

TEACHERS' MEANING ABOUT PEDAGOGICAL PRACTICE IN THE FIRST YEAR OF ELEMENTARY SCHOOL: A PHENOMENOLOGICAL APPROACH

LOS SENTIDOS DE LAS PROFESORAS SOBRE LA PRÁCTICA PEDAGÓGICA EN EL PRIMER GRADO DE LA ENSEÑANZA PRIMARIA: UN ENFOQUE FENOMENOLÓGICO

SENTIDOS DE PROFESSORAS SOBRE PRÁTICA PEDAGÓGICA NO PRIMEIRO ANO DO ENSINO FUNDAMENTAL: UMA ABORDAGEM FENOMENOLÓGICA

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Abstract

This paper is a component of discussions about the pedagogical practice in the initial years and it aims to analyze the meanings attributed to the pedagogical practice, by teachers, of the first year of elementary school. The methodological basis is justified in Alfred Schutz's Phenomenology due to the assumption that the pedagogical practice is permeated by meanings that emerge from the relation among the interviewees and the world and guides the teachers' pedagogical action in school. The study was conducted in the city of Vitória da Conquista, Bahia, and the semi structured interview has been used with teachers that work in the first year of elementary school. The Content Analysis has been used to analyze the data. The meanings about pedagogical practice express a concern related to teaching and learning. The act of teaching proposes to overcome the learning difficulties based on the exchange of experiences achieved through the partnership among teachers, pedagogical staff, family and students. It is concluded that the relationship with one another becomes an important element of the teachers' knowing/doing, being structured by terms of experiences that are significantly consolidated in the world of school's life.

Key-words: Elementary school; Sociological phenomenology; Pedagogical practice.

Resumen

Este artículo hace parte de los estudios que se refieren a la práctica pedagógica en los años escolares iniciales y se propone analizar los sentidos atribuidos a la práctica pedagógica, por

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parte de professoras, del 1er grado de la Enseñanza Primaria. La base metodológica de este estudio se fundamenta en la Fenomenología de Alfred Schutz, pues parte de la hipótesis de que a la práctica pedagógica la atraviesan sentidos que nacen de la relación entre los entrevistados y el mundo y guían la acción pedagógica de los profesores en la escuela. La investigación se realizó aplicándose una entrevista semiestructurada a profesoras que actúan en el 1er grado de la Enseñanza Primaria en el municipio de Vitória da Conquista, Bahia. Para analizar los datos se utilizó el Análisis de Contenido. Los sentidos registrados sobre la práctica pedagógica expresan preocupación respecto a la enseñanza y al aprendizaje. El acto de enseñar se propone superar las dificultades de aprendizaje basándose en el intercambio de experiencias llevadas a cabo por medio de una alianza entre profesoras, equipo pedagógico, familia y estudiantes. Se concluye que la relación con los demás se vuelve un elemento importante al saber/hacer de las profesoras, estructurándose a través de las experiencias que se consolidan significativamente en el mundo cotidiano de la escuela.

Palabras clave: Enseñanza primaria; Fenomenología sociológica; Práctica pedagógica.

Resumo

Este artigo se insere nas discussões sobre a prática pedagógica nos anos iniciais e se propõe a analisar os sentidos atribuídos à prática pedagógica pelas professoras do 1º ano do Ensino Fundamental. A base metodológica está fundamentada na Fenomenologia de Alfred Schutz, pois parte-se do pressuposto de que a prática pedagógica é atravessada por sentidos que nascem da relação entre os entrevistados e o mundo e que guiam a ação pedagógica dos professores na escola. A investigação foi realizada no município de Vitória da Conquista na Bahia e foi utilizada entrevista semiestructurada com professoras que atuam no 1º ano do Ensino Fundamental. Para analisar os dados foi utilizada a Análise de Conteúdo. Os sentidos sobre a prática pedagógica expressam uma preocupação quanto ao ensino e aprendizado. O ato de ensinar se propõe a superar as dificuldades de aprendizagem com base na troca de experiências concretizada por meio de parceria entre professoras, equipe pedagógica, família e estudantes. Conclui-se que a relação com o outro torna-se elemento importante para o saber/fazer das professoras, sendo estruturada por meio das experiências que se consolidam significativamente no mundo da vida da escola.

Palavras-chave: Ensino fundamental; Fenomenologia sociológica; Práctica pedagógica.

Introduction

This research is part of discussions about pedagogical practice and aims to analyze the meanings attributed to pedagogical practice by teachers who work in the 1st year of elementary school³. Teachers experience subjectively, in the context of

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personal and social experiences that they go through, the legislation that regulates their school work. The fact of understanding the experiences in their subjective dimension places the object of this research “sense of pedagogical practice” in the field of social phenomenological approach, whose emphasis is on the meanings that are attributed to things of the world. In that perspective, we will start by showing the context of legislation, which regulates and guides the insertion of six-year-old children in the first year of elementary school, in addition to presenting academic research, which encompasses this theoretical discussion, in order to highlight and show the meanings of pedagogical practice, present in these contexts.

