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GRAMMATICAL DOMAIN OF THE PORTUGUESE LANGUAGE: AN INDISPENSABLE REQUIREMENT FOR PROFESSIONAL ASCENSION THROUGH HIGH STANDARD PUBLIC COMPETITIONS

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Abstract: This article seeks to demonstrate that grammatical mastery is an indispensable requirement for professional advancement based on high standard public tenders. It is necessary to make knowledge of normative grammar available so that the language user demonstrates excellent linguistic performance in relation to mastery of grammar, in order to achieve the professional objective of occupying relevant public positions. The objective of the analysis of this work is to emphasize the importance of teaching grammar, which directly influences the professional ascension of an individual. This article seeks to verify in bibliographical books arguments that support the influence of normative grammar teaching aiming at a better command of the standard norm of the Portuguese language to meet the requirements related to normative grammar in high standard public competitions. The theoretical contribution that underlies this work is formed by Abreu (2022); Bechara (2019), Brazil (BNCC, 2018); Castilho and Elias (2021); Lopes-Rossi (2010); Neves (2011, 2012); Paula (2011); Rego (2007); Silva (2010); Travaglia (2004, 2009); Zuin and Reyes (2010).

Keywords: Grammar; Standard Norm; Professional Ascension; Public Competitions.

FINAL CONSIDERATIONS

This article seeks to demonstrate that grammatical mastery is an indispensable requirement for professional advancement based on high standard public tenders. In order to make this contribution, it is essential to consider the introduction of normative grammar as an important part of teaching for each individual.

According to Rego (2000, p. 59) “Gradually the interactions with his social group and with other objects of his culture start to govern his behavior and the development of his thinking”. That is, the environment directly

influences the behavior and development of human beings; therefore, if grammar teaching is a priority at each stage of an individual’s life, this competence will certainly be part of it, according to the standard norm, naturally.

It is necessary to provide knowledge of normative grammar so that the user demonstrates excellent linguistic performance in relation to the mastery of the rules of the written language, without this requirement it is unlikely that the human being will be able to interact in different social groups, mainly to ascend professionally.

According to the thinking of Abreu (2022), grammatical knowledge enables mastery and confidence in different contexts, for which the author states: “Convinced that the effective understanding of grammar is a powerful tool of control and security – not only for students, but also for any professional – and that greatly facilitates the task of reading and writing [...]” (ABREU, 2022, p. 23).

Therefore, the objective of this work is to analyze the requirement of grammatical knowledge, according to the standard norm, in the notices of high standard public tenders, to emphasize the importance of grammar teaching, which directly influences the professional ascension. Each speaker of the language needs a good linguistic performance to present himself in different interaction situations, without which it is not possible to obtain an excellent career.

For each attempt at professional advancement, through competitions for public and relevant positions, it is necessary to demonstrate mastery of grammar, according to the standard norm. It is not possible to ascend professionally through public tenders without excellent knowledge and good performance in normative grammar.

Therefore, this article seeks to verify and support the research in bibliographic books and in theorists of the Portuguese language

and teaching area, with materials that incite arguments that support the influence of normative grammar teaching, aiming at a better command of the standard norm of the language. Portuguese, to meet the requirements related to normative grammar in high standard public tenders.

The theoretical contribution that underlies this work is formed by Abreu (2022); Bechara (2019); Brazil (BNCC, 2018); Castilho and Elias (2021); Lopes-Rossi (2010); Neves (2011, 2012); Paula (2011); Rego (2007); Silva (2010); Travaglia (2004, 2009); Zuin and Reyes (2010).

GRAMMAR TEACHING

The Normative Grammar establishes the set of rules that govern the language, through which mechanisms are presented that can be considered adequate or inappropriate, according to what the standard norm determines. Therefore, mastery of grammar is essential, as this mastery directly affects various areas of an individual's life.

With studies based on diverse theories that support the thesis of grammar teaching in schools, it is possible to point out the effectiveness of such a statement. These theories argue that if there is mastery of the standard norm, the individual acquires conditions to ascend professionally, after all, for certain positions, a profound knowledge of the Portuguese language is necessary, be it in the spoken modality or, mainly, in the written modality.

