

The learning of academic teaching in initial training: new temporalities

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ABSTRACT. The present article has as its thematic focus the actions of an extension project developed in schools of the countryside of the *paraibano* swamp. The objective was to understand how the learning of the teaching of the academics occurs from the actions developed in the extension project titled "Continuing Teacher Training for the Countryside: School Curriculum and Strengthening Peasant Identity", which worked with schools located in the countryside. The methodological course was developed based on the assumptions of the qualitative research, using the case study as a method and the semi-structured interview as a technique for data collection. The subjects that participated were 11 trainees and the coordinator of the course. It is emphasized that teaching learning does not materialize without the articulation of the different formative spaces of pedagogical practice, starting from new temporalities.

Keywords: Teaching Learning, Initial Formation, Pedagogical Practice.

A aprendizagem da docência de acadêmicas em formação inicial: novas temporalidades

RESUMO. O foco temático deste artigo são as ações de um projeto de extensão desenvolvido em escolas do campo do brejo paraibano. O objetivo foi o de compreender como ocorre a aprendizagem da docência de acadêmicas a partir das ações desenvolvidas no projeto de extensão intitulado ‘A formação continuada de professores para o campo: currículo escolar e fortalecimento da identidade campesina’, aplicado em escolas localizadas no campo. Sob o ponto de vista da metodologia, adotamos os pressupostos da pesquisa qualitativa e utilizamos o estudo de caso e a entrevista semiestruturada para constituir os dados. Participaram da pesquisa 11 acadêmicas em formação e o coordenador do curso. Os resultados indicaram que a aprendizagem da docência não se concretiza sem a articulação dos diferentes espaços formativos da prática pedagógica a partir de novas temporalidades.

Palavras-chave: Aprendizagem da Docência, Formação Inicial, Prática Pedagógica.

El aprendizaje de la docencia de académicas en formación inicial: nuevas temporalidades

RESUMEN. El foco temático de este artículo son las acciones de un proyecto de extensión desarrollado en escuelas del campo del brejo *paraibano*. El objetivo fue el de comprender cómo ocurre el aprendizaje de la docencia de académicas a partir de las acciones desarrolladas en el proyecto de extensión titulado 'La formación continuada de profesores para el campo: currículo escolar y fortalecimiento de la identidad campesina', aplicado en escuelas ubicadas en el campo. Desde el punto de vista de la metodología, adoptamos los presupuestos de la investigación cualitativa y utilizamos el estudio de caso y la entrevista semiestructurada para constituir los datos. Participaron de la investigación 11 académicas en formación y el coordinador del curso. Los resultados indicaron que el aprendizaje de la docencia no se concreta sin la articulación de los diferentes espacios formativos de la práctica pedagógica a partir de nuevas temporalidades.

Palabras clave: Aprendizaje de la Docencia, Formación Inicial, Práctica Pedagógica.

Introduction

The teaching performance is an action complex by requiring the professional, for through the training process and over the of their action, general knowledge and specific. In recent decades, social, political and cultural changes and economic conditions have appropriation of new knowledge that should to guide the educational action so that teachers can act through a challenging everyday life.

Currently, the teacher of education have to deal with transience knowledge and technology. This is a challenge for its performance and that makes it to reflect on the importance of knowledge taught for a society. For your time, parents, managers and the community consciously or unconsciously performance of this education professional, including through evaluations institutions promoted by the State. The local and national indices have led to instability in the formation of professional, who needs to update constantly to meet these demands.

Thus, if the formation that the pedagogue acquire in the university courses does not approach the reality in which he will act, it will not be significant. Therefore, throughout history, the Pedagogy Courses have assumed different

configurations, mainly in their curricular format. Profiles, objectives, contents, theoretical contributions, methodologies and ways of evaluating are changed, but there is still an explicit difficulty in the curricula of making teachers professionals who must diagnose the work context, make decisions, act and evaluate the pertinence of the actions, in order to lead them to the proper sense (Zabala, 1998).

We can not but refer to the new meanings attributed to training, as a function of human evolution, which restricted to the specific locations of professionalization, but as a "function of essential vital to be exercised permanently". (Pineau, 2006, p. 153). Therefore, to think about the formation of teachers for basic education, it is need to understand it in the constitution of new temporalities. To the academic, the training spaces should not restricted to institutional physical spaces. Lifelong learning is not fixed and is in constant transformation, with spaces connections.

So, considering these immersive issues in teacher training, some teacher training courses have directed their actions to promote teaching learning with activities other than classroom training and supervised placement. The interlocution of

research, extension and teaching actions has approximated the academics in initial formation of the reality of the school of basic education. View the teaching action through lenses that the pedagogical act and transform the teacher into a researcher of the educational action, besides the communities that consolidate partnerships and overcome many barriers to providing their students with good quality public to reflect on the need to contextualize the reality in which it proposes to intervene.