Regarding to inclusion of six-year-old children in the first year of elementary school, the document from the Ministry of Education (MEC) and Guidelines for inclusion of six-year-old children (BRASIL, 2007) registers that initiative as a result of research which proved that when they start school earlier children perform better especially those from the lower classes, since middle and upper class children are already involved in the educational process.

MEC emphasizes that this transition from early childhood education to elementary education needs to consider the characteristics and potential of the child. The systems must manage a curricular proposal capable of guaranteeing them a better time at school, which does not depend only on the increase in time at school, but mainly on the effective use of that period. Therefore, the need for political, administrative and pedagogical action in that process is highlighted.

CNE/CEB Resolution No. 07/2010, which deals with Nine-Year Elementary Education, describes in title II Principles that the basis of teaching must be based on ethical, political and aesthetic principles, guiding curricular proposals and pedagogical actions, aiming to contribute for the political and social formation of student. Therefore, school is considered as a formal and intentional space, capable of developing a meaningful social practice that contemplates, in a differentiated way, characteristics of

each social and cultural context, as well as ensuring common knowledge, with the purpose of forming the student for citizenship and work (BRASIL, 2010).

In this sense, Resolution CNE/CEB nº 07/2010 emphasizes that, the education system must recognize and value student's experiences, considering him "center of curriculum planning" (BRASIL, 2010). It is established in article 4, sole paragraph, that:

schools that provide this teaching should work, considering this stage of education as the one capable of ensuring each and everyone access to knowledge and elements of culture that are essential for their personal development and for life in society, as well as benefits of a common formation, regardless of great diversity of school population and social demands (BRASIL, 2010, p. 01).

Those guidelines demonstrate the responsibility attributed to teachers and other educational actors in ensuring, through their work, teaching that aims to reverse various social disadvantages in the country. However, it is important to emphasize that educational policies in Brazil, since the beginning of the 1990s, have been structured through various educational reforms with the intention of repairing those socio-historical disadvantages. Thus, the inclusion of those children "[...] is not a sufficient initiative to resolve issues related to social inequality, since learning, integral development [...] and age, cognitive and social characteristics, are neglected" (LIMA, 2019, p. 24).

Thus, it is proved that educational reforms meet the reforms of state, that is, changes in school environment reveal the administrative and financial decentralization of public management. In that process of decentralization, instituted by educational policies, there is a contradiction, because "while observing mechanisms capable of contributing to autonomy, one can also perceive the development of strategies and tools for control and regulation" (Oliveira, 2012, p. 10). The state ends up moving away, in part, from the interventions and actions that it should carry out in the evaluation and financing of education.

We consider it relevant to present some researches that show how the process of inserting 6-year-old children has carried out, in the context of elementary education, observing the current legislation and, above all, what they point out. Thus, the research

carried out by Silva and Scaff (2010) whose objective was to analyze the enrollment process in the state of Bahia and Mato Grosso do Sul, the authors realized that the concern of education systems was restricted to comply with the regulation of Law 11.274/2006⁴, which determines the expansion of elementary education from eight to nine years. According to the researchers, the entire process has taken place in a conventional manner, even though they were aware of the objective in relation to educational. The data reveal that the schools investigated have absorbed enrollment quickly, without considering the necessary material adjustments or the importance of qualification of professionals to act in that new reality.

Silva's research (2013) also describes that changes bring a complex relationship between the established proposal and the materialization of this policy, in public and private institution in the state of Bahia. The school, which had already established pedagogical and infrastructure conditions managed to receive six-year-old children better, while those that did not have them remained in the same working conditions, that is, the inclusion took place in a mechanical and bureaucratic way, without a physical reorganization and pedagogical.

According to Campos (2009), often the reception of those children in school space has not taken into account previous educational experiences. Therefore, this transition between one period and another has resulted in a sudden break. It is stated in his text that,

[...] The elementary school not only tends to treat all new students in the same way - whether they have already been or not students in previous years - but also makes a point of reinforcing ruptures between the two initial stages of basic education: it is clearly signaled that the right to play is over [...] that learning is imposed and not built, that everyone should follow at the same pace, regardless of their individual, cultural differences or level of knowledge (CAMPOS, 2009, p 02).

This reality shows the lack of monitoring and investment by public agencies in implementation of elementary education, which consequently results in an uneven

⁴ Law 11,274, of February 6, 2006, establishes the expansion of Elementary Education from eight to nine years old, starting at the age of six; reorganizes articles 29, 30, 32 and 87 of the Basic Guidelines Law (LDB) No. 9. 394/96.

functioning of education systems. Government actions were concerned with the disclosure and regulation of policy, but it was up to schools and teachers to adapt and drive the necessary changes. In that context, schools' operating conditions reinforce an unequal relationship, in contrast to what CNE/CEB Resolution No. 07/2010 provides, in Article 4, § 3, which establishes as a basis to contribute to “eradication of poverty and inequalities, [...] that more resources and better conditions are offered to the poorest schools and to students who need them most”.