GRAMMAR TEACHING FOR NATIVE PORTUGUESE SPEAKERS

The teaching of written language for those who already master the spoken language is a challenge, since the human being considers himself knowledgeable because it is part of his essence since he learns to speak. Because, as stated by Lopes-Rossi (2010), "...it can be

said that there is in the mind of every native speaker of a language a certain knowledge that has been called "internalized grammar". (LOPES-ROSSI, 2010, p. 5)

Based on this challenge, it is necessary to address the context of Brazilian education, especially in relation to the Portuguese language, spoken or written. According to Paula (2011), it is possible to state that "Grammar, due to its classifying characteristic, is disciplinary (perhaps that is why it is so rejected) and ends up being a control device". (PAULA, 2011, p. 7)

For these and other reasons, Paula (2011) states: "The individual is, in his verbal manifestations, what his social place allows him to be." (PAULA, 2011, p.11)

Based on the presented assumptions, it is observed that, "Teaching grammar for the acquisition of the standard norm is a duty that must not be left aside." (PAULA, 2011, p.16) On the contrary, for this reason there is a lot of responsibility in the specific teaching of grammar rules.

After all, "Learning grammar is, according to this point of view, to favor the awareness of the formal aspects of the language, which gives the student mastery over the linguistic operations that he wants to carry out." (SILVA, 2010)

Consequently, after presenting the set of rules, depending on the situation, each one can achieve conditions to use the knowledge acquired in their favor, knowing how to behave according to what each social group requires, especially in the professional group.

NATIONAL COMMON CURRICULUM BASE (BNCC)

Currently, in order to meet the 2030 Agenda of the United Nations (UN), there is a Brazilian document with the force of law, formulated with the objective of gathering and implementing the contents to be worked

on throughout all levels of Brazilian basic education. The National Common Curricular Base (BNCC) “is a complete and contemporary document, which corresponds to the demands of students at this time, preparing them for the future.” (BRAZIL, 2018, p. 5). The purpose of the BNCC is the following definition:

The National Common Curricular Base (BNCC) is a normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education, so that their learning rights are assured and development, in accordance with the provisions of the National Education Plan (PNE). This normative document applies exclusively to school education, as defined in § 1 of Article 1 of the National Education Guidelines and Bases Law (LDB, Law Number: 9.394/1996)1, and is guided by ethical, political and aesthetics that aim at integral human formation and the construction of a fair, democratic and inclusive society, as based on the National Curriculum Guidelines for Basic Education (DCN). (BRAZIL, 2018, p. 7)

The Federal Constitution of 1988, in Article 205, prescribes that:

education, a right of all and duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work (BRAZIL, 1988).

The BNCC converges what the law described in Article 205 of the Federal Constitution provides, and with the Law of Guidelines and Bases of National Education (LDB), more specifically, in this case, in Item IV of Article 9, which states that it is Union duty:

To establish, in collaboration with the States, the Federal District and the Municipalities, competences and guidelines for Early Childhood Education, Elementary Education and High School, which will

guide the curricula and their minimum contents, in order to ensure common basic training (BRAZIL, 1996; emphasis added).

The direction established by the BNCC presents, based on the LDB, in Article 36, paragraph 1, points out that: “The organization of the areas referred to in the caput and the respective competences and skills will be carried out in accordance with criteria established in each education system” (BRAZIL, 2017; emphasis added). That is, basic education must be grounded to develop skills and abilities throughout the individual’s education. Then:

In this sense, in Elementary School – Final Years, the school can contribute to the design of the students’ life project, by establishing an articulation not only with the aspirations of these young people in relation to their future, but also with the continuity of their studies in Teaching Average. This process of reflection on what each young person wants to be in the future, and of planning actions to build that future, can represent another possibility for personal and social development. (BRAZIL, 2018, p. 62)

The teaching proposal, as set out in the BNCC, agrees with the idea that the teacher must teach far beyond the grammatical subject, creating didactic situations that will lead the student to reflect and think. This way, the apprentice will obtain a critical reflection, becoming a true citizen, capable of choosing which professional paths he wants to follow. Therefore, the BNCC states:

For this, it is essential that students are guaranteed opportunities to experience actions that are increasingly closer to the practices of academic, professional, public, cultural and personal life and situations that demand the articulation of knowledge, action planning, self-organization and negotiating goals. Such opportunities must also be oriented towards creating and encountering the unusual, with a view to expanding the students’ ethical and aesthetic horizons. (BRAZIL, 2018, p. 486)

and information; and ways of using and sharing the results and analyses. (BRAZIL, 2018, p. 504)

THEORETICAL PERSPECTIVES

REGO'S APPROACH IN VYGOTSKY: A HISTORICAL-CULTURAL PERSPECTIVE OF EDUCATION

According to the thesis of Vygotsky, one of the greatest theorists related to education, presented by Rego (2007): "Gradually the interactions with his social group and with other objects of his culture begin to govern the behavior and the development of his thought". (REGO, 2007, p. 59). Grammar teaching is essential for the individual, as it is closely linked to their insertion in society.

Therefore, it can be said that: "thus, the development of the human psyche is always mediated by the other" (REGO, 2007, p. 61), that is, it is necessary that there is emphasis in the school on what is wanted as a result, even after it, therefore, it is indispensable to consider the idea that the teaching of grammar can and must be approached more seriously by the mediators of knowledge, the teachers.

"When internalized, these processes begin to occur without the intermediation of other people". (REGO, 2007, p. 61). The teacher has a fundamental role in this phase in which knowledge is internalized and, after the period of acquisition of each human being, everything that was exposed, in some way, results in being internalized; eliminating, later, the fundamental presence of the teacher as a mediator.

After the work of presenting the language to a human being, the next step is to present the written language, a different process from the one previously discussed and cited by Rego, based on Vygotsky, as follows: "Learning the written language represents a new and considerable leap in the development of the

It is evident that the school must observe and clarify that there are different ways of speaking, when teaching the written language and the spoken language, according to the standard norm. In Brazil, there is linguistic variation, due to geographic, socioeconomic, age group and other factors; however, despite all the facts presented, it is not possible to deny the existence of a pattern. In this case, it is necessary to make all the knowledge available to the individual so that there are conditions for choosing on different occasions that require the use of language, whether spoken or written.

It is necessary to have grammatical knowledge in order to fulfill the following teaching proposal described in the BNCC:

The field of study and research practices encompasses research, reception, appreciation, analysis, application and production of expository, analytical and argumentative discourses/texts, which circulate both in the school sphere and in the academic and research spheres, as well as in popular journalism. scientific. Mastery of this field is essential to broaden reflection on languages, contribute to the construction of scientific knowledge and to learn how to learn. (BRAZIL, 2018, p. 488)

In this case, the guidelines described are specific for High School, and further on, the document confirms the importance of developing skills and abilities for teaching Portuguese language for a given purpose, as explained:

The field of study and research practices highlights the genres and skills involved in reading/listening and producing texts from different areas of knowledge and the skills and procedures involved in the study. Skills related to analysis, synthesis, reflection, problematization and research are also highlighted: establishing an outline of the issue or problem; selection of information; establishment of data collection conditions for carrying out surveys; carrying out surveys of different types; processing of data

person”. (REGO, 2007, p. 68).

Based on these principles, the hypothesis can be pointed out that takes into account that each learning is valid, that added to new knowledge make the individual capable of treading better paths, in relation to the professional area. “According to Vygotsky, learning in general and school learning in particular, not only make possible but also guide and stimulate development processes”. (REGO, 2007, p. 75).

Thus, the defense of teaching grammar at school from the earliest levels of basic education is justified, so that this process is carried out and has as a product the grammatical mastery and the possibility of professional advancement to any human being, regardless of the social context in which that it coexists. Considering the relevance of this principle, which is grammatical knowledge, it is imperative that there be a presentation and construction of the concept of normative grammar in classrooms.

