help him to follow the path that comes from the determined guidelines.

According to Libâneo (2013, p. 114) “the work of planning classes, outlining objectives, explaining the subject, choosing teaching methods and procedures, giving tasks and exercises, controlling and evaluating the students’ progress is intended, above all, to everything, to advance the intellectual capacities of the students”.

3º Indicator - Difficulty in evaluating pedagogical didactic planning.

Interpretation - Graph 23 presents the answers on: Do you evaluate your plan after executing it? The response of professors 18 (100%) was uniform about the action of evaluating the planning. However, the management team has a different view regarding this practice of teachers. The pedagogical coordinator indicated that this practice does not occur, as well as the director stated that the teachers do not evaluate the planning.

Analysis - While analyzing the responses between the management team and the professors, it is possible that both have different conceptions of planning evaluation. If teachers do not have an evaluation of their

planning, they will never make a self-criticism of the actions taken.

Contributing to the evaluation, Libâneo shows some pertinent questions that the educator must ask himself:

When evaluating the classes, it is also advisable to raise questions such as these: were the objectives and contents suitable for the class? Was the duration of the class adequate? Were the teaching methods and techniques varied and timely to stimulate students’ mental and practical activity? Were learning checks made during the lessons (informal and formal)? Was the teacher-student relationship satisfactory? Was there a safe organization of activities, in order to have guaranteed a favorable working climate? Did the students really consolidate the learning of the subject, to a sufficient degree to introduce new subject? Were active and independent study tasks provided to students? (LIBÂNEO 2013, p. 269).

With this understanding, the teacher will have a more critical attitude, in relation to his practice, he may be in constant search for an improvement of his pedagogical practice, in order to carry out a satisfactory work with better autonomy.

Interpretation - Graph number 24 brings the answers from: Do you provide feedback on planning? 11 (61.11%) professors said they always do it; 07 (38.88%) sometimes; however, the management team did not agree with the teachers’ answers. The coordinator replied that teachers never do and the director shares the same opinion.

Analysis - From what the teachers’ responses portray, feedback is not performed by all teachers. In addition, the managing duo emphasizes that this practice does not match the tasks of the teachers.

In the light of the literature it can be seen:

Planning is making decisions, but those decisions are not infallible. Planning is always in process, therefore, in evolution and readaptation. It is not a static process,

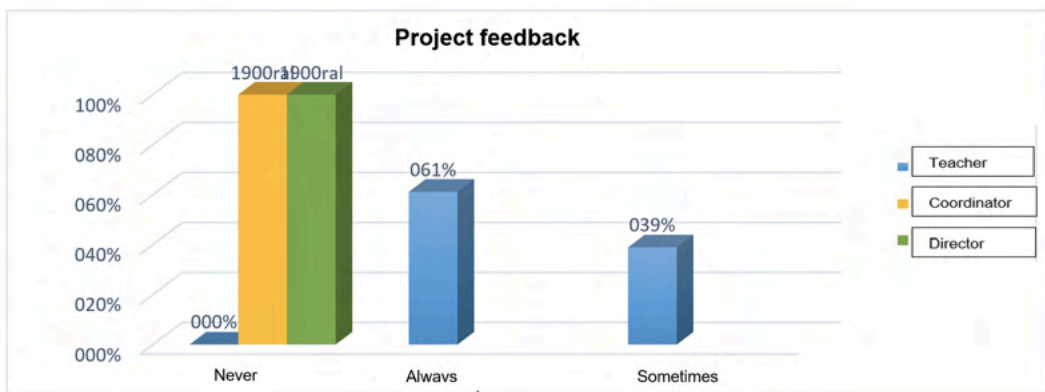


Question 1

1. Do you evaluate your plan after executing it?

Graph n° 23 – Evaluate the planning

Source: Author himself, 2021.

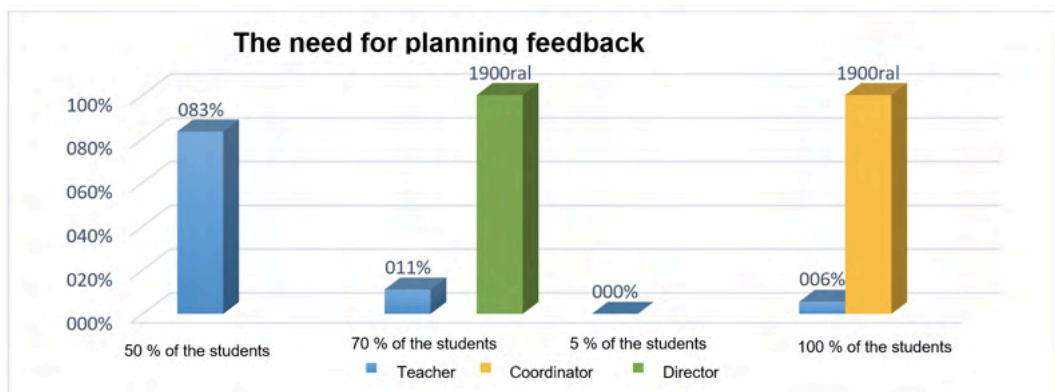


Question 2

2. Do you provide feedback on planning?

Graph n° 24 – Planning feedback

Source: Author himself, 2021.



