

Professional knowledge and rural school: reflections on the teachers' voice

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ABSTRACT. One of the great contributions of (new) Rural Education is the recognition of the need for knowledge and teaching skills forged in unique and singular experiences, both in their training process and in the daily activities of their activities as teachers. This article aims to reflect on the professional knowledge of teachers who work in rural schools, built, related and mobilized by teachers according to the demands and challenges arising from this educational reality. This is a field study, within a qualitative approach, carried out through the application of semi-structured interviews with four teachers who work in a rural school. We combine empirical research with the epistemological model of understanding and analysis for teachers' knowledge presented by Tardif (2011), translated into professional knowledge, disciplinary knowledge, curricular knowledge and experiential knowledge. The results of the research reveal that teachers value experiential knowledge, without disparaging professional knowledge, because, without specific training to work in the rural school, it is in their daily tasks that they experience concrete situations, from which it is necessary decide the strategies and actions in view of the situation presented.

Keywords: Rural school, Teaching Knowledge, Professional Training.

Saberes profissionais e escola do campo: reflexões na voz de professores

RESUMO. Uma das grandes contribuições da Educação do Campo é o reconhecimento da necessidade de saberes e fazeres docentes forjados nas vivências únicas e singulares, tanto no seu processo de formação quanto no cotidiano das suas atividades como docentes. Esse artigo objetiva refletir sobre os saberes profissionais de docentes que atuam na escola do campo, construídos, relacionados e mobilizados pelos professores de acordo com as exigências e desafios provenientes dessa realidade educacional. Trata-se de um estudo de campo, dentro de uma abordagem qualitativa, realizado a partir da aplicação de entrevista semiestruturada com quatro professoras que atuam em uma escola do campo. Combinamos a pesquisa empírica com o modelo epistemológico de compreensão e análise para os saberes dos professores apresentado por Tardif (2011), traduzidos em saberes profissionais, saberes disciplinares, saberes curriculares e saberes experienciais. Os resultados da pesquisa revelam que os professores valorizam os saberes experienciais, sem desprezar os saberes profissionais, pois, sem formação específica para atuar na escola do campo, é no cotidiano de suas funções que eles vivem situações concretas, a partir das quais se faz necessário decidir as estratégias e ações diante da situação apresentada.

Palavras-chave: Escola do Campo, Saberes Docentes, Formação Profissional.

Conocimiento profesional y escuela rural: reflexiones en la voz de los docentes

RESUMEN. Una de las grandes contribuciones de la Educación del Campo es el reconocimiento de la necesidad de saberes y hacer docentes forjados en las vivencias únicas y singulares, tanto en su proceso de formación como en el cotidiano de sus actividades como docentes. Este artículo objetiva reflexionar sobre los saberes profesionales de docentes que actúan en la escuela del campo, construidos, relacionados y movilizados por los maestros de acuerdo con las exigencias y desafíos provenientes de esa realidad educativa. Se trata de un estudio de campo, descriptivo y exploratorio con un abordaje cualitativo, realizado a partir de la aplicación de cuestionarios semiestructurados con cuatro maestros que actúan en escuelas del campo. Combinamos la investigación empírica con el modelo epistemológico de comprensión y análisis para los saberes de los profesores presentado por Tardif (2011), traducidos en saberes profesionales, saberes disciplinares, saberes curriculares y saberes experienciales. Los resultados de la investigación revelan que los maestros valoran los saberes experienciales, pues, sin formación específica para actuar en la escuela del campo, es en el cotidiano de sus funciones que viven situaciones concretas, a partir de las cuales se hace necesario decidir las estrategias y acciones ante la situación presentada.

Palabras clave: Escuela de Campo, Saberes Docentes, Formación Profesional.

Introduction

The educational scenario points to the exercise of teaching with many tasks, responsibilities and actions that require, at each moment, skills and knowledge. There is a leveling off in teacher training courses, whose discussions highlight the conceptual and methodological alignment for teaching practice and practice in schools in the countryside and in the city.

It is increasingly distant in the training of teachers who work in rural schools, the concern to meet the specificities and particularities of everyday teaching action in this educational reality. The parameter is the urban school model. However, it is not intended to demarcate and separate the two realities, but to consider the particularities existing in each space, creating a dialogue between them, integrating with different and complementary parts of a context.

Thus, the elements that are part of a place permeate life and form the subject's identity. An education aimed at the development of the subject as a whole should be concerned with such aspects, so when it comes to rural schools, it is essential to turn to pedagogical and educational practices, aiming at the context in which the school is inserted. It is important to understand that people living in the countryside have knowledge,

symbols and language full of their own culture, which need to be respected and considered in the teaching and learning process.

In addition, Rural Education, as a public policy, was driven by the mobilization of different social subjects who work in the rural area, in favor of an education that recognizes the differences of the subjects for whom it is intended, through a curriculum, training, management and own financing.