It should be emphasized, however, that there is no deeper reflection on the learning of academics in formation research and extension actions in teacher training courses. Therefore, our intention is to know what contributions of the educational practices developed by the academics in initial formation through the extension project titled 'Continuing education of teachers for the field: school curriculum and strengthening of peasant identity', executed between 2014 and 2016, in partnership with the schools in the countryside of the region of the state of Paraíba. The central question that guided our discussion was: how the teaching action of the initial trainees who participated in an extension project contributed to increase their learning in a Pedagogy Course?

The pedagogical practice in of teachers

It is understood that theory and practice are central categories in teacher training, especially in the early years of pedagogical action, because there is no practice without theoretical foundation, therefore, theory and practice are inseparable in the context of pedagogical action. According to Saviani,

when we understand that the practice will be coherent and consistent, it will be the more qualitative it will be, the more developed more consistent developed is the theory that and that a practice will be transformed if there is a theoretical elaboration that justifies the need for its transformation and to propose the forms of transformation, we will be thinking about practice based on theory (2005, p. 107).

In the classroom the teacher should not use theory at one time and practice at another, since both are inseparable.

Between the theory and the transforming practical activity, a work of education of the consciences, of organization of material means and concrete plans of action. All this as an indispensable passage to develop real, effective actions. In this sense, a theory is practical insofar as it materializes, through a series of mediations, what previously only existed ideally, as knowledge of reality or ideal anticipation of its transformation. (Vásquez, 1968, p. 207).

So, while theory alone is not able to transform our education or the world, it helps us to organize practical actions in the classroom. According to Freire (1987), knowledge, knowledge about and doing is the union of praxis that, consequently, presupposes theory and practice at the same time. In doing pedagogical, theory and practice should always dialogue, to demystify the idea of separation. Freire (1987, p. 125) states: "It must be made clear that, for this very reason, we are defending praxis, the theory of doing, we are not proposing no dichotomy that would result in this doing to be divided into one stage of reflection and another, far from action."

The author emphasizes that there is no separation and that it is precisely in this relation that the praxis will be authentic and will to the teacher to reflect on their action, which, consequently, will provide an education through which to understand the processes of teaching and learning within a reality.

In this perspective, we should consider "... praxis as a theoretically grounded practice. If the theory unrelated to practice is configured as contemplation, the practice unrelated to theory is pure spontaneity. It is doing by doing". (Saviani, 2005, p. 141).

According to Guedes (2009), to defend the idea that it is necessary to study theory and then to carry out the practice implies different perspectives.

The effective relationship between theory and practice leads to conscious action, Freire insists on education as critical knowledge, for only through a critical awareness position does the subject have a sense of reality and the ability to commit to transforming it. The subject conscientized by the educational process assumes, with the transformation of reality, the very quest for freedom. (Fortuna, 2015, p. 67).

It should be emphasized that teacher training is not only a matter of practice, but also of theory, which has a fundamental importance, because it is in this theoretical deepening that the teacher practices the reflection on the action and begins to understand diverse contexts. Then, this interaction between the knowledge of practice and those of theory generates a pedagogical action effective, autonomous. Thus, the teacher will in the relationship between theory and practice. For the professional educator, a of its major challenges is to understand theories and their materialization in new points of view, attitudes, postures and educational performance.

Vasquez (1968) explains that,

... while practical activity presupposes an effective action on the world, which results in a real transformation in it, the theoretical activity only transforms our consciousness of the facts, our ideas about things, but not the things themselves (p. 210).

This is why theory alone does not play its role because it serves as a basis for understanding a practice that will be effective and organized through reflection, therefore, transformation will only occur if you understand this process. This dimension of practice, which is necessary for the initial academic project, materializes in the Pedagogical Project of the Course, specifically, in the supervised. According to Pimenta (2002, p. 147), "the stage is the space par excellence where we can reflect on these and other issues alluding to the life and work of teachers, in the classroom, in school organization and in society."

Thus, it is important to reflect on the role of the teacher that brings the students closer to the knowledge and leads them to question about them in order to understand them. In this way, it decentralizes its performance in the classroom and assumes different aspects in a given context.

The mediating role of the teacher assumes different aspects. Is coordinator and problem-maker in the moments of dialogue in which students organize and try to justify ideas. It approaches, creates bridges,

places scaffolding, establishes analogies, similarities or differences between the student's "spontaneous" and informal culture, on the one hand, and the formalized theories and languages of the elaborated culture, on the other, favoring the internal process of re-signification and conceptual rectification. (Castro, 2001, p. 130).

To organize the pedagogical practice based on the dialogue is to bring the relation of complementarity between theory and practice, the concrete conditions of this space and the social reality of the various subjects that constitute it. Tardif (2002, p. 291) conceptualizes the practice as a "space of production of professional competence by the teachers themselves", that is realized by means of the reflection of its practice, derived from the collective experiences or not, as a field of mobilization of the knowledge and of a vast production of knowledge to rework, in addition to knowledge, his pedagogical work.

Thus, pedagogical teaching practices are very important in the construction of identity of the subjects, because it is a place where the acquired knowledge is produced when referring to the practice itself, through daily teaching activities.

Therefore, considering that pedagogical practice is extremely important in the teaching and learning process and can contribute significantly

to the cognitive, human and social development of the learner, their organization, their action and their reflection must be experienced on a daily basis.