TRAVAGLIA’S APPROACH

According to Travaglia (2004), because there is variety in a given language, there is a need to teach it, respecting plurality, according to the author:

The grammar of a language has many facets that begin with the very existence of the various levels and planes of the language and continue with the existence of different varieties (dialects, registers, modalities) of the language, with particular aspects in their grammar. [...] This way, grammar is not a singular fact or phenomenon, but a plural fact or phenomenon. Therefore, its teaching can never be something that has a unique approach, purpose or methodology, grammar teaching is plural and, as language professionals [...], we need to be prepared to work with this plurality, with many social aspects, ideological, scientific-epistemological, political, educational involved, among others (TRAVAGLIA,

2004, p. 9)

Thus, it is evident that the teaching of grammar in Portuguese cannot be carried out in isolation, but needs to be inserted in different contexts. According to the researcher’s thinking, it can be stated that:

It is the domain (not necessarily explicit, conscious) and the adequate handling of these conditions of meaning that make the language user really competent, so this facet of the plurality of grammar teaching cannot be relegated to the background (TRAVAGLIA, 2004, page 12)

In this case, when seeking to properly implement grammar teaching, it is necessary to follow the requirements of the standard norm, considering the variety present in the language, because:

If you understand grammar not as a linguistic theory, but as the set of linguistic knowledge that a language user has internalized for effective use in concrete situations of communicative interaction, then, without a doubt, grammar has everything to do with quality of life, because the more resources, mechanisms, language strategies the user masters, the better linguistic performance he will have. (TRAVAGLIA, 2004, p. 17)

Thus, the need for a native speaker to know their mother tongue in depth is notorious, so that they are able to use it as they wish. But to achieve this objective: “it is necessary to carry out a teaching that makes grammar an instrument, among others, for obtaining a better quality of life, which allows people to live better.” (TRAVAGLIA, 2004, p. 20).

From this perspective, it can be concluded that: “This knowledge would be important to the same extent that it is considered important to know other institutions of our society, such as: marriage, religions, justice, Congress, banking institution”. (TRAVAGLIA, 2009, p. 20). Which justifies that the teaching of normative grammar and the acquired grammatical domain promote the possibility

of a professional ascension to any individual.

According to Travaglia: “When we teach grammar, we want the student to master the language in order to have communicative competence in that language” (TRAVAGLIA, 2009, p. 107). Thus, the student can select the type of language that will be used in a given social context in which he/she is inserted.

Grammatical knowledge provides the speaker with the selection of suitable words to be exposed in a given social context. This is confirmed when considering that: “Usage grammar is non-conscious, implicit and is linked to the internalized grammar of the speaker.” (TRAVAGLIA, 2009, p.110)

This domain of normative grammar, according to the standard norm, when properly generated in the speaker, provides opportunities for reflection, causing the development of the competences provided for in the BNCC, because:

Reflexive grammar, according to Soares (1979: chapter 9), is a grammar without explicitness, which arises from reflection based on intuitive knowledge of language mechanisms and will be used for the conscious mastery of a language that the student already masters unconsciously. (2009, p.142)

However, to reach the level of an internalized grammar that meets the standard norm, human beings need to be taught about the rules of normative grammar, and thus achieve the skills and abilities described in the BNCC, in addition to facilitating professional advancement through high-quality public tenders.

The defense of the idea that there is no way to separate learning, specifically normative grammar, from results in an individual's professional life is established in the face of such arguments. These are interconnected points, because for a high-level professional ascension it is necessary to demonstrate mastery of the language in accordance

with the standard norm, which governs the Portuguese language. There is no way to occupy a position of high standard without knowing and mastering the requirements of the written language.

THE APPROACH OF OTHER NORMATIVE GRAMMARIANS

“Social interaction cannot be dissociated, because language is always being in the world with others, not as a particular individual, but as part of the social whole.” (BECHARA, 2019, p. 33). However, the language maintains a basic (but complex) structure to conserve the language.

It is a fact that there is an internalized grammar, as stated by Abreu (2021): “In a practical way, we can say that the rules of grammar in our language are internalized within our minds and their use is unconscious.” (ABREU, 2022, p. 27). But, it is necessary that grammatical knowledge, according to the standard norm, be made available in basic education, because: “Language is not ‘imposed’ on man; he ‘disposes’ of it to manifest his expressive freedom.” (BECHARA, 2019, p. 33)

Likewise, Bechara (2019) also states:

The norm contains everything that is not functional in the language, but that is traditional, common and constant, or, in other words, everything that is said ‘thus, and not otherwise’. It is the level of structuring of idiomatic knowledge that is closest to concrete relationships. The system and norm of a functional language reflect its structure. (BECHARA, 2019, p. 46)