It is true that throughout the professional construction, teachers go through a trajectory of acquiring knowledge developed according to the context, training and experiences. Faced with this problem, we ask wonder: What professional knowledge is mobilized by the teacher who works in a multiserial class at a rural school? To answer this question, we aim to reflect on the professional knowledge of teachers who work in rural schools built, related and mobilized by teachers according to the demands and challenges arising from this educational reality. To this end, we combined the empirical research, carried out with four teachers who work in a rural school, located in the state of Paraíba, with the epistemological model of understanding and analysis for the teachers' knowledge, presented by Tardif (2011), translated into

knowledge professional, disciplinary knowledge, curricular knowledge and experiential knowledge. The combination of these different knowledges is based on the daily practice of the teaching profession.

Thus, the professional knowledge of teachers analyzed in this study, are presented, first, from an apprehension of epistemological contributions, recurrent in the professional knowledge of teacher training in the context of the tensions of Rural Education; then, from the perspective of valuing the knowledge forged in the experience and practice of the teacher who works in a multi-grade class at the rural school, the locus for this research.

Epistemology, teaching knowledge and professional training

Before starting the discussion, with a view to the theoretical assumptions that support the research, it is necessary to briefly clarify the term “epistemology”. The concept of epistemology refers to “a study on science taken as a synonym for knowledge. It is, therefore, a theory of knowledge” and its object of study is scientific knowledge. (Dalarosa, 2008, p. 344).

Gamboa (1996) describes that epistemology, as a theory of science, is the result of a positivist tradition of science

and must be understood as a theory of scientific knowledge. For Gamboa (apud Piaget, 1996), Epistemology and Theory of Knowledge are synonymous, defining epistemology as the study of valid knowledge. Thus, there is a more complete conception in which knowledge is not static, and may undergo changes throughout the processes of knowledge construction.

Thus, when talking about the epistemology of professional practice, Tardif (2011) returns to the historicity of epistemology, bringing as a contribution, after the rise of Emmanuel Kant's positivism and the dissociation between philosophy and science, the change from the theory of knowledge to the theory of science, about this,

We call epistemology of professional practice the study of the set of knowledge really used by professionals in their daily work space to perform all their tasks. Here we give the notion of 'knowing' a broad meaning, which encompasses knowledge, competences, skills (or aptitudes) and attitudes. (Tardif, 2011, p. 255).

In a context of recognition of the different types of knowledge, previously described as a “set of knowledge”, it is necessary to reflect on teaching knowledge with a plural knowledge nomenclature. Tardif (2011) points to as coming from professional training and disciplinary

knowledge, curricular and experiential. The classification of teaching knowledge, according to Tardif (2011), is defined as follows:

a) Knowledge of Vocational Training: the set of knowledge transmitted by teacher education institutions, It is the pedagogical knowledge related to teaching techniques and methods, scientifically legitimated and also transmitted to teachers throughout their training process;

b) Disciplinary Knowledge: set of knowledge recognized and identified as belonging to different fields of knowledge (language, exact sciences, human sciences, biological sciences, etc.). This knowledge, produced and accumulated by society throughout the history of mankind, is managed by the scientific community and access to it must be made possible through educational institutions;

c) Curricular Knowledge: set of knowledge related to the way educational institutions manage the socially produced knowledge, which should be transmitted to students (disciplinary knowledge). They are presented, concretely, in the form of school programs (objectives, contents, methods) that teachers must learn and apply;

d) Experiential Knowledge: set of knowledge that results from the exercise of teaching professional activity. This

knowledge is produced by teachers through the experience of specific situations related to the school environment and the relationships established with students and professional colleagues.

In this way, immersed in their actions, teachers, over the years, establish relationships with their respective knowledge. However, the prominent position among this knowledge, according to the author, is occupied by the teachers' experiential knowledge. This type of knowledge the teacher controls, is different from the others who depend on an external relationship with him.

Similarly, when thinking about professional knowledge, the object of our discussion, it is expected that such knowledge will be experienced in the exercise of teaching, in which the teachers are able to tie their practices, aspects of the theory studied in undergraduate courses (Tardif, 2011). The author also states that professional knowledge is temporal, because it changes characteristics according to time, and because the teachers, even before entering university, already come from a reality in which teaching is experienced since childhood. At the same time, this knowledge is plural and heterogeneous, since the teachers act with different realities with a view to various objectives.

Commonly, the understanding is that the role of the university is to train professionals who are useful and necessary to society. When is not possible, in the case of teaching, it is customary to point out distance in relation to the knowledge acquired at the university with the exercise of teaching. In this logic, mistakenly, theory and practice are taken over by a dispute, as if they were on opposite sides. Therefore, breaking with the theory and practice dichotomy, becomes emergent. Training takes on a role in addition to teaching, which aims at a mere scientific, pedagogical and didactic update, and becomes the possibility of creating space for participation, reflection and training (Imbernón, 2001).

Likewise, a critical reflection on the reality of continuing teacher education is necessary, understanding the context of the training praxis, which lacks an epistemological essence to support it. The epistemological bias of teacher training leads to the formative experience of pedagogical work at school, and here, there is a great tension in the Rural Education policy: teacher training has recognized the specificities that demand the reality of rural schools and the direct implications this reality in the teaching performance?