The objectives established for the realization of a democratic management have been, therefore, linked to the regulatory procedures. As a result, the 1st year curriculum only suffered a simplistic adaptation from the old 1st grade curriculum, with minor methodological adjustments, with teachers responsible for adapting their pedagogical practice to the new reality (ARELARO, JACOMINI & KLEIN, 2011; CAMPOS, 2009; SILVA & SCAFF, 2010; SILVA, 2013).

It is observed that, despite recognizing the teacher - in Article 26, single paragraph - “as protagonist of pedagogical actions” (BRASIL, 2010) and emphasizing that it will be up to teachers to develop educational actions that involve students integrating their school experiences curricular guidelines and proposals, those actions are disregarded in the very way that educational policies enter school spaces because in addition to disregarding the participation of teachers they aim to assign greater responsibility for their work.

Some academic research have shown that the teaching work condition has been intensified with demands for accountability for student performance, “the process of intensifying the work experienced by teachers in Brazilian public schools today can, in addition to compromising the health of those workers, jeopardize the quality of education” (OLIVEIRA, 2012, p. 367). The teachers who had participated in the analyzed works reported that, during the process of implementing elementary education in schools, the importance of pedagogical practice, which would be carried out in the early years, was not taken into account. Teachers were seen only as mere executors, having to adapt their practice according to the regulations (ARELARO, JACOMINI & KLEIN, 2011; CAMPOS, 2009; SILVA & SCAFF, 2010; SILVA, 2013).

It is important to point out that Resolution CNE/CEB nº 7/2010 - when proposing guidelines for elementary education for nine years old - describes that this measure depends primarily on participation of teacher in political pedagogical project, as well as on his efficiency in classroom through of your action. However, criteria for external evaluations are established that have great weight on pedagogical practice, redirecting it. Those external evaluations have been the result of some research in the field of education. According to those surveys, the pressure of evaluative results on school and specifically on the work of teacher has led some education professionals to focus their attention more on basic curriculum than on needs of educational context (NETO, 2009; BONAMINO & SOUZA, 2012; CÓSSIO, 2014; ALVES, 2014).

This suggests that the teacher's senses of pedagogical practice have been forged in legislation, based on political, economic and social ideals, separated from the school floor. It is believed that it is necessary to listen to teachers and recognize that it is through them and other education professionals that educational policies come to life. In view of the above it is highlighted although the expansion of elementary education constitutes an advance in the process of universal teaching, its implementation brings challenges and changes to the educational context because the increase in the time the child remains in school it depends on actions that reorganize the structure of the institution as well as a pedagogical reorganization to meet the insertion of the six-year-old child.

In order to get to know the senses revealed, in academic productions, about pedagogical practice, we have conducted a search in the annals of National Association of Graduate Studies and Research in Education (ANPED) and Meeting of Educational Research in the Northeast (EPEN) about the theme.

The time frame considered between 2010 and 2016. We chose to start from 2010, considering Resolution nº7, of December 14, 2010, which sets guidelines for elementary education. The researches were selected in GT 04-Didactics and in GT 08-Teacher Training. For that search, the term pedagogical practice was used as a descriptor.

In EPEN database, 22 papers were found. The texts were analyzed in order to understand how the essays approach the pedagogical practice. On EPEN website, we

found in 2013 at GT-08, Teacher Training, two works on pedagogical practice, and nothing at GT-04, Didactics. The analyzed papers start from a discussion that aims to consider pedagogical practice in the relationship between theory and practice, with teacher training being one of the aspects of greatest emphasis, as they consider that teacher training needs to be more directed towards teacher practice.

They emphasize the importance of theoretical training for the development of pedagogical practice - above all, a critical and reflective practice, as proposed by authors who work with this conception. The theoretical foundation comes from authors who discuss reflective practice when considering its relevance for the construction of knowledge, consequently influencing the teaching and learning process. It was also possible to verify the emphasis on the initial and continuing education of teacher, with the articulation between theory and practice being fundamental for instrumental, intellectual and critical education of teacher.

Thus, the works around pedagogical practice published in ANPED and EPEN repository, in the period 2010-2016, show that pedagogical practice is researched from different perspectives and the relevance of pedagogical practice stands out here as a social practice, producing meaning, in a Schutzian perspective (CRUSOÉ; BRITO, 2018; CRUSOÉ; SANTOS, 2020).

Since we had not found any work in GT-04, Didactics, and GT-08, Teacher Training, which presented a theoretical contribution that better articulated with Alfred Schutz's Social Phenomenology, we then sought - in GT-07, Education for Children from 0 to 6 years old - some work that came close to what we intend to do theoretically here. We found only four works, three in 2011 and one in 2013.