In line with the thinking of Bechara (2019), Castilho and Elias also state: “It is evident that we can and must teach the written modality, and also how to handle the language in its cultured, standard modality. This is the language of the State, which we must appropriate, as it socially promotes its users. (CASTILHO; ELIAS, 2021, p. 14)

According to these grammarians, knowing

the standard norm makes it possible for the individual to select the social context and the particular professional path that one wants to achieve. In this sense, Bechara (2019) states that: “Normative grammar recommends how one must speak and write according to the use and authority of correct writers and enlightened grammarians and dictionaries.” (BECHARA, 2019, p. 55)

As Bechara (2019) points out: “It is up to normative grammar, which is not a discipline with a scientific purpose but a pedagogical one, to list the facts recommended as exemplary of idiomatic exemplarity to be used in special circumstances of social life.” (BECHARA, 2019, p. 55)

For this reason, an individual with a profound knowledge of the rules of his own language can master his mother tongue more efficiently and effectively, and thus use it for his own benefit to the detriment of professional advancement.

MASTERING GRAMMAR AS A MEANS OF BETTER PROFESSIONAL PERFORMANCE

The reason why grammatical mastery is considered a means of accessing high levels in relation to an individual’s professional life is clear in the words: “We believe that the school has the role of minimizing differences through the dissemination of specific knowledge for the professional practice of man.” (PAULA, 2011, p. 16) The purpose of teaching grammar goes beyond knowing the rules and knowing how to speak well.

Therefore, “The development of writing and speaking must be a daily practice for teachers and students, with the aim of having a perspective, even if utopian, of building a fairer world.” (PAULA, 2011, p. 16) With the meticulous approach of Normative Grammar, it is possible to transform the harsh reality of a human being.

It is possible, through grammatical competence, to provide a great transformation in an individual, to the point of making him rise professionally through the knowledge he acquired in his journey in teaching throughout his life; being able to directly influence you in relation to which positions to choose, because the knowledge will enable you to carry out any type of activity.

THE GRAMMAR REQUIREMENT IN HIGH STANDARD PUBLIC COMPETITIONS

Grammar is more than indispensable for professional advancement, it is essential, as Zuin and Reyes (2010) state, “learning the language means learning its cultural meanings and the ways in which people understand and interpret reality and themselves” (ZUIN; REYES, 2010, p.23)

When analyzing some public tenders, considered excellent, it can be observed that the domain of the standard norm of the Portuguese language is important for the individual to be able to ascend professionally. Because, without knowledge about the standard norm, there is no way for a human being, just as a speaker, to modify his reality for the better.

However, despite this being the way to change the professional reality, it is the school that has a modifying and motivating role in this transition process related to social position. If educational institutions fail to play their role, there will be no possibility of transformation in the financial and professional area of students, future workers.

DIPLOMACY

The post of diplomat requires a high knowledge of the standard norm of the Portuguese language. There are in all diplomacy contests a high number of questions with a specific approach in grammar; and the degree

of difficulty is not suitable for those who have a superficial knowledge of the subject, on the contrary, it is necessary to demonstrate depth in relation to the written language. As per the following notice:

Each contest is carried out, on average, through a written test, divided into two stages with some objective questions (in the first stage), and with discursive questions with writing and the second part formed by interpretation of texts (in the second stage).

Therefore, someone who is a candidate for this professional ascent must be well-prepared from the first years of elementary school, as it is not possible to acquire so much knowledge of the Portuguese language in a short time. But knowledge of the standard norm must be added throughout the student's life, so that when a profession is needed, it is by choice and not for lack of option.

FEDERAL POLICE DEPARTMENT - DELEGATE

To run for the position of Federal Police Delegate, it is necessary to attest to good grammar performance in accordance with the rules governing the standard norm of the Portuguese language. The individual who wishes to run for this position needs to have knowledge in the normative area of written language, from the first years in elementary school to the end of college. As per the following notice:

The contest consists of an objective test with parts that address normative grammar within texts and also with interpretation; after the objective stage, there is a discursive test composed of texts from a collection and the candidate must write a dissertation essay.

For this position, it is also necessary to be well educated grammatically, as the level of demand of the contest does not include all levels of competence of the standard norm, but it is possible to obtain the job if you have

mastered this competence.