In this thought, the way teachers think and organize their pedagogical

practices is closely related to the epistemological perspective they assume regarding the construction of knowledge. For this reason, the way teachers epistemologically understand the processes of teaching and learning, "... advance, delay or even impede the process of building knowledge". (Becker, 1993, p. 9). Directly, the change in epistemological conception about teaching and learning in rural schools cannot be too far away from the objectives that form the identity of Rural Education. In summary, the training of teachers to act in this space holds a dialogue with the training of a subject articulated to a project of human emancipation and development for the rural area.

The valorization of Rural Education Knowledge

The transformations that have occurred in the modern world have had a major impact on daily life, in which the process of globalization and technological innovation has increased the demands of capital society in the 21st century, and the profile that is expected of individuals to work in the labor market (Batista, 2016). The work scenario started to demand from workers, skills, competences and knowledge, making the space even more competitive.

In the Rural Education, these changes have also brought changes in the role of the teacher and in the exercise of teaching work. For Oliveira (2014), the expansion of the teacher's role occurred, among other aspects, with the consequent influence of international organizations, considering the educational goals of developing countries, such as Brazil. In the case of rural education, the way in which the agenda on teacher education appears on the public agenda emerges from tensions, among them; that of making intentional the training process from the perspective of praxis, accompanied by the identity and cultural valorization of the rural environment. Situating the context of teacher training for rural school, Caldart (2002) state:

Building Rural Education means training educators and educators of and from the people who live in the countryside as subjects of these public policies that we are helping to build and also of the educational project that already identifies us. How to do this is one of the issues that should continue to occupy us especially. (Caldart, 2002, p. 25).

The passage restate the need for rural educators to have contextualized training, according to the reality experienced there, while they must assume the role of transforming agent of that same reality, transforming knowledge into action. The teacher who works in the rural school is

the one who can and must cultivate the feeling of appreciation and identity with the rural environment, opening space for the debate on the role of the educator, in addition to the social nature of his profession, resulting from the transformation of its praxis and the diverse knowledge established (Santos, 2012).

Following this direction, the Rural Education paradigm requires: 1) overcoming the antagonism between the city and the rural area, which come to be seen as complementary and of equal value; 2) valuing and respecting the existence of different times and ways of being, living and producing, contradicting the supposed superiority of the urban over the rural and admitting various models of organization of education and school (MEC, 2007).

In this sense, life and space in the countryside have their particularities, so teacher training is not alien to the reality of the countryside. As Rebouças (2013) suggests, training for teachers working in the rural area should consider collective reflection, building new ideas and practices, transforming their practices and paying attention to the interests of social groups, in which their performance is being experienced. However, there is a leveling off during training, in which discussions permeate teaching practice and practice to the demand of schools in cities.

Alencar (2010) points out the absence in the Brazilian reality of a training policy aimed at rural teachers, what he had and still has, is a model parameter of urban experiences and curricula. According to Santos (2012, p. 119), the rural school is inserted in a context that

... tends to perpetuate the imposition of an educational model that, historically, has served the city more than even the rural areas. In the opposite direction, it is necessary to build a unit for the task that is posed to the subjects for which this education is intended: reaffirming the collective commitment to a rural area view, including education and public policy, overcoming the ideal of a school conceived as an invention the city to prepare the elites to govern and the popular strata to be labor. (Santos, 2012, p. 119).

What must be fought, according to Santos (2012) and Oliveira (2014), is the dichotomous antagonism between rural areas and city, understood as territorialities that complement and dialogue, that make up faces of the same structural reality, marked by the division of classes and the exploitation of labor in the name of capital, governed by a hegemonic capitalist logic and experiences of resistance.

Certainly, it is necessary to reflect upon the situations experienced in each space and, from this reflection, hold a dialogue between cultures that complement each other, without valueing each other. A

teacher in the rural area must be aware of the importance of the school as a collaborating agent and of maintaining and valuing life in the rural areas in the cultural, social, political and biological senses, which should be understood as a constant for teachers in all areas, in a multidisciplinary perspective (Oliveira, 2014). For Alencar (2010), starting in the 1990s, struggles for public policies, agrarian reform and the defense of a society project based on sustainable development for the countryside began in the rural areas, in which debates about the role in the economic, political and social development of the nation led to the construction of a new concept of what means to be rural. The paradigm shift from traditional Rural Education to new Rural Education is not so simple, since it needs structural changes (Alencar, 2010).

Thus, it is necessary to establish the difference between the concepts of traditional Rural Education and new rural education. For Alencar (2010), Rural Education apprehends the concept of the rural geographical space, characterized by an education with urban values, which favors migration and is based on a society project strengthened in the latifundia and agribusiness. The rural area, on the other hand, encompasses the concept of territory that defends a society project based on the

sustainable development of the area, valuing the feeling of belonging of the rural people, producing a reflection on the social context focusing on the land issue. For Oliveira (2014), in this new Rural Education approach, a new status is given to the teacher, that of an individual loaded with knowledge, with the competence for such knowledge to be materialized in production, and promptly able and creative in solving problems, without allowing all that big gear to be stopped. Every passing day, knowledge and attributions are required from the teacher, which involve, in addition to proactivity, creativity, availability, disposition, the capacity of resilience to overcome the daily difficulties of his practice.