When considering those studies on pedagogical practice in ANPED and EPEN database, we can see those discussions have been often restricted to teacher training through a reflective posture of the educator and the educational actors involved in the process of analysis, so that the theme was restricted to issues related to teaching action in the context of classroom, thus discarding the broad and relational aspect that pedagogical practice has in its entirety. The meanings revealed in EPEN and ANPED productions have pointed to the importance of relationship between theory and

practice and to the solid theoretical training in initial and continuing training of teacher and, for the pedagogical practice as a social practice, focused on transformation and tensioning of realities.

Regarding the concept of pedagogical practice, we emphasize the relevance of thinking about the meanings that teachers in the 1st year of elementary school attribute to pedagogical practice in order to understand how these meanings guide their practices and what are their implications for pedagogical action in school. In this work, pedagogical practice is assumed to be “[...] a social action endowed with meanings built in the individual/society relationship and, as such, it comprises values, beliefs and attitudes” (CRUSOÉ, 2014, p. 96). For this reason, we seek here to analyze the meanings that involve the pedagogical practice of teachers who work in the 1st year of elementary school. Thus, the guiding question of this research was: What are the meanings of pedagogical practices revealed through the narrative of teachers who work in the 1st year of elementary school? The main objective of this study was to analyze the meanings attributed to the pedagogical practice by teachers in the 1st year of elementary school, and the specific objectives were constituted in a) to characterize the meanings attributed to the pedagogical practice, by teachers, in the 1st year of elementary school; b) Compare the different meanings attributed to the pedagogical practice, identifying similarities and differences.

Methodological Aspects

The methodology that guides this investigation is based on sociological phenomenology of Alfred Schutz, on the concepts of: sense, experience and motivation. According to Schutz (2012), when acting on the world of life, man does it consciously, that is, he experiences reality through a natural attitude, therefore, this world of life must be considered.

[...] as an intersubjective world that have existed long before our birth, which had already been experienced and interpreted by others, our predecessors as an organized world. Every interpretation about this world is based on a stock of previous experience about it, our experiences and those transmitted to us

by our parents and teachers who, in the form of “knowledge by hand”, operate as a reference scheme (SCHUTZ, 2012, p. 84).

We move in the world of life consciously and we act on it and also resist, this being the means of our actions and interactions. However, “we are not only a center of spontaneity, acting in the world and making changes in it, but we are also mere passive recipients of events that are beyond our control and that occur without our interference” (SCHUTZ, 2012, p. 127). The concept of experience based on the words of Schutz (2012, p. 84) considers, therefore, that we adapt and subjectively experience the world however we share and interpret this world as being intersubjective, which moves in a historical way.

As indicated by Schutz (1971, apud MINAYO, 2010, p. 147), all social actors receive most of their knowledge of their worldview in relation to their peers during their life. Those experiences constitute his subjectivity “in such a way that his knowledge ranges from ‘familiar’ to ‘anonymous’”. When carrying out the pedagogical practice, we understand that it is involved in a construction of meanings that permeates the entire intersubjectivity of teachers, therefore, their intentions and motivations are influenced by those factors (CRUSOÉ; SANTOS, 2020).

Thus, the meanings that the teacher attributes to pedagogical practice are permeated by people's biographical and reflective background. In this case, Schutz (1971, apud MINAYO, 2010, p. 146) describes two fundamental points, that of relevance and that of relevance structure, which concern the importance in which objects and contexts are structured in their actions, as the knowledge background and the biographical situation. Using the author, we can say that an interviewee in a biographically determined situation has in his history the basis that consolidates all his experiences. In that case, such experiences are based on his knowledge stock, being accessed by him as an “interpretive scheme of his past and present experiences, and also determines his anticipation of things to come” (SCHUTZ, 2012, p. 86). In short, the knowledge that the individual builds in intersubjectivity does not happen mechanically, because, in interaction with the world, we act on it, therefore, we do not live in a peaceful and completely natural way (SCHUTZ, 2012).

The experience is continuous and, therefore, it develops within the flow of life, requiring an attitude of remembrance that “[...] puts the experience outside the irreversible flow of duration and thus modifies consciousness, making it memory” (SCHUTZ, 2012, p. 74). That remembrance in which the research informants are directed, through the interview, allows them to access their memory, transmitting the knowledge of experiences that they have significantly consolidated (CRUSOÉ; SANTOS, 2020).