It is worth emphasizing that, since the teacher is the mediator of this pedagogical relationship, he must know the real didactic needs and heterogeneity of his students' learning and wish them to learn. The pedagogical practice will be focused on the development of students' learning, with contextualized, challenging and meaningful activities for them to acquire new knowledge.

If you have the necessary knowledge about the profession, the teacher will understand that you need to consider where you are, to approach the school. This brings us to an education that encourages learners to find their identity and to take to school what was once considered as the part for the reality in which they are situated and work together. Thus, they will become protagonists towards knowledge.

Freire emphasizes that

Pedagogy has to be forged with it (the oppressed) and not for it, as men or peoples, in the incessant struggle of recovery of his humanity. Pedagogy that makes oppression and its causes subject to the reflection of the oppressed, which will result in their necessary engagement in the struggle for their liberation, in which

this pedagogy will be done and will be refuted. (Freire, 1987, p. 54).

The role of the teacher is to instigate the student to seek autonomy, with strategies that make him leave the role of oppressed, is free to express itself and draws closer to its reality, positioning it as the center of the process and leaving aside "banking" education, that is, repetition, memorization, which did not allow contextualization and exchange of experiences.

In the "banking" view of education, "knowing" is a gift from those who think themselves wise to those who think they know nothing. Donation of those based on one of the instrumental manifestations of ideology of oppression - the absolutization of ignorance, which constitutes what we call the alienation of ignorance, according to which it is always in the other. (Freire, 2011, p. 81).

The teacher should also be a mediator of knowledge and provide tactics that facilitate the arrival of the necessary disciplinary knowledge in a contextualized way, approaching the inserted reality as a means of articulating the knowledge, so that he and the students consolidate their identity, in this exchange of experiences and knowledge socially, culturally and disciplinarily.

In this way, the educator is no longer what only educates, but what, while

educating, is educated, in dialogue with the educated who, being educated, also educates. Both, they become subjects of the process in which they grow together and where the "arguments of authorities" no longer they are worth. In order to be, functionally, it needs to be with liberties and not against them. (Freire, 2011, p. 96).

In order for change to take place, we must urgently develop emancipatory actions that value specificities of the student and those of the teacher, since each one has a differentiated social knowledge according to their experiences, and these actions must guarantee the subjects the right to education and the construction of their identity, valuing their culture, their own way of living and working.

It is the duty of society to encourage and collaborate to its full realization. A good quality education is not only prepare the student for the world (adapt), nor transmit knowledge, but also to form a consciousness, that is, a being emancipated, conscious, independent and not alienated.

For Mello (2000), school education is a public policy addressed to the constitution of citizenship. Therefore, the teacher has to evaluate himself daily and know if his methodology is reaching the objectives proposed for that student.

The data presented here are the results of stages of evaluation of practices

that are extension actions developed during an extension project, in the year 2014, and renewed in the 2015 and 2016.

Specifically, at the time of organizing the pedagogical work, the classrooms of the school teachers, so that they could participate in continuing education. Our inquiries, which this essay, consisted in understanding how the academic articulated the learning acquired in the educational institution and the intervention actions carried out in the rural schools and how the intervention actions contributed to the learning of teaching.

In this sense, the objective of this research stage on the results obtained with said extension project was to understand how the learning of the teaching of the academics occurs from the actions developed in the project of the extension entitled 'Continuing education of teachers for the countryside: school curriculum and strengthening of rural identity', which worked with schools located in the countryside.

Methodological procedures

In order to conduct the work, we chose qualitative research as a methodological approach, because it is "concerned with aspects of reality that can not be quantified, focusing on

understanding and explaining the dynamics of social relations". (Gerhardt & Silveira, 2009, p. 24).

Martins (2008) defines the qualitative approach as that which works with the meanings, beliefs, values and attitudes of the investigated subjects, which are not quantified or quantified by quantity, analyzed, interpreted and discussed, "so as to make it possible to establish relationships between the subjects and the object of the research". (Martins, 2008).

We also turn to the case study, which, according to Yin (2010), is a technique whereby the researcher can examine contemporary events, but without manipulating the relevant behaviors. As a unit of analysis, we established the educational actions of the extension project that contributed to enhance the learning of the teaching of academics in the formation of a Degree in Pedagogy. The instrument used for the data acquisition was the semistructured interview, organized from guiding topics, with guiding questions to deepen the study of the researched subject.

The subjects of the research were 11 students in initial formation, who were studying between the 2nd and 7th periods, and the coordinator of the Degree in Pedagogy. The analysis of the narratives from the interviews was arranged in three

phases: that of the pre-analysis, which consisted in the operationalization and systematization of the initial ideas, considering the choice of the documents that fulfilled the completeness and pertinence rule; the exploitation of the material, which consisted in coding and categorizing the data. Coding is the process by which raw data are systematically transformed and aggregated into units, which enable an accurate description of the characteristics of the Bardin (2011) content; and categorization consists of classifying the constituent elements of a set of differentiation and then regrouping them, using criteria previously defined and organized according to the research objectives, which become the axes of analysis Bardin (2011); and the third phase, which involves the treatment of results, inference, and interpretation.