However, support is not always provided for the teacher to exercise such attributions, be they material or pedagogical, mainly in public schools. It is not possible to think of a multi-knowledge and multitasking teacher, functions and roles, without linking experiences and possibilities in which teaching knowledge is linked to real contexts and concrete conditions of pedagogical practice (Oliveira, 2014). To disregard the universe of knowledge that surrounds a space is to make it invisible to the eyes of those who see it. Breaking with this invisibility is one of the challenges for teachers, as they often

do not recognize their professional knowledge. This is one of the greatest challenges of the teachers, the recognition of their knowledge, their memories, their life and experiences, their authorship and professional creativity, as they are driven by the conformation of an identity homogenization (Alencar, 2010).

When teachers recognize within their practice, they also begin to visualize their possibilities and limitations, making it possible to rethink their actions (Rebouças, 2013). In this same thought, Oliveira (2014) states the need for identity between teachers and rural schools, demanding recognition of the historical path that led the peasant populations to this scenario. However, many of the teachers who teach in the rural area do not reside and did not have training focused on this space. As suggested by Alencar (2010), being a teacher in the rural area requires reviewing positions on education, the school, the student, the curriculum and their own training. To be able to do that, the teacher needs the ability to integrate the different knowledge instituted by Tardif (2011): the knowledge of the subjects, the curricular knowledge, the knowledge of professional training and the knowledge of experience.

According to Oliveira (2014), the knowledge of teaching, through the experiences of daily living, arising from

the relationship with the social and geographical environment, as well as the knowledge of the experiences, which are formed from practice and daily life in relation to activities teachers, make it possible to reconstruct and train the teaching subject: affective, ethical, aesthetic and cognitive, enabling and giving meaning to practice. It is necessary to consider the knowledge beyond the didactic contents that are born through the experiences, which are not organized in textbooks, which are learned through practical experience, loaded with meaning for the subject, as it is an inseparable part of oneself. Such knowledge forged in experiences should be valued within the classrooms

Following the same thought, Education in the rural areas is a right gained through social struggles, in which the right to study in the place where they live is defended, without the need to move to other locations, leaving aside an important part in the construction of the learning process; the valorization of identity, knowledge, memories and its local culture. For Oliveira (2014), the rural school is a rural organization to articulate culture, life and work, in addition to the market reserve idea.

If we consider students who have studied in public and rural schools, the

challenges can be even greater. The population of the countryside occupied, for a long time, an inferior position, in which they were excluded during the process of capitalist development, marked by slavery, exploitation, expropriation and expulsion (exodus) from the countryside (Oliveira, 2014).

Thus, the concept of education that emerges from the struggle of the working class in the rural areas is guided by the idea of emancipation from work in relation to subordination to capital, placing the intention to articulate education and work in an emancipating project (Molina, 2015). Rural Education resists, with harsh marks of denial of public power and social neglect. The countryside is often seen as a place of hard work, agricultural production or as a space for leisure and rest, where the people of the city take refuge from urban and technological life. This view corroborates a delayed look at country life. Over time, educational policies aimed at rural schools have been neglected by public authorities who shy away from their responsibility for the different treatment given to subjects with rights in this space (Morais & Santos, 2019).

Thus, the subjects livinh in the rural area seek in education the opportunity to become socially visible, having the opportunity to build their space, integrating

the labor market to change reality and, mainly, to be seen and valued socially. In other words, the elements that involve the rural school should be aimed at as a learning context, so that the natural and cultural richness of the rural school territory is formative time-space (Oliveira, 2014). For Molina (2015), talking about Rural Education means talking about the agrarian issue, agrarian reform, land decentralization, the need to confront and overcome the logic of organization of capitalist society, which transforms everything into merchandise: land, work, food, water, life. Thus, the social movements of the countryside, carried the bricks and the historical hopes in the construction of these schools and run the risk of further dislodging the educational process of their young people when the State prevents, due to the bureaucracy and severe institutional norms, the insertion of the dimensions peculiar to these subjects and the effective performance of the community within the school (Oliveira, 2014).

Methodological procedures

With a qualitative focus, we combine shared, collective and creative work with the daily learning of the investigated reality. We bring a qualitative approach, as it is a type of investigation focused on the

particularities, subjectivities and experiences of individuals and / or groups. Like this,

... qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables. (Minayo, 2001, p. 22).

Within this logic, we focus on answering questions that involve the specificities of the researched environment, worrying about verifying the reality in which the subjects are inserted, which is not possible to be merely quantified. This type of qualitative approach allows a more accurate perception of a reality, understanding the aspects and attitudes of the individuals' behaviors.

As for the procedures, the research is of the bibliographic and field type. In the bibliographic research, given the purpose of putting the researcher in contact with what has already been produced about the research topic, we appropriate the contributions of Tardif (2011), in particular, in addition to authors such as Gamboa (1996), Imbernón (2001), Dalarosa (2008) and Macenhan, Tozetto and Brandt, (2016) on teaching knowledge, with a focus on professional knowledge. To address teacher training and the reality of the rural school, we brought the

discussions of Arroyo and Fernandes (1999), Arroyo, Caldart and Molina (2004), Alencar (2010), Santos (2012), Oliveira (2014) and Molina (2015), among others.

