

A DIDÁTICA NA FORMAÇÃO INICIAL DE PROFESSORES: RELATO DE EXPERIÊNCIA

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DIDACTICS IN INITIAL TEACHER EDUCATION: TEACHING PRACTICE REPORT

Ivan FORTUNATO¹

RESUMO: Este artigo foi escrito na forma de ensaio a partir das experiências realizadas no ensino da disciplina de didática, do quinto semestre da licenciatura em física, e do segundo semestre da especialização em informática aplicada à educação, ambos cursos do Instituto Federal de São Paulo, campus Itapetininga. Sob o conceito de “missões” educativas, a disciplina de didática, nos dois níveis de ensino, foi realizada quase que na íntegra fora dos bancos escolares da educação superior, acontecendo no campo de atuação do professorado, ou seja, nas escolas. Na segunda metade do ano de 2017, estivemos em duas escolas estaduais, sendo uma técnica, e uma escola municipal, desenvolvendo diversas atividades de ensino de física e informática. Ao final, pode-se perceber que as missões não apenas servem para aproximar as escolas do local de formação de professores, como os próprios estudantes de licenciatura e pós-graduação conseguem compreender melhor a teoria pedagógica, sejam suas lacunas, sejam seus ideias de reflexão.

PALAVRAS-CHAVE: Formação de Professores. Ensino de didática. Relato de experiência.

RESUMEN: Este artículo fue escrito en la forma de ensayo a partir de las experiencias realizadas en la enseñanza de la disciplina de didáctica, del quinto semestre de la licenciatura en física, y del segundo semestre de la especialización en informática aplicada a la educación, ambos cursos del Instituto Federal de São Paulo, campus Itapetininga. En el concepto de “misiones” educativas, la disciplina didáctica, en los dos niveles de enseñanza, fue realizada casi íntegra fuera de los bancos escolares de la educación superior, pasando en el campo de actuación del profesorado, o sea, en las escuelas. En la segunda mitad del año 2017, estuvimos en dos escuelas estatales, siendo una técnica, y una escuela municipal, desarrollando diversas actividades de enseñanza de física e informática. Al final, se puede percibir que las misiones no sólo sirven para aproximar las escuelas del lugar de formación de profesores, como los propios

¹ Universidade Federal de São Carlos (Ufscar), Sorocaba – SP – Brasil. Instituto Federal de São Paulo (Ifsp), Itapetininga – SP – Brasil. Professor do Programa de Pós-Graduação em Ciências Humanas e Sociais (UFABC), do Programa de Pós-Graduação em Educação (UFSCar), Sorocaba e do IFSP, Itapetininga. Doutor em Geografia e doutor em Desenvolvimento Humano e Tecnologias, ambos pela Universidade Estadual Paulista (Unesp). E-mail: ivanfrt@yahoo.com.br.

estudiantes de licenciatura y posgrado logran comprender mejor la teoría pedagógica, sean sus lagunas, sean sus ideas de reflexión.

PALABRAS CLAVE: *Formación de profesores. Enseñanza de didáctica. Relato de experiencia.*

ABSTRACT: *This paper was written in the form of an essay based on the experiments carried out in the teaching of the didactics course of the fifth semester of the undergraduate physics-teaching course, and of the second semester of the specialization in informatics applied to education, both from the Federal Institute of São Paulo, campus of Itapetininga, Brazil. Under the concept of educational “missions”, the didactic discipline, at both levels of education, was carried out almost entirely outside the Federal Institute, taking place in the field of teaching, that is, in schools. In the second half of 2017, we were in two state schools, being one of technical education, and one municipal school developing various teaching activities both in physics and computer teaching. In the end, it can be seen that the missions not only serve to bring schools closer to the place of teacher education, but also undergraduate and graduate students themselves can better understand the pedagogical theory, be its