Schutz (2012, p.74) affirms that an “act of reflective attention” is necessary for teachers to interrupt the continuous flow of their experiences and put themselves out of the flow, this reflection act being of great importance for research as it provides that when looking at their significant experiences, transmit what really structured and structure them, guiding them to their pedagogical practice. In this way, understanding what certain experiences lived by teachers mean, through their reflective look, makes it possible to interpret the intentionalities present in their pedagogical practice. The concept of motivation worked by Schutz describes that the term motive is presented by means of two different concepts, being the motive with-the-purpose-of and the reason why:

[...] the reasons “with-the-purpose-of” refer to the attitude of actor who is experiencing the process of the ongoing action. It is, therefore, an essentially subjective category, which is revealed to the observer only if he asks the actor about the meaning that he himself gave to his action. However, the genuine “why” reason, as we have seen, is an objective category accessible to the observer, which needs to reconstruct the actor's attitude from the act performed or, more precisely, from the state of affairs accomplished in the outside world from their action (SCHUTZ, 2012, p. 143).

The motivation of human action - in this case, the motivation of teacher - highlights its purpose in its acts, this motivation being built on its significant experiences (SCHUTZ, 2012). The concept of motivation refers to a subjective meaning that takes into account the experience of the actor who lives the current experience. As pointed out, when looking back at your past action, in order to understand it, a retrospective look is needed. In that way, research participants have full autonomy to express their understanding of the reality they experience, as phenomenology, according to Schutz, does not question this interpretation of common sense, but our view as a researcher in

this process of understanding, aimed at meanings that the teacher attributes to reality. The “meaning is merely an operation of intentionality that, nevertheless, becomes visible only through a reflective look” (SCHUTZ, 1993, p. 82 apud AMADO, 2014).

The phenomenological perspective allows an understanding of the world of life by the interviewees who experience it in an intersubjective way. By expressing the reality he experiences, through language, it is possible to understand the uniqueness of each individual evidenced in their differences and approximations. It is worth emphasizing the importance of that theoretical-methodological perspective to bring the voice of educational actors to academic field, which are evolved daily with the entire school environment (CRUSOÉ; SANTOS, 2020).

The research was carried out in a public school in a city in state of Bahia. The teachers correspond to 2,132 teachers from elementary school, 886 from high school and 346 from pre-school, comprising 3,361 in total. The school serves elementary school children I and II, from peripheral neighborhoods in the region and also from other neighborhoods, whose parents believe in the school's pedagogical work, thus, its importance as an empirical field affects its relevance to the community in inserted, being one of the largest schools in the municipality.

To start the field research, we have contacted the coordination of that institution. We have clarified the purpose of the investigation and the importance of listening to teachers who work in the 1st year of elementary school. Soon after, we got in touch, we presented the work proposal, as well as the objectives and the importance of this investigation to discuss the pedagogical practice from the assigned meanings. It should be noted here that we have been well received and served by everyone.

We have made an appointment for the interview, held during the work period at a time when students were participating in an extra activity, outside the classroom. Thus, while interviewing a teacher, the other two took over the class and conducted the activity that was being carried out. The last interview took place after the children's break time, at the request of the teacher and, thus, we conducted it inside the classroom. During the interviews, it was possible to perceive the confidence and

disposition of teachers, who, in the end, were willing to continue participating if more information was needed. Each interview lasted a maximum of forty minutes.

The research participants are three teachers⁵ who work in the 1st year of elementary school who were willing to collaborate with the research. The invitation was made, individually, for each teacher, at the time of planning meeting. It is noteworthy that in school there were only three classes from the first year of elementary school. All are trained in Pedagogy. The names of the interviewees are fictitious, Beatriz, Vilma and Sara, as we believe it is necessary to maintain anonymity. We have chosen to use the semi-structured interview with a focus on relational aspect of practice between teaching and learning; school knowledge-know-how; teacher-knowledge-school knowledge; teacher-student; teacher-teacher; teacher-pedagogical team in order to describe the meanings that teachers attribute to pedagogical practice, understanding it as a relational practice, in Schultzian terms. (CRUSOÉ; SANTOS, 2020).

The interview allows a better approximation with the informants' interpretation, being the semi-structured form more flexible (LUDKE & ANDRÉ, 1986). In that way, it was possible to listen carefully to what each teacher has to say about her life and how the world presents itself in its subjective and intersubjective perception. Approximations and differences have allowed that, during our research, we were able to identify the meanings and compare in which they approach and differ, since each informant transmits based on relevance the experience that constitutes itself as significant. It is understood that it is necessary to investigate the meanings that teachers attribute to their practices, considering that these meanings permeate all the experiences they have inside and outside the school environment. From the descriptive approach⁶, it has been possible to identify and compare the meanings that are manifested in pedagogical practices.

⁵ The research subjects are three female teachers, because in the analyzed school there are no male teachers in this segment

⁶ It should be noted that there is still a resistance to the methodological perspective, which is based on description, as is the case with phenomenology.

Analysis was guided by the perspective of Bardin's Thematic Content Analysis (2011), which refers to a group of analysis techniques of speeches or expressions using systematic procedures or phases to support the description of content of messages.

According to Bardin (2011), the thematic modality of Content Analysis leads to identification of nuclei of meaning, that is, speeches captured in a communication process with some meaning. That modality works by dividing the texts into units, in categories, by investigating the themes. We recognize this analysis makes it possible to identify the contents rigorously, by means of codifications and classifications, highlighting the meanings.