In terms of field study, in particular, it is an important moment of discovery and creation. A research, in some way, is an account of discovering what is not known, in a permanent conversion from apprentice to researcher. In our own field research experiences, we bring to the debate the research carried out at Escola Flor de Mandacaru, in the rural community of Sertão, located in the city of São João do Rio do Peixe, in the backlands of Paraíba. For the purpose of ensuring anonymity, we adopted a fictitious name for the school and the rural community in which the study was conducted. The criterion for choosing this school was due to the approximation of the researchers to the institution, through a training activity carried out, prior to this research. In view of this, in an attempt to carry out training processes more adequate to the emerging needs of the school, we developed an investigative attitude.

In 2018, there were 87 students at the Flor de Mandacaru School, in which 15 were enrolled in early childhood education, 23 in elementary education - initial grades, and 59 enrolled in Adult Education

program (EJA). The students who attend Escola Flor de Mandacaru come from the community itself and from three more rural communities close to the school. The physical structure of the school can be described as follows: four classrooms, a pantry, two simple bathrooms, a cafeteria, a teachers' room, a library and a small pantry.

As for the informants, four teachers participated in the research, who represent the entire teaching staff who worked at this school in 2018 in early childhood education and elementary school - early grades (1st to 5th year). Two of the teachers surveyed work in multi-grade classes, that is, one teacher to attend different grades in the same physical space (classroom), with students of different ages and levels of learning. The research was conducted through an interview, from September to December 2018, within the scope of the school unit, without using audio or video for recording. The acceptance to participate in the research is registered in the signing of the Free and Informed Consent Term (ICF).

We used the semi-structured interview in order to collect descriptive data with the subject's own language, through communication between researcher and interviewee. The interview was planned with the elaboration of

questions, respecting the specificities of each subject, although they underwent reformulation and alteration, as doubts or new questions arose during the interview. The use of this instrument allowed us to analyze aspects of the teachers' subjectivity that could be configured as determinants of the work process and, at the same time, allow the unveiling of issues specific to the studied group. In the questions addressed in the interview, we guided: profile,

teacher training and knowledge acquired throughout the performance trajectory.

As for the characterization of the research subjects, for ethical reasons, we used pseudonyms to designate the respondents, in order to ensure anonymity: P1 and P2, P3 and P4. Thus, we will have P1 and P2, P3, and P4 with reference to the initial for Teacher. In table 1, we present the profile of the respondents:

Table 1 - Profile of the research subjects.

Pseudonyms / subject P1 P2 P3 P4	P1	P2	P3	P4
Age	25 years		30 years	26 years
Initial Training, year and institution	Pedagogy – 2017 – UFCG	Pedagogy – 2000 – UFPB	Pedagogy – 2007 – UFCG	Pedagogy – 2017 - UFCG
Post-graduation/year of conclusion	Psychopedagogy /2018	Abstent	Psicopedagogia	Não possui
Institution characteristics:	Public	Pública	Pública	Pública
Profession experience:	6 years	26 years	13 years	2 years
Levels which he/she teaches /number of students in 2018	Pre I, II e II* 15	1st ao 3rd* 10	4th year 8	5th year 5

* Multiseries class. Source: Research data (2018).

When observing the data in table 1, the teachers are aged between 26 and 30 years old, and of the four, only one refused to say their age. When considering training, all teachers have a degree in Pedagogy, however, in relation to continuing education, at the postgraduate level, only teachers P1 and P3 claim to have both Psychopedagogy, differently from P2 and P4 who do not have post-graduation. University graduate even the

teacher P2 working for 26 years in the area. Regarding the length of professional experience, there is a difference between the length of professional activity, since teachers P1 and P4 have been working for six and two years, respectively, while teacher P2 has been working for twenty-six years, and P3 thirteen years ago. All teachers work in public schools in the rural area.

In this phase of data processing, we seek to combine the statements of the interviewees with the authors who discuss training, knowledge and rural school, under the prism of the particularities involved in the school space, its dynamics, functioning and organization. It was possible to unveil some categories from the data obtained. They were: “professional knowledge in Rural Education”; “Professional training in Rural Education” and “challenges faced in Rural Education”.

Professional Knowledge and Rural Education: What the Teachers Say

In this section, we will address the results of the research, from the following categories: “professional knowledge in Rural Education”; “Professional training in Rural Education” and “challenges faced in Rural Education”.

We started from the first category, professional training, considering that the

need for teacher training is experienced in two distinct phases: initial and continuous. The initial training of the teacher, according to Tardif (2011, p. 288), "aims to accustom students - future teachers - to the professional practice of teachers by profession and to make them reflective practitioners". However, only initial training does not meet the needs of the teacher, as it seeks other mechanisms, such as continuing training. The four interviewed teachers, P1, P2, P3 and P4, have a degree in Pedagogy, with experience in school in the countryside, respectively, 6, 26, 2 and 13 years.

Thus, dealing with the presence of Rural Education discipline in undergraduate (initial training), participation in continuing education courses and the relevance they attributed to this discussion, Table 2 illustrates this:

Tabela 2 - Discipline in Rural Education.

Pseudonyms /subject	P1	P2	P3	P4
Course/discipline at Rural Education at graduation	Yes	No	No	No
Participation in training for acting at the Rural school	Não	Sim	Não	Sim
Relevance of training aimed at Rural Education	Yes	Yes	No	Yes

Source: Research data (2018).