TAX AUDIT - FEDERAL REVENUE SERVICE

It is essential for the tax audit to reveal a more in-depth knowledge of the normative grammar of the Portuguese language. The competition for tax auditor is quite competitive, but if there is no mastery of the standard norm, the candidate may fail to ascend professionally to such office.

This contest is established by objective questions of the Portuguese language, among them there are exercises with text interpretation, grammar within the text and grammatical analysis in isolated sentences. However, in all matters it is necessary to be aware of the rules and exceptions to grammatical rules. As per the following notice:

The individual who demonstrates full knowledge of the standard norm of the Portuguese language can be admitted to the job that, due to its good remuneration, is required by people who aim at a high standard of living.

ATTORNEY - CENTRAL BANK

The position of Attorney at the Central Bank is highly coveted, as it offers a salary that is considered high. However, it is impossible to reach this particular professional level without demonstrating complete mastery of standard grammar rules. As per the following notice:

The test consists of objective questions of text interpretation, texts and isolated sentences with an emphasis on normative grammar, there are also discursive questions about case analysis and questions for specific areas for each higher level competing for the expensive.

The level of demand for this contest is high, so it is necessary to attest to grammatical competence in accordance with the standard

ANNEX 2 - Program content – Portuguese language – First and second phases: 1 – Portuguese language: cultured modality used contemporaneously in Brazil 1.1 – Graphic system, spelling, accentuation and punctuation, readability. 1.2 – Morphosyntax. 1.3 – Semantics. 1.4 – Vocabulary. 2. Reading and producing texts. 2.1 Comprehension, interpretation and critical analysis of texts written in Portuguese. 2.2 Knowledge of linguistics, literature and stylistics; language functions; language levels; linguistic variation; textual genres and styles; literary and non-literary texts; denotation and connotation; figures of speech; textual structure. 2.3 - Writing of dissertation texts endowed with foundation, conceptual and objectivity, precision, clarity, conciseness, textual cohesion and grammatical correction. 2.3.1 - Content defects, decontextualization, generalization, simplism, obviousness, paraphrase, copying, tautology, colloquialism, barbarism, anachronism, rebelliousness, redundancy and stereotyped language.

Figure 1: Public Notice Number 1, of June 28, 2023, Admission Examination for the Diplomat Career

Portuguese language. 1 – Comprehension and interpretation of texts of different genres. 2- Recognition of text types and genres. 3- Domain of official spelling. 4 – Mastery of textual cohesion mechanisms. 4.1 – Use of referencing, substitution and repetition elements, connectors and other textual sequencing elements. 4.2 -Use of tenses and verbal modes. 5 - Mastery of the morphosyntactic structure of the period. 5.1 – Use of word classes. 5.2 – Coordination essays between clauses and between clause terms. 5.3 – Subordination relations between clauses and between clause terms. 5.4 – Use of punctuation marks. 5.5 – Verbal and nominal agreement. 5.6 – Verbal and nominal conducting. 5.7 -Use of the signal indicative of crasis. 5.8 – Placement of unstressed pronouns. 6 – Rewriting sentences and paragraphs of the text. 6.1 – Meaning of words. 6.2 – Replacement of words or text excerpts. 6.3 – Reorganization of the sentence structure and text periods. 6.4 – Rewriting texts of different genres and levels of formality. 7 – Official correspondence (according to the editorial manual of the presidency of the republic). 7. – General aspects of official writing. 7.2 – Purpose of official files. 7.3 - Adequacy of language to the type of document. 7.4 – Adequacy of the text format to the genre.

Figure 2: Notice Number 1 – DGP/PF, of January 15, 2021, Position of Federal Police Agent

Tax Auditor – MODULE 1 – BASIC KNOWLEDGE.