Analysis and discussion of results

In this section, the data analysis and the discussion of the results are presented. To facilitate comprehension, the narratives of the research subjects were analyzed based on the following categories: 'teaching learning', 'pedagogical practice' and 'teaching praxis'. For each category, the indicators derived from the interview script elaborated and applied to the

students about the training process, in the classes, in the schools participating in the extension project were exposed.

Extensive activities were developed in pre-school, pre-primary and primary school classes (multi-grade class), and in the 3rd and 4th initial years. To prepare them, the academics contacted the school teachers one week prior to the project trainings and received the contents to be taught in class. The eight-day period was

essential to prepare the lessons, since the activities always involved playful aspects such as storytelling and theater, and it was necessary to select and organize the material. In addition to the orientation to plan the classes, during the meetings of the extension project group (see Figure 1), academics conducted their activities individually, in order to contextualize the contents in peasant reality (See Figure 2).

Figure 1 - Group meeting to prepare extension activities.



Source: Research data - 2016.

Figure 2 - Academic in the classroom during teacher training.



Source: Research data - 2016.

Figure 3 - Learning sharing.



Source: Research data - 2016.

Figure 3 shows the teachers of the Early Childhood Education of one of the schools contemplated in the extension action participating in a formation. It is a moment of sharing of learning, in which the children observed the work done by their teachers, together with the specialist in the area, collaborator of the project.

Teaching apprenticeship

For the category 'teaching learning', we defined as descriptor the record of the academic narratives about how the scientific and pedagogical content was being transposed for the teaching activity in the school. This relationship between learning and teaching, between teaching and learning, or learning and teaching was established on the basis of what Isaías (2006) calls the process of appropriation in its interpersonal and intrapersonal dimension.

... the impulse that directs it, represented by feelings that indicate its general purpose; the establishment of specific objectives, based on the understanding of the educational act and, finally, the necessary conditions for the accomplishment of the objectives outlined, involving the personal and professional trajectory of the teachers, as well as the course traversed by their institutions (p. 34) .

Thus, investigating how the students were relating the learning acquired in the educational institution and its materialization in the activities developed in the project would be fundamental to understand how the course of the professional formation, guided by the pedagogical project of the course, was leading to the appropriation of pedagogical autonomy in the educational action . So, look at some of the answers from the academics when asked what their initial impressions were when they learned that

they would develop classroom activities as one of the actions of the extension project:

Scare, fear all together (Academician of the 5th period, excerpt extracted from the interview held in June 2016). It gives a little fear because it's an environment that you've never been before, I've never been so you're a little apprehensive we get insecure, but from the moment you walk in there ... you see that it's not a bug of seven heads ... that if you have security in what you are doing will work out is a good experience (Academic of the 4th period, excerpt extracted from the interview conducted in June 2016).

I was not too scared because I already worked in the classroom, it just does not compare because I worked with a teenager and I went to Site A, it was the first time I went to teach in the group they were children and so I did not have any fear, I did not have any yearning but we only plan to anticipate our knowledge without having been there, it was my case that I planned theatrical games for Site A and reused it for Site B. In Room A, there was acceptance, the boys participated, they understood the meaning of the theatrical game and they represented with the body in Site B they did not understand that way, they thought it was right there just to play and the theatrical game no matter what the name of the game does not come with that sense, so it means my first impression when I knew I was going to the classroom was this, I was not afraid not, on the contrary any activity that has to go to the classroom I go because I want to learn I always re believe that I can improve something more, mistakes that I committed I intend not to commit any more (Academic of the 7th period, excerpt extracted from the interview conducted in June 2016).

The first time I was very apprehensive, just as we had gone, I did the teaching and I had already participated in the stage I was already a little more relieved, but when I said so early childhood education and I had not stayed with early childhood, so I was very apprehensive and for me it was not even the worst experience, but an experience that left me, that I saw that I really needed to improve (Academic of the 3rd period, excerpt extracted from the interview conducted in June 2016).

According to the narratives, even those that are already in the 7th period felt insecure. This is due to the way they understand teaching. They know that it is necessary to consider the subjects to whom the activities were directed - the students - as well as the peasant context in which they were inserted. We also highlight the difficulties encountered at the beginning of the project activities and how they were minimized throughout the action. The fact of knowing the place, the students, the teachers and the other employees allowed that this initial insecurity was being minimized, since they began to plan from their perceptions and the knowledge of the reality. It can be said that the teaching profession is a social practice, because it is possible to intervene in reality, and the extension projects allow this type of action and that the extensionists have direct contact with the school floor, with the reality of the current locality.

The study indicated that, at the beginning, most extensionists were afraid of what to teach and what to plan for those students, so that they could integrate, yet they showed a longing for contact with the school. The approach to the schools enabled them to take concrete actions, through which they could put into practice the contents learned in theory within the Academy. Pimenta asserts that "the subjects perform their actions in the institutions in which they are, being determined by them and determining them". (2012, p. 42) and that if the intention is to change institutions with the contribution of theories, if we understand the connection between subjects and institutions, action and practice.