As noted in the table, only P1 took a course related to Rural Education in its initial training, showing that the training institutions, during the formative years of the interviewees, did not offer specific disciplines to work in Rural Education. For Alencar (2010), teacher training can present itself as a way to transform in its defense for an education and school different from the reality that exists in the rural area. For Macenhan, Tozetto and Brandt (2016, p. 510):

A program, concerned with broad professional training, provides opportunities for research and shows that, in order to learn how to teach, there is no recipe or a moment of completion in training for the practice of classroom practice. In this perspective, learning to teach depends not only on the initial or continuing training in a dissociated way, but on the training of teachers from the conception of teacher professional development. When dealing with professional development, initial teacher training is certainly one of the key parts of this process.

The teaching work in rural schools requires teachers to have sensitive and attentive views on issues about the community, its economic production and the demands of the subjects who live there, demanding from their initial training a broader character in the form of contextualized content, practices and methodologies. In support of these

considerations, there is also continuing education. Of the four interviewees, two participated in courses held sporadically, without much depth of proposition and discussion of methodologies and content that consider the specificities and needs of the field. The absence of training aimed at the countryside level school spaces, without considering their differences. Alencar (2010) points out that when the teacher training is placed and developed in the rural area, transported from the urban area, it does not value the memory, history, production and culture of the people of the countryside. Thus, teacher training from the perspective of Rural Education is planned and executed based on the active participation of teachers, enabling them to learn permanently that combine specific knowledge of the teaching profession, with the educational and social context of the school and its surroundings.

Another point that Alencar (2010) warns about is the lack of structure and experience of teachers for the development between school knowledge and everyday knowledge. In other words, teachers' pedagogical practices do not relate formal education (systematic content appropriate in the academic environment) to non-formal education (content that is learned in the world of life) and informal education

(content that is learned in the socialization process).

As a result, we are facing the real condition that the schooling process cannot be distanced from the following objectives: i) integrate schooling with professional and social qualification; ii) integrating scientific knowledge (school knowledge) with knowledge of reality (local and global social context) and the student's previous knowledge (knowledge linked to the student's life experience); iii) to form the identity of the countryside population as a subject articulated to a project of human emancipation and development for the countryside (Alencar, 2010).

In this sense, when the teacher has a good background of knowledge, he is more likely to provide satisfactory learning to the child (Macenhan, Tozetto & Brandt, 2016). In fact, knowledge provides subsidies to stimulate the students' learning and integral development in an integral way, considering the potentialities, capacities, difficulties as well as meeting the proposed objectives of the curriculum.

In this discussion, a data that deserves to be highlighted is exposed in the question about the importance of training for Education in the rural area, in which teacher P3 says she does not consider this important, being contrary to the positions of the others and without justifying why. It

is worth mentioning that, in the previous question; the teacher did not take a course on Rural Education during the period of her initial training or participated in continuing education. Even though the Rural Education policy starts from the recognition of the need for knowledge and teaching skills forged in the unique and singular experiences of the rural school. Thus, it is necessary for the teacher to recognize himself as a subject who maintains a relationship of belonging and / or appreciation with the culture of the countryside.

With this in mind, denying the intrinsic relationship between school and the place it belongs to, weakens the way of integrating knowledge into the daily activities of their activities as teachers. However, this denial can be conditioned by the lack of information about the specificities of Rural Education, as is the case with the interviewees (Alencar, 2010).

Otherwise, teachers P2 and P4 claim that they have already participated in this type of training, even emphasizing that they were offered through the education department of another municipality that both are teachers, while P1 and P3 say that they did not participate in this type of training.

As we can see, the lack of training for teachers does not prepare for action that

overcomes the conditions of marginalization of education in rural areas. The learning that happens through and sharing among the subjects who live in the school environment is qualitative, however, the teacher needs to have in-depth knowledge, in order to promote the dynamics of the classroom, leading the dialogue process, if it is possible to increase from the conceptual level of the group as a whole (Macenhan, Tozetto & Brandt, 2016). Thus, professional knowledge is mobilized through socialization processes established throughout life, such as family, school, students, professional colleagues and, of course, in training institutions. These relationships influence their decisions, positions and behaviour in the face of the event, the situation and circumstances presented.

In fact, the lack of formative systematization, combined with the precariousness of services, weakens the teacher's performance. The lack of a public training policy linked to cultural and social factors is one of the greatest obstacles to experiencing a set of didactic-pedagogical situations to be experienced in educational spaces in the countryside.

Professional knowledge in Rural Education

Here we discuss the understanding about professional knowledge in Rural Education. According to Oliveira (2014), the knowledge of teaching is formed through everyday experiences, arising from the relationship with the social and geographic environment, as well as the knowledge from experiences that are formed from practice and daily life in relation to teaching activities.

About this, the teachers P3 states that “as educators we are in constant training and learn about the culture, the values of the people of the countryside” (Verbal information), but do not bring arguments that talk about the knowledge acquired in the described reality, talking about learning Generally. Regarding the speech of teacher P4, we have;

We teachers learn every day in our teaching practice. We learn from our students, from their parents, from people in the community, from the school team. It is impossible to measure how many experiences and learning we have in our luggage. (Verbal information - P4).