Portuguese Language: Elements of construction of the text and its meaning: genre of the text (literary and non-literary, narrative, descriptive and argumentative); interpretation and internal organization. Semantics, meaning and use of words; semantic fields; use of tenses and moods of verbs in Portuguese. Morphology: recognition, use and meaning of grammatical classes, word formation processes, noun and verb inflection mechanisms. Syntax: sentence, clause and period; clause terms, processes of coordination and subordination; noun and verbal agreement; transitivity and regency of nouns and verbs; general patterns of pronominal placement in Portuguese; textual cohesion mechanisms. Orthography. Graphic accentuation. Employment of the indicative sign of crasis. Punctuation. Rewriting sentences. Substitution, displacement, parallelism, linguistic variation, cultural norm. Note: the items in this program will be considered from a textual point of view, that is, they should be studied with a focus on their participation in the meaningful structuring of texts.

Figure 3: Notice – Number: 1/2022 - RFB, of December 2, 2022, Position of Tax Auditor

Attorney

Portuguese Language: 1 – Comprehension and interpretation of texts. 2 – Structure and organization of the text. 3 – Spelling. 4 – Semantics. 5 – Morphology. 6 – Syntax. 7 - Score

Figure 4: BACEN Notice Number 1, of October 24, 2002, Position of Attorney

norm, as without knowing this requirement it is not possible to be admitted to the position.

FEDERAL HIGHWAY POLICE – AGENT

The position of Federal Highway Police agent is requested because it is a well-paid activity. In this contest, it is necessary to master and attest such competence in relation to the normative grammar of the Portuguese language. Despite being the one offering the lowest income (of the contests analyzed), the level of grammatical demand is very deep.

The contest is made up of text interpretation questions and specific questions for each higher-level area, varying according to what each candidate has as their choice for office and their area of training.

Consequently, for all imposed grammatical conditions it is necessary to demonstrate full knowledge of the rules in accordance with normative grammar. Through this domain, approval for the position is possible.

FINAL CONSIDERATIONS

It is concluded that the notion and experience with normative grammar can transform an individual's professional life. If the school offers the student the opportunity to opt for a better professional future, the results will be satisfactory for many who, perhaps, would not have a choice without obtaining this knowledge; but, for that, it is necessary

to have a commitment to the teaching of grammar, according to the standard norm.

Considering that the profession can be a divider, it is impossible to think of professional success without having full knowledge of the standard norm of the Portuguese language. Through this grammatical competence, it is possible to transform the professional reality of an individual, and provide him with an option for professional advancement. Because the basic requirement of many competitions, as presented in this work, is related to the written language. Therefore, in order to have professional advancement, it is necessary to demonstrate knowledge of the standard norm. Every opportunity to serve a high-level public office is closely linked to grammatical competence.

As Possenti (1996) states: "I adopt without any doubt the (almost evident) principle that the objective of the school is to teach standard Portuguese, or, perhaps more exactly, to create conditions for it to be learned. Any other hypothesis is a political and pedagogical mistake." (POSSENTI, 1996, p. 17). Because, if there is no such objective, there is no professional ascension.

This is the role of grammatical mastery: to provide professional advancement for those who dedicate themselves to learning and understanding the functioning and richness of the Portuguese language, spoken or written

Portuguese Language: 1 – Comprehension and interpretation of texts of different genres. 2 – Recognition of text types and genres. 3 – Domain of the official spelling. 4 – Mastery of textual cohesion mechanisms. 4.1 – Use of referencing, substitution and repetition elements, connectors and other textual sequencing elements. 4.2 – Use of verbal tenses and moods. 5 – Mastery of the morphosyntactic structure of the period. 5.1 – Use of word classes. 5.2 – Coordination relationships between clauses and between clause terms. 5.3 – Subordination relations between clauses and between clause terms. 5.4 - Use of punctuation marks. 5.5 - Verbal and nominal agreement. 5.6 – Verbal and nominal conducting. 5.7 – Employment of the signal indicative of the crasis. 5.8 – Placement of unstressed pronouns. 6 – Rewriting sentences and paragraphs of the text. 6.1 – Meaning of words. 6.2 – Replacement of words and text excerpts. 6.3. -Reorganization of the sentence structure and text periods. 6.4 – Text rewriting of different genres and levels of formality. 7 – Official correspondence (according to the editorial manual of the presidency of the republic). 7.1 – General aspects of the official wording. 7.2 – Purpose of official files. 7.3 - Adequacy of language to the type of document. 7.4 - Adequacy of the text format to the genre.

Figure 5: Public Notice PRF Contest Number: 1, of January 18, 2021, Position of Federal Highway Police

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