Another question raised was about the relation of the contents studied in the institution of professional training with the activities of preparation of the classes for the schools of the project field. On this topic, the interviewees narrated:

The academic part helped me because I already had a base of how to do a planning so the little that I learned from the academic part I already managed to do a planning and with the directions of the teacher I still improved. Because, let's say, I did not have a theoretical basis for planning for a didactic sequence, so I felt difficulty so I had to resort to another orientation from outside, from another teacher, but the contributions were thus quite effective or effective (Academic of

the 6th period, excerpt extracted from the interview conducted in June 2016).

It was very useful because we have already seen, of course the Portuguese and mathematics did not contribute ... but the question of research and practices aimed at early childhood education, for elementary education what was worked with the teacher was very productive for people because they brought this reality of context, content to the classroom for us to work this and from this more or less we already know how to take as a certain content work ... was based (Academic of the 7th period, excerpt extracted from the interview conducted in June 2016).

Respondents also reported that, as they were close to completing the course, some content had already been given, and this helped in planning the activities that would be implemented at the school. However, they regretted the lack of more specific content because, despite requesting the help of other professionals and succeeding in the action, those shortcomings were not fulfilled.

Regarding the statement of the Academic of the 7th period that "teaching as Portuguese and mathematics did not contribute ...", the results of the research organized by Almeida e Lima (2012) corroborate with the excerpt from the narrative, since they found that:

the training offered in the Pedagogy Course relegates mathematical training to the second level, being totally insufficient to meet the needs

of initial training. Research informs us that the organizers of the curriculum of the Pedagogy course urgently need to rethink how the dynamics of work regarding the mathematical formation of their students have been going on throughout the course (p. 451).

The concern with the lags in teacher training courses in relation to the 'Methodology of Portuguese Language Teaching' component is also constant among the authors of the area, since one can not think of teacher training for the initial years of Basic Education without understanding the language as a "political instrument of fundamental importance in the fight against social inequalities that prevail in our society and which are very well protected through school, by the absolute valorization of the cultured norm to the detriment of the popular dialect". (Sena, 1995, p. 87).

The extension project was developed in schools of peasant communities that presented pedagogical proposals elaborated by the Municipal Education Department team, based on urban-centric training perspectives, without observing the local needs and contextualizing the curriculum, which would be necessary to rework and strengthen the identities of those subjects. Therefore, the lack of content or curricular components that contribute to enhance the learning of the teaching of the academic in the areas considered essential, within the

training institution, compromises their professional performance, as reported by the interviewees. However, the extension project provided a reflection on other times of learning, as it encouraged the participants to seek other teachers in other spaces and in other times, with new times in teaching-learning: "So I had to resort to one more guidance from outside, from another teacher". (Academic from the 6th period, excerpt extracted from the interview conducted in June 2016).

Pedagogical practice

The descriptor used for the 'pedagogical practice' category was the "analysis of the pedagogical interventions carried out by the trainees from the intentions, the expectations, the expectations and the evaluation of the results of the action as a teacher". (Zabala, 1998, p. 17).

In the interview, the academic said:

The question of practice, because, as we see a theoretical model and a different practice because when we go on the project I see a different practice because when we go to the stage is different, in the project is more spontaneous from the project because this is an action already of the toy library that I am taking linked to the project, so this action I already have a theoretical basis of a course that I have also learned here (Academic of the 6th period, excerpt extracted from the interview held in June 2016).

I'm certainly getting experience of how to plan a lesson, experience working in the classroom, in the coexistence with the students (Academic of the 3rd period, excerpt extracted from the interview held in June 2016).

For those interviewed who participated in the project, developing these activities was important for their formation, because they had contact with education classes in the field and were able to perceive the reality of education in the present day. Thus, these activities contributed to the formation process in which they found themselves.

We perceive that the students of the Initial Formation Course are able to analyze and understand the relationships between the theories studied in the course and the practices to be developed in the classroom, with emphasis on areas that deepen these themes, as well as knowing and being able to reflect on them, knowing the specificities existing in the context of the field.

One of the goals of any good professional is to be more and more competent in his or her craft. Generally this professional improvement is achieved through knowledge and experience: the knowledge of the variables that intervene in practice and the experience to master them. (Zabala, 1998, p.13).

The pedagogical practice, according to the interviewees, is being built in the

interaction, that is, in the formative experiences in the school, in the family, in the conviviality with the teacher in basic education, in the relationships they established with classmates, , with teachers themselves, who are strong influencers in this professional process. This issue is focused on temporality, in which they organized and memorized outstanding educational experiences that contributed to forming the professional "I" and the academic formation itself. In this process of initial formation, this constitution also occurs, and the qualification is a moment of search for consolidation of identity.

The action of planning also contributes to this formation, since these scholars dedicate a period of time to organize their pedagogical practice. As they said, this happens weekly with the team of the group, and they come together to discuss the actions that will be developed with the exchange of experiences. In this way, planning involves the process of reflecting and deciding on the structure, organization, functioning and pedagogical proposals. According to Libânio (1994, p. 221), "planning is a process of rationalization, organization and coordination of teaching activity, articulating the activity and the problematic of the social context."