The teacher's speech goes back to the thinking of Tardif (2011) about experiential knowledge, specific knowledge developed by teachers in daily practice and in the knowledge of the environment in which they are inserted. For the respondents, the main knowledge is learned through practice in the rural

school. About this, P1 points out that, in the exercise of his performance, he encountered some problems related to indiscipline and adds: “it was these obstacles that led to the learning of new teaching methods that contributed to my adaptation in the community” (Verbal information). Likewise, P2 stated that it is “necessary to have humility and understand the reality of education in the countryside, looking for mechanisms for the learners to know their origins and customs” (Verbal information). The interviewees' statements reproduce the idea of theory and practice as opposing and in dispute, as if they were not intimately related and interdependent. Teacher training comprises the knowledge learned and the experiences.

Thus, regarding the knowledge of their professional training to prepare to work in the rural school, P1 and P4 share the idea that the knowledge of professional training does not prepare for working in the countryside, although P1 emphasizes that the experiences learned during graduation made it possible to exercise good practices in the classroom. P4 thus tells us: “we are never ready” and complements the answer by stating “one learns to be a teacher in the rural area, being a teacher in a country school” (Verbal information). On the other hand,

P2 describes that professional knowledge makes it possible to have broad and satisfactory knowledge related to Rural Education, but recognizes the need to, more and more, go deeper, because everything is constantly evolving. Interviewee P3 states that professional training prepared her to work in a rural school, without, however, complementing or justifying the statement.

As we see, it is recurrent in the interviewees' speech that, in the daily exercise of their function, the situations experienced in the classroom require skill, development of alternatives and strategies, often conditioned to improvisation. Although they recognize the knowledge derived from initial training, they admit that the knowledge of experience prevails when it comes to the daily experience of the task of teaching. Here, teaching knowledge is done in the daily practice of the profession. The knowledge that emerges from the experiences is fundamental and endowed with riches, but we cannot fail to highlight the importance of specific training as a source of learning and development of the teacher's work.

Rural Education: challenges and perspectives

In the category on the challenges for acting in rural schools, the speech of

teacher P1 denounces the lack of structure and resources. According to Arroyo, Caldart and Molina (2004, p. 10), the “school in the rural environment started to be treated as a residue of the Brazilian educational system”. In the same reasoning, teacher P3 states that the biggest challenge is getting closer to the community, because as she does not reside in the locality where she works, the bond established with her professional performance space occurs through students, without a closer relationship with the community. There is a need for identity between teachers and rural schools that demand recognition of the dimensions, mainly, of the historical path that led peasant populations to this invisibility scenario (Oliveira, 2014). Otherwise, P2 and P4 state that the main challenge is to deal with multiserries rooms.

We remember that the term multiseriate or multiannual is assigned to classes that have different age groups and grades in the same classroom. This model appears, mainly in the rural school, because the classes are formed with few students each year. In the classroom, there is a single teacher, often assuming multiple functions, for two, three and even four different grades at the same time and in the same space (Druzian & Meurer, 2013).

Thus, working with the multi-grade class is a challenge for teachers who, during initial and/or continuing training, there is a lag, or even lack of guidance to work in these spaces, which need a specific organization and time. For this reason, the teacher's daily life and his methodology again gain prominence in this study when mobilized by the knowledge of the practice and the experiences lived in his environment. This reality has generated an overload on the teacher: multiserries classes, diverse and different, structural difficulties such as transportation or lack of it, financial shortage of the family, situations of discrimination against those who are from the rural areas, among others, but which have managed to overcome them through education (Morais, 2017).

However, multiserries is not the greatest obstacle for the teacher, but the lack of the necessary resources for him to develop quality work. The multi-grade school in the countryside is still the main source of access for rural communities to education. The fact is that we have to fight for the quality assurance of this teaching, hampered by the precariousness of the structure and inadequate for teaching work, but never defend its closure. To break with the logic of the closure of rural schools, Arroyo and Fernandes (1999) defend the

organization of teaching by training cycles, as a way of reducing the work of the teaching professional, as the students would be divided by baggage of experiences, found according to the contents, through each cycle lived they:

Organizing rural schools in cycles, in my opinion, would be a great advance. Why the rural school already works with children of close ages, socialized in a very interactive way, experiencing very close social, cultural and production experiences. The school would not separate children and adolescents by levels of content learned, by series, but would approach it by experiences, cultural, social ages, learning, socialization. (Arroyo & Fernandes, 1999, p. 36).

As we see, the relationship between children of different ages, favors the acquisition of knowledge and experiences, contributing to the integral development of the child. In recent years "the policy has been to stimulate more and more studies in the city, seeking to reduce the number of schools in the countryside, under the allegation that they are the most expensive and become unviable". (Arroyo, Caldart & Molina, 2004 p. 35). This causes students to move from their community to the city to access the school.