After conducting the interviews to start the content analysis, we have started the first part of this process of data interpretation, listening and carefully writing down what was said by the teachers. The first transcription process was Beatriz's interview; the second process refers to Sara's interview and, finally, the transcript of Vilma's interview. In order to achieve our goal, based on developments of content analysis presented by Amado, Costa & Crusoé (2017), we carefully followed the analysis processes practiced in Crusoé's work (2014).

First, we have transcribed the three interviews, as reported above. This process took place in a thoughtful and faithful way to what the interviewees had reported, listening and transcribing all the material collected. That step makes it possible to resume what was said and how it was said, that is, it is noticeable to remember the moment of the interview and intonation of participant, which allowed us to understand the meanings behind the speeches, "preserving the principle of construction of research in a process of intellectual crafts, mobilizing data, questions and objectives in a creative way in construction of the object and in production of theory" (CRUSOÉ, 2014, p. 62).

The vertical reading of each interview, removing the speech indicators, makes it possible to structure the possible themes to be worked on in the analysis. That process is essential to build the subcategories. The step by step of that vertical reading is restricted to transforming the theme of each interview into a paragraph, a step that allows distinguishing the themes and capturing the recording units, pointing out the

“indicators”. Finally, from this initial interpretation, it is possible to add the authors that will possibly be used in the analysis. Therefore, with the help of computer, it was possible to select the text and give each respondent a code (color) to differentiate himself when constructing the conceptual matrix (CRUSOÉ, 2014).

Then, it was time to list the themes taken from the vertical reading, organizing them logically, sketching the conceptual map and structuring, therefore, the conceptual matrix. We have chosen an aspect of the conceptual map to present, in this article, what refers to the meanings attributed to pedagogical practices and as a unit of meaning, the phrase. (CRUSOÉ, 2014).

Pedagogical practice as relational practice

The school is structured through several relationships that make up the teachers' pedagogical practice and, thus, there is a confluence of meanings that permeate this environment. Regarding the teaching and learning relationship developed at this institution, Sara says: “[...] That is a set. Because we teach, the student learns, the student teaches us, we learn. And they come with some background, because we are sharing. So teaching and learning go together [...]” (INTERVIEWED SARA, 2018). The idea of teaching that takes into account students' knowledge of the world is one of the points of relevance in the speeches. Beatriz reports that: “[...] the student, he knows that he comes with his experience. From his daily life, from his family, he does not come like an empty glass, he also comes with something from his way of living [...]” (INTERVIEW BEATRIZ, 2018). Vilma says: “[...] teaching is what I transmit, what I pass on to them and what I learn together with them. Because the student is not a 'blank board', he brings knowledge [...]” (INTERVIEWED VILMA, 2018). It stands out in Sara and Beatriz's speech that the student's knowledge is presented as a background, a knowledge that is part of their family and social formation. In that way, learning becomes participatory between student knowledge and school knowledge.

As we can infer from the statements, depending on the pedagogical practice that the teacher develops, school learning allows the student to appropriate new

knowledge, so it is possible to establish a relationship between scientific school knowledge and social knowledge of student. Thus, that school knowledge, despite being based on scientific knowledge, can and should contribute to expand a new understanding of the world. In this aspect, this pedagogical practice, which intends to significantly intervene in social reality in a political and pedagogical way, is an important condition of the role of educator (RAYS, 2012; VEIGA, 2012).

Thus, there is a concern among teachers in the 1st year of elementary school to contextualize teaching. As Vilma states: “[...] I think they should learn, it will be good for them, in their daily lives, it will be for the family, what they learn here may not learn at home, they learn at school [...]” (INTERVIEWED VILMA, 2018). The school knowledge which is transmitted in that institution, based on the analysis of the speeches, permeates the didactic contents proposed by thematic axes and are associated with the students' context. Sara points out: “[...] I really like looking for things on internet to see if I have any doubts, if that will help that student. If that's what I'm doing, it needs to improve a little [...]” (INTERVIEWED SARA, 2018). The speeches result from a constant concern regarding the students' learning and the search for articulation between scientific knowledge and the knowledge they have. In words of Lopes (2012, p. 108), we affirm that:

[...] the teaching-learning dynamic has as its main function to ensure the appropriation by students of their own knowledge selected from sciences and from experience accumulated historically by humanity, organized to be work at school; systematized knowledge. By appropriating this knowledge, students acquire conditions to face demands of life in society. At this point, there is an aspect of the social importance of school knowledge.