When planning or designing something, it is assumed that it is done and that teachers contribute to communication, aiming at curricular integration and not squandering the opportunities that appear in the midst of what was not planned to enrich their classroom performance class. According to Vasconcellos,

if we really want to achieve it, we have to make the most of space-time in the classroom. Good planning certainly has repercussions in the discipline, since the needs of the students are being taken into account and the teacher is more convinced of what he is proposing (1995, p. 35).

Entering the concept of planning and considering its importance for the pedagogical doing, Libaneo says:

The action of planning, therefore, is not reduced to the simple filling out of forms for administrative control, but rather the conscious activity of predicting political-pedagogical actions, and having as permanent reference to concrete didactic situations (that is, the social problematic, economic, political and cultural) that involves the school, the teachers, the students, the parents and the community, that integrate the teaching process (1994, p. 222).

The author makes clear that it is necessary to integrate all those who are part of the school in this process, so this dialogue between academics and classroom teachers is as important, as well

as the management itself, to articulate the activities that were developed.

Planning requires the teacher's commitment. The mere fact of filling out forms, with the programmed contents, methodologies, or ways of evaluating, is not a transforming action, but only bureaucratic questions.

Teaching praxis

In the category 'teaching praxis', we use as descriptor the theoretical model chosen and the educational context in which the activities were developed. The survey of the data from the narratives of the research subjects allowed us to understand how these scholars still in formation are mobilized for teaching learning. In order to understand this category, we asked them to report the activities planned and developed in the classroom during the project, which helped them to become "teaching beings". About this, some stories follow:

In the 3rd and 4th year classes, the activities developed were:

One of the activities was developed in two different schools. The same lesson plan was used with the same objectives and the same methodology to be worked in the different classes, with this it was possible to realize that with the same activity, the same objectives are not achieved and achieves the same results in different classes, since the subjects are

different and the activities should be planned according to the context of each class specifically. The activity involved the theme theater (Academic of the 7th period, excerpt extracted from the interview conducted in June 2016).

To dramatize is not only an individual need, in symbolic interaction with reality, and which provides conditions for personal growth, but also a collective activity in which individual expression is welcomed. By participating in theatrical activities, the individual has the opportunity to develop in a particular social group, in a responsible way, legitimizes their rights, establishes relationships between the individual and the collective, learns to listen, receives and orders opinions and respects the different manifestations, in order to organize the expression of a group.

This activity was called 'Theatrical play in education', and its objective was to improve aspects such as attention, autonomy, respect for the other, creation, imagination and other things, activities developed in classes of 3 and 4 years of elementary school. The trainee academics said that in one school, "the students were delighted with the techniques of the games and participated with a lot of will." But at the other school, the same students said:

The children felt that the activity was not relevant to them, because they

considered it important only what one writes and so the activity ended much sooner than they imagined. The children became very agitated and could not concentrate to do the production.v (Academic of the 3rd period, excerpt extracted from the interview held in June 2016).

Applying these activities, the project participants had the opportunity to understand that the subjects of different schools experience different realities, which is why the way they accept the activities varies from class to class. Realizing this, as academic in formation, is important to understand that it is necessary to relate the reality of the classes with the planning of the classes that will be taught.

Another activity reported was the use of mathematical games. For the 3rd grade class from one of the schools participating in the survey, academics used bingo in the classroom. They separated the 3rd grade class into five groups so that there was an interaction among the students. However, part of the class refused to participate in the activity, and the academics, project extensionists, had to think of a methodology that would awaken in all students the interest in building their mathematical knowledge.

Through games, children not only experience situations that repeat themselves, but learn to deal with symbols and to think by analogy (symbolic games): the meanings of things are imagined by them. By

creating these analogies, they become producers of languages, creators of conventions, enabling themselves to submit to rules and give explanations. (Brazil, 1996, p. 35).

The academic of the 6th period highlighted the development of an organized interdisciplinary activity for the curricular components 'Portuguese Language' and 'Teaching of Sciences'. Words with 'z' and 's' sound were chosen at the same time to work with edible vegetables. This activity was applied so that the students understood the meaning of the theme worked for their lives and to show the importance of working with interdisciplinarity, to move away from the modular education so criticized by Paulo Freire. It is important to emphasize these concerns of the students in relation to the activities, because it is through these observations that one realizes that, in practice, the theory can have positive results.

Before planning activities, the teacher should inform learners that it is up to them to do so, so it is essential to have them as a basis for planning. It is also important to emphasize that any and all teacher training should be thought and worked according to the reality of schools and their students.

Students (children, young people or adults) need to be at the center of the discussions about school

transformation: it is for them and them that the school should be thought of. It is the commitment to your training that should guide our debate. And the learners need to learn now and not wait for the solution of the problems of the school, the educators or the pedagogical discussions made very far from them: their time does not return: they and they have the right to learn now, they have the right to a good education already and this should be our concern whenever we discuss the implementation of new practices. (Caldart, 2010, p. 69).