In this thought, when addressing the bond of relationship and identity with the community, teachers P1, P2 and P4 stated that they feel part of the space, as both live or were born in the countryside: "I am part

of history. I'm part of the community. My students carry in their veins the blood of the same ancestors as me" (Verbal information - P2). For Santos (2012), it is necessary to recognize the feelings of those who live in and of the land, as they recreate the feeling of belonging and reconstruct their identities with the land and its community. Undoubtedly, this feeling combined with the appreciation of the school space, recognizing and considering the potential, culture and knowledge of the community make the pedagogical practice more significant, as it is endowed with feeling. Teacher P3 also reported that she has ties with students, as she knows their families and way of life, claiming to know the community and their way of living and relating, but she does not belong to that space. One of the problems, according to Alencar (2010, p. 218):

What prevents the incorporation of peasant life, the identity of the countryside, life, history, memory, knowledge and struggles of the countryside subject within the school, as part of the pedagogical praxis, as the teacher himself has not recognized his knowledge, his memories, his life and experiences, his authorship and professional creativity, as they are governed by a conformation of identity that homogenizes him. (Alencar, 2010, p. 218).

Thus, when questioning whether the curricular knowledge of their school is

organized to contemplate the context and reality of the rural area, both teachers P1 and P2 stated that yes, the teachers of P3 and P4 reported that no, but that they seek to adapt in practice:

The curriculum is imposed on all schools as if they are all the same, but we adapt to our student's reality. If the book contains a text about the day at the mall, we can create a text about the day at the weir. (P4).

In this sense, the 2010 General National Curriculum Guidelines for Basic Education state that:

Art. 35 In the Basic Rural Education modality, education for the rural population is planned with necessary adaptations to the peculiarities of life in the countryside and in each region, defining guidelines for three aspects essential to the organization of the pedagogical action:

- I - curriculum content and methodologies appropriate to the real needs and interests of rural students;
- II - own school organization, including adaptation of the school calendar to the phases of the agricultural cycle and climatic conditions;
- III - adaptation to the nature of work in the rural area. (Brasil, 2010, p. 12).

Even though it is established in the Guidelines that the curriculum and the school organization are developed considering the environmental and cultural conditions, a level curriculum is imposed for teachers, in which they must make the necessary adaptations. So, it is important to

ask: Can teachers plan their classes according to these requirements? For Alencar (2010), the pedagogical practice of the rural area teacher needs to extrapolate disciplinary knowledge, bringing themes that are naturalized in the training space and transported to the classroom by teaching. The teacher must go beyond the disciplinary contents, expanding the look to the space itself, considering its floor as unique, plural and fruitful for the student's development.

In this way, the challenges of teaching in the reality of rural schools are presented in many ways, from the lack of resources to gaps in training, however, as said by one of the subjects "one learns to be a teacher of Rural Education, being a teacher in a rural school". Which brings us to Freire's teaching (1995, p. 58): "nobody starts to be an educator on a certain Tuesday at four o'clock in the afternoon. Nobody is born an educator or marked to be an educator. We become an educator; we train, as an educator, permanently, in practice and in reflection on practice".

Conclusions

We understand that the construction of knowledge and knowledge as something permanent is built and modified from the junction of theory and educational practice, without forgetting the exercise of

continuing education. Listening to the voices of the subjects of our research reveals that the educators who work in the rural school place greater emphasis on experiential knowledge, followed by disciplinary knowledge and training. Teachers value experiential knowledge, without disparaging professional knowledge, because, without specific training to work in the rural school, it is in the everyday of their functions that concrete situations live from which it is necessary to decide the strategies and actions in view of the situation displayed.

This attitude prevails due to limitations related to the initial training course, because, according to the respondents, not all undergraduate courses work in disciplines related to this field. It is also a fact that there is no training at the municipal level to assist teachers who work in Rural Education.

Thus, in addition to the explicit need for training aimed at teaching, it is necessary to improve working conditions, which are still precarious in rural schools. According to the Ministry of Education document, in addition to low qualifications and lower salaries than those in the urban area, they face, among other difficulties, work overload, high turnover and difficulty in accessing school, due to road conditions and the lack of travel assistance (Brasil,

2007, p. 33). Added to this, the constant instability of the school's existence in the rural community, on the grounds that they are the most expensive and become unviable. In this mistaken view, the rural school is doomed to disappear, has a useful life limited to the period for which it was designed in order to meet established performance requirements.

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Article Information

Received on June 19th, 2019
Accepted on January 20th, 2020
Published on April, 30th, 2020

Author Contributions: The author were responsible for the designing, delineating, analyzing and interpreting the data, production of the manuscript, critical revision of the content and approval of the final version published.

Conflict of Interest: None reported.

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How to cite this article

APA

Almeida, F. M. M. G., Santos, S. C. M., & Silva, T. K. (2020). Professional knowledge and rural school: reflections on the teachers' voice. *Rev. Bras. Educ. Camp.*, 5, e7055. <http://dx.doi.org/10.20873/uft.rbec.e7055>

ABNT

ALMEIDA, F. M. M. G.; SANTOS, S. C. M.; SILVA, T. K. Professional knowledge and rural school: reflections on the teachers' voice. *Rev. Bras. Educ. Camp.*, Tocantinópolis, v. 5, e7055, 2020. <http://dx.doi.org/10.20873/uft.rbec.e7055>