For Beatriz, this relationship between teaching and learning is possible to perceive “[...] when the teacher evaluates his student. The assessment will now provide the teacher to visualize how far his student is learning [...]” (INTERVIEWED BEATRIZ, 2018). The individual assessment carried out by Professor Beatriz makes it possible to find “gaps” in order to carefully monitor the student's progress and acquire, through this observation, a performance survey. When emphasizing that closer look at student's individual development, the informant states that “[...] you need to review your

practice, you also need to review family help [...]" (INTERVIEWED BEATRIZ, 2018). In teacher's view, the development of student's learning depends initially on a diagnostic evaluation that starts from the commitment to help the student to overcome his learning difficulties. However, she highlights the importance of partnership between family and school to help the student in his difficulties.

It is necessary to point out that:

It is through the practice of evaluation that teaching process imposes itself in an authoritarian way. The classroom is permeated by this concept of evaluation that distances itself from its diagnostic function and turns to classification, spending great effort on bureaucratic tasks and hierarchical power [...]. The assessment fulfills its relevant role in maintaining the various dropout and repetition rates, it strengthens authoritarian relationships within the school and, more specifically, in the classroom, thus reinforcing the process of selectivity and exclusion of student from school (VEIGA, 2012, pp. 152-153).

In summary, we emphasize that discussing this relationship becomes of great importance to understand the dynamics of learning established in the institution which teachers interviewed in this research work, because in the "integrating action that results in this dynamic, exists the presence of a subject who learns and of a subject who teaches, revealing the figures of student and teacher" (LOPES, 2012, p. 107). That relationship involves the influences, which are manifested inside and outside the educational context, that is, the other relationships, which are manifested in the social context, are also influencing factors. We emphasize that this articulation on the knowledge learned is configured as a socialization, a means of exchange of knowledge that contributes to interaction between interviewees involved in this process.

That statement covers what was said by interviewees about the relationship between teaching and learning. The meanings reveal the relationship between teaching and learning is configured as dynamic and dialogical, therefore, constructive of learning through the exchange of knowledge that has the purpose of understanding the context of learning and acting, through pedagogical practice, in an intentional way. As a decisive factor for the relationship between teaching and learning, a good relationship with student is a fundamental part. For Beatriz, this relationship is good because she sees

herself as a “vocational teacher”, sees the difficulties or challenges of the process as “[...] mission on earth, which was right here that God was directing to be [.. .]” (INTERVIEWED BEATRIZ, 2018). Beatriz understands the relationship with a more religious view and also reveals a social discourse that being a teacher follows a vocation. Such a view remains something that takes the look away from the real difficulties of teaching profession between training and practice in educational environment.

For Vilma, that relationship is also good: “[...] I have no problem with my students otherwise I wouldn't be called aunt every time in class[...]. Of course, you need to call for their attention from time to time because they are talking. Even being rigid, because no one can withstand noise. But this is a call, more like a friendship [...]” (INTERVIEWED VILMA, 2018). The teacher points out that the relationship is “affectionate” however, it is necessary to deal with students knowing how to impose limits. She states that “[...] not every day the class is wonderful, one day the class is very good, more pleasant, another day is more traditional, another day is to ask for more attention [...]” (INTERVIEWED VILMA, 2018).

Analyzing statements, it is possible to notice that this good relationship between teachers and class follows a communication. In this perspective, we can use the words of Freire (1987, p. 80) when considering that the dialogue “[...] must be understood as the essence of “Education as a practice of freedom”, as an act of humility of subjects in face of other subjects, because there is no dialogue, if there is no humility”. Thus, although the behavior of students at school is one of the causes of questioning in Vilma's speech, it has been observed that the teacher tries to maintain her posture in leading the class.

Sara says that, in relation to the family: “[...] you have to do it together. It is not just school that makes it alone, it has to be school and family. School versus family. Together to be able to help that student [...]” (INTERVIEWED SARA, 2018). For Vilma: “[...] we need to bring the family into the school, [...] we need to be together” (INTERVIEWED VILMA, 2018). For Beatriz, this relationship is often “exhausting”, and she says: “[...] You have to work with him and the family. It is very complex and creates stress, many times you have to know how to share it, so you don't take home that

classroom stress and end up interfering with your family health” (INTERVIEWED BEATRIZ, 2018).

Given the absence of parents in school's participation in child's performance, some strategies are taken by teachers and school management, as Sara says, “[...] precisely to encourage parents to be able to come on duty. In the latter, there was some strategy that the coordination and direction developed, more parents came, they spoke about the enrollment, it is important, to come and check [...]” (INTERVIEWED SARA, 2018).

Vilma reports that, in her practice, there is a dialogue with the family: “Sometimes I call father, I call mother, we exchange experiences, I ask what is working, what is not working, if it is also not pleasing, come to me” (INTERVIEWED VILMA, 2018).