That is why it is important to think so much about the training of teachers who are currently in the classroom as on those who are graduating. It is also necessary to plan for the learner and remember that the results of education are mirrored by the children who are going to school to exchange knowledge with the education professionals who are prepared to receive them.

Teacher training should be designed not only to emancipate students, but also teachers who are in schools and who need to be aware that they can not be left behind and that they must constantly update themselves to receive new classes, therefore, new subjects. This requires that their practices fit this new context, so that education continues to emancipate the subjects, whether they are from the field or not.

We here see the practice and there the theory then we see that one

interconnects the other, we see that when you have a theoretical base, you can improve the practice, if you take practice only you may just leave the practice for practice the project helps to make this relationship if it was not for the project I would be lost because after the project I identified more with the course, I was very lost before the project and after I took this action of the toy library linked to the project got better for me precisely because I had the opportunity to meet in the course. I used to think that a lot of things did not make sense and today I already have another look, another vision in relation to that. The project helped me a lot and I can take this action through the extension for me it was much better to associate the theory with practice, it was much easier for me (Academic of the 6th period, excerpt extracted from the interview conducted in June 2016).

We sometimes make a criticism because as you know there is class that is too boring, here is the theory, theory and theory more when you get there you see that it is very, very important, so much is that is what I am saying for you, literacy fundamentals we saw inside the academy, theory, and when there in practice and in reality I based almost all my classes (Academic of the 8th period, excerpt extracted from the interview conducted in June 2016).

In the course of their training and in the exercise of their profession, teachers develop specific knowledge based on their daily practice and their own knowledge of their environment. These experiential or practical knowledge, according to Tardif, "are incorporated into individual and collective experience in the form of habitus and skills, know-how and know-how"

(2002, p. 39). What characterizes the practical or experiential knowledge, in general, is the fact that they originate in the daily practice of the profession and are validated by it (Tardif, 2002). Therefore, it is knowledge that does not come from training institutions or curricula, but from contact with the students, and that is precisely what the interviewees pointed out in their narratives - that the contact with the students and the classroom changes the form itself of thinking about their formation - and the dichotomous relationship between theory and practice is shaped.

Thus, to develop activities that put the academic in contact with the professionals who work in the school, which enables an experience in the practice and reality of their locality. Tardif warns that, "in the daily exercise of their function, the conditionsⁱⁱ appear to be related to concrete situations that are not possible for finished definitions and which require improvisation and personal abilities". (Tardif, 2002, p. 49). Only in practice will you be able to develop such skills to deal with the most diverse situations that involve the classroom.

These actions, which are promoted not only by internships, which are mandatory, but also by extension projects, such as the one analyzed, enable the

academic to establish contact with the current educational context. The proximity relationship between these two formative institutions contributes to the understanding of how the theories that the university puts into practice materialize and for the acting teacher to reflect on their formation and their action and to perceive themselves as subjects in constant formation and that it needs additional information to improve the quality of its pedagogical practice in the classroom. So when we asked the course coordinator about his impressions of these research, teaching, and extension projects and his contributions to initial training, he put it this way:

What I realize: students who get involved in projects of certain teachers, they leave yes, with another formation, for example, a program that has made a great difference in our campus, for example, is the PIBID, the students that participate of PIBIDⁱⁱⁱ, they are prepared to act, because they have another type of accompaniment and students who participate in specific projects of teachers who are linked to the school or to other laboratories, as of the course itself the toy library that is not a school, but has a service to children, has a systematic work, and this is clear even in our classes, when we pick up classes that have students who participate in these projects, the level of the class is different, the level of discussion, the level of work, has a differential (Academic of the 5th period, excerpt extracted from the interview conducted in August 2016).

In the coordinator's speech, he demonstrates that he can see the difference between the students involved in projects and the statement that they are fit to act in the profession. This differential materializes in the actions that are developed in the classroom, in the discussions and in the works. Thus, scholars, through this link with teaching, research and extension projects, stand out for approaching the field in which they act, for being able to practice what they learn in the course, to recognize themselves as teachers and to build their professional identity.

Considerations

Teacher training courses should stimulate subjects to think about organizing their own training during the course. Thus, the professionals will be ready to act in the classroom. However, this requires a change in education that, in many areas, is decontextualized from the reality of schools and, therefore, has no meaning for students. Both upper-level and lower-level courses should motivate teachers to upgrade, aware that teaching is not a profession whose professionals are already ready for the job market and will no longer need to upgrade. This is a capitalist thought, which surrounds many people and professionals.

In the training of professionals, it must always be emphasized that the construction of knowledge is an ongoing process, that we are always learning and that there is a lot to learn, so it is important a continuous training that proposes the frequent updating of the teachers, based on a contextualized teaching, which associates the learner's knowledge with the epistemological knowledge offered by the schools.

It is also important to analyze the contributions not only of the Pedagogy Course for these undergraduates, but also of the university extension, which helped them to surpass the walls of the university before they were formed.