Question 3

3. The feedback of the Didactic-Pedagogical Planning is necessary when what percentage of students did not assimilate the content:

Graph n° 25 – The need for planning feedback

Source: Author himself, 2021

but a dynamic one, where objectives can be redefined, resources and resources can be reorganized, action strategies modified, but this only when they are observed and verified certain inconsistencies in its structure. (MENEGOLLA, 2014, pp. 33-34)

Based on what the literature brings, it is evident that feedback needs to be present in the teacher's practice, since, when evaluating the results obtained, he will realize whether the objectives were achieved or not. Based on the results, it is time to feed back the planning to go in search of the goals.

Interpretation - Graph number 25 answers the question: Is feedback from the Pedagogical Didactic Planning (Class Plan) necessary when what percentage of students have not assimilated the content? In response: 15 (83.33%) professors said that 50% of the students; 02 (11.11%) professors, 70% of the students; 01 (5.55%) professor, 100% of students.

The coordinator stated that teachers only do it when 100% of the students have not assimilated. For the director, this practice only occurs when 70% of the students have not assimilated.

From the content of the teachers' answers, it is noticeable that the teachers see the need for a feedback of planning when 50% of their students did not succeed in learning. The percentage of 70% was mentioned by only 2 teachers. When analyzing the opinions of managers, it is clear that this practice only occurs when all students have not assimilated the expected learning.

Analysis - The literature shows that the evaluation of planning and/or class must be something constant in the teacher's practice. As an evaluation is carried out, the need for feedback on the planning of the (plan/didactic sequence) is perceived. Libâneo (2014, p.269) discusses:

The conscientious teacher must make an assessment of the class itself. We know that

the success of students does not depend solely on the teacher and his working method, as the teaching situation involves many more factors of a social, psychological nature, the general climate of the school's dynamics, etc. However, teaching work has a significant weight in providing effective conditions for students' academic success.

DATA COLLECTION RESULTS

With regard to the specific objective elaborated, which is:

To verify the perceptions about the elaboration of the didactic-pedagogical planning in the teaching practice of fundamental I of the nucleus of Cocal, in the municipality of Brotas de Macaúbas, Bahia, the results were identified:

In the 1st indicator, which is the: **RRelation of the Teaching Plan with the Education Guidelines (Municipal Education Plan, Common Curriculum Base)**, 44,44% said they know the National Curricular Common Base, 27.7% said they did not know any of the documents mentioned, 55.55% said they use the BNCC to guide the elaboration of pedagogical plans, 27.77% said they use the PME and 16, 66% said they did not use NDA, in relation to the PME, 83.33% said they do not know the validity period, much less the goals of this document.

In the perception of the director and coordinator, the teachers are unaware of the Documents/Guidelines that govern education in the municipality. He stated that such documentation is not used as a basis for the preparation of pedagogical plans for teachers and that they do not have information about the duration and goals of the PME (Municipal Education Plan).

In the second indicator, which is the **Difficulty in elaborating the components of pedagogical didactic plans: objectives, contents, methodologies, resources and evaluation**, 44.44% of educators declare that

they prepare annual and biweekly plans, 38.88% Annual and daily and 100% admitted having difficulty in preparing pedagogical plans, 83.33% indicated that the greatest obstacle in the construction of didactic plans was the elaboration of objectives, methodology and evaluation, 11.11% evaluation.

For the director, teachers make annual and daily plans, and it is difficult to prepare them. According to him, the difficulty is present in the elaboration of all the elements that make up the plan. From the coordinator's point of view, teachers make annual and biweekly plans, they have difficulty in drawing up didactic plans and this difficulty drags on in the elaboration of all the elements that are part of the composition of the plans.

In the third indicator regarding the **Difficulty in evaluating the pedagogical didactic planning**, 100% of the teachers declared that they evaluated the planning after executing them, 61.11% said they always provide feedback on the planning, 38.88% pointed out that they sometimes do it, 83.33% confirmed that planning feedback is necessary when 50% of the students did not reach the proposed objectives.

From the point of view of the managing duo, teachers do not have the practice of evaluating the planning after executing it, they never provide feedback and that teachers consider the possibility of providing a necessary feedback if 70% of the students do not assimilate the proposed contents.

In view of the analysis of the responses obtained by the surveyed public, it is concluded that in the specific objective of the elaboration of the didactic-pedagogical planning, the teachers present an average of 84.12% of difficulty in the elaboration of the didactic-pedagogical planning.

4 CONCLUSION

This research, already mentioned before, sought to know the perceptions of teachers in

the early years of Elementary School I, from the Nucleus of Cocal, in the municipality of Brotas de Macaúbas - Bahia - Brazil, about didactic-pedagogical planning. Based on the overview, the following conclusion is reached:

As much as didactic-pedagogical planning is an activity present in the daily lives of professionals at the Cocal nucleus of the municipality of Brotas de Macaúbas- Bahia - Brazil, this activity is still mixed with many uncertainties. The answers to the poll showed a very large percentage referring to difficulties in pedagogical planning. The indicators point to a little intimacy with readings on the presented theme.

The difficulty is present when it comes to elaboration. In responses to the questionnaire, an average of 84.12% of the participants indicated having difficulty in the elaboration of the didactic-pedagogical planning. Such answers indicate that the doubts range from the elaboration of objectives, methodologies and evaluation, to the foundation with educational guidelines.

These obstacles reflect in the practice of professionals in the classroom, leaving them increasingly insecure in the teaching practice. The results also show that, even professionals who have been in their careers for more than 20 years, have practices permeated with difficulties in the elaboration of didactic-pedagogical planning.

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