In accordance with the teachers' speech about the need for family participation with the child's school, we bring up the definition of the author Alarcão (2004, p. 81) by characterizing that space as a “community in which various social actors participate in it play active roles [...]. Community that has a mission: to educate. Mission that is not exclusive to school, but also belongs to family, municipality, and society in general”. Parents' participation in their children's school life is one of the challenges that teachers present. Sara points out that it is possible to see the good performance of some students due to the active participation of their parents. As we have said in the methodology, we privilege the phrase as less unity of meaning, but, in this case, we make an exception to report part of the speech in full:

[...] Do I have parents here who are present? I have, many. And that presence of parents you see right in the child, because that child who comes, right, all accompanied, which is essential, I always spoke from the first appointment, those who came because few came and those who need it, and those who need it are the ones that are missing the most. The one that the father we need ... "This father has to come because I urgently need to talk to him". And on call is the opportunity you have to be able to report, you know, that ... sharing, what your child, what the student needs. Because there are children who scream for help [...] (INTERVIEWED SARA, 2018).

Certainly, that relationship depends on the entire monitoring of the pedagogical team, that is, the institution that, according to Sara's report, described above, the

institution where she works seeks to carry out this work, supporting and assisting teachers in the dialogue with family. The meaning that stands out over dialogue presupposes that is a dynamic means of constituting pedagogical practice in an interactive and substantial way. In that way, the experiences consolidate the pedagogical practice in a pedagogical and political dimension.

Analyzing the speeches of them and based on theoretical knowledge presented, we can emphasize that teaching and learning process and other relationships, in educational context, are as a basis to stimulate the learning dynamics that influence the student's relationship with knowledge, opening up, thus, new learning possibilities capable of promoting an action that transforms the social reality in where they are inserted.

Therefore, constant learning cooperates to the development of pedagogical practice that the teacher performs, as it allows for a reflection on this practice. Beatriz points out that “[...] we never know everything, we are always in training [...]” (INTERVIEWED BEATRIZ, 2018). Sara says: “[...] I always have to be looking for that, sometimes our lives are so busy. And there are things I really want to do that I haven't been able to do yet [...]” (INTERVIEWED SARA, 2018). We can infer from this speech that:

Reflecting on the practice, specifically on the teacher's pedagogical practice, involves valuing training and experience as fundamental to the construction of professional identity, as well as constituting an essential part of their daily pedagogical practice. Thus, theory is fundamental to the teaching formative process, being reflected in practice, because, in addition to theoretical training, the teacher makes use of his personal training (LIMA, 2019, p. 12).

Thus, thinking about training as a continuous desire for the relationship with knowledge highlights the importance of discussing pedagogical practice, as we understand that it has the purpose of contributing to training of teachers, as it is structured as a social practice that, to cope society in its educational construction, it is organized through a purpose.

We emphasize, however, based on what it was presented here, that, despite the pedagogical practice, it is necessary to consider its relational and intentional structure,

because the way of teachers acting, that is, transmitting directly or indirectly some knowledge, expresses the motivations present in its action, manifesting the meanings that compose it. It follows in a general way, in face of the analyzed speeches, that the meanings attributed to the pedagogical practice, by teachers, constitute that this process develops in an interactive way and reaches the formation in its human, pedagogical, political and social dimension. It is a relationship that is structured as decisive in training process of interviewees, being responsible for pedagogical practice carried out. Due to its relational character, this process is continuous and is significantly structured through intersubjective experiences.

Final considerations

The concepts that anchor this research are that of significant experience as a product of consciousness; action with motivation and practice as production and meaning, and everyone uses to take Alfred Schutz's phenomenology of social relations as a reference (CRUSOÉ, 2014). Regarding practice as production of meanings, we have observed that the meanings about pedagogical practice, revealed by teachers, expressed a concern with interpersonal relationships within the context of school as a basis for their organization, concretized through a partnership among teachers, pedagogical team, family and also with students. Such meanings corroborate the idea of Schutz (2012) which there is an inter-subjective relationship in which the subjective experiences, revealed by senses, are derivatives of other selves (family, school, religion) and society, which are in everyday life and there they establish relationships.

Regarding action with motivation, as a derivative of relationship between selves, in the world of life, we observe that every action is endowed with a meaning constructed in the relationship with the other. The significant experience built in the relationship with the other (parents, family and pedagogical team), revealed by the informants, demonstrates that the conscience is not a receptacle of the world; it intends the world, moves and relates to other consciences.

In this perspective, it is concluded that the meanings attributed to pedagogical practice by teachers show that the relationship with the other becomes an important element for teachers' knowledge/doing, being structured through experiences that are significantly consolidated. Therefore, in phenomenology of everyday life, people find themselves in life with their anguish and concerns, in intersubjectivity with their peers and this constitutes social existence and, thus, space and time are the present life and the face-to-face relationship.

Researching teachers' meanings about pedagogical practice in the perspective of sociological phenomenology has allowed us to know the symbolic dimension of school reality, built in the relationship with the other. Studying pedagogical practice as an object of consciousness requires thinking about it as having an intended meaning in the relationship with the world of life, experienced in school community. It is essential to consider in that place that there is a pedagogical conduct marked by professional training and responses to emergencies that arise in the daily life of interpersonal relationships.

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