The initial training course is the space for academics to become educators and build their professional identity. For them, the knowledge acquired through the theoretical references and the discussions about their own practices and the reflections provided during the formation re-signified the relation between theory and practice. Another point that was very evident was that, although the majority did not have contact with methodologies directed to the education of the field, through other means, they constituted their teaching practice. According to Nóvoa (1991, p. 11), "being in formation implies a personal investment, a free and creative

work on the paths and the own projects, with a view to the construction of an identity, which is also a professional identity."

Thus, the study showed that the teaching of the academic occurs through the relationship of the students with the space in which they will act and that only after they start the professional activity, they are able to relate the contents studied to this reality. This is a way of bringing the community closer to the school, so that they can participate actively in the formation of the subjects. This goes beyond the stage itself, with extension projects.

We emphasize that the development of the actions of the project was marked by advances and setbacks, limits and possibilities. The advances referred mainly to the connection between characterized activities, such as teaching, for example, carried out in conjunction with extension activities; actions aimed at the initial formation of teachers, with characteristics associated to the obligatory curricular stage, developed in rural schools and articulating with research proposals. Thus, achieving interconnection and meeting the specificities of each action was a great challenge.

We can highlight what initially was considered by the academics as a

regression by the teachers of the children's education of the partner schools, that is, the resistance to accept the minister of activities that showed the playfulness in the classes, because, for these teachers, the did not contribute to the acquisition of knowledge. This behavior was noticed in all schools at the time intended to share the planned activities. However, after the explanations and justifications about the methodological choice, the procedures were performed without obstacles.

The difficulties of planning and performing contextualized classes were observed in the initial years of elementary school. Each year, during the first weeks of activities, incumbent teachers used to question the actions taken in the classroom by academics. The main challenge was to relate the contents of the didactic book used to the local context, using methodologies oriented based on critical theoretical perspectives, which evidenced the emancipatory construction of the student. This fact motivated the academics to interact with teachers and students of other undergraduate courses of the campus, specifically the Bachelor of Agroecology and the Degree in Agricultural Sciences, in order to plan their classes properly. When this action was evaluated at the end of the project execution, it was considered by all as salutary, since it made possible an

interdisciplinary study of the school contents.

In evaluating the activities at the end of the school years, together with the school community, internal and external factors were listed as limits: the internal level was the amount of academic needed to achieve the activities, since the project was developed concomitantly in three peasant schools, and as we predicted our participation every fortnight, in each school, the work overload was a negative point considered by the students; as for the external ones, were: the infrastructure conditions of the partner institutions and of the university itself, because we have had transportation difficulties several times for the transfer from university to the rural school; the municipal school calendar, because the specificities of the productive cycles of the farmers were not observed and activities were marked during harvesting and planting periods, which disrupted the participation of the community in the actions of the school; the turnover of the teachers of the rural schools, since their stocking depended on political interests and, at the beginning of each school year, we needed to provide a period to raise awareness of the proposal, since most of the interlocutors were already others; the aversion of some crowded teachers in rural schools to

change their planning, their action, more precisely, their conceptions about school, students, teachers, knowledge and education. It is true that thinking about new ways of teaching and learning is possible, but we need to open ourselves to these experiences.

It should be noted, however, that the limits and difficulties were far less than the benefits for the training of academics, for the peasant school and for the university itself. It should be noted that all the objectives of the research have been achieved and that, with this experience, new proposals should stimulate research aimed at finding new ways of thinking about teacher education.

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Notes

ⁱ - Temporality is an intrinsic structure of consciousness: it is coercive. A sequence of life experiences can not be reversed. (Tardif, 2004, p. 69).

ⁱⁱ. These constraints are not abstract problems such as those encountered by the scientist or technicians, such as those encountered by technicians and technologists. The scientist and the technician work from models, and their conditioning results from the application or elaboration of these models. With the teacher he is different (Tardif, 2004, p. 49),

because his involvement goes beyond the classroom and cites the Program of Scientific Initiation (PIBID), which, according to the Ministry of Education, offers scholarships for teaching students to courses that are dedicated to the internship in public schools and that, when graduates, commit themselves to the exercise of the Magisterium in the public network. The goal is to anticipate the link between future masters and public network classrooms. With this initiative, PIBID articulates higher education (through degrees), the school and state and municipal systems. In this sense, we highlight the work of conclusion of two academic courses iii on the PIBID program developed on campus by UFPB professors. The first one analyzed the contributions of the Supervised Internship and the PIBID for the initial training of teachers of the UFPB; and the second, the actions developed by this project to improve Basic Education. Relevant works for the course were highlighted because they emphasized the importance of the program for the professional formation of students, with a view to more effective follow-up of activities, with a broader reflection on the actions, and established a relation between theory and practice views training.

iii. About the PIBID program developed on campus by UFPB professors. The first one analyzed the contributions of the Supervised Internship and the PIBID for the initial training of teachers of the UFPB; and the second, the actions developed by this project to improve Basic Education. Relevant works for the course were highlighted because they emphasized the importance of the program for the professional formation of students, with a view to more effective follow-up of activities, with a broader reflection on the actions, and established a relation between theory and practice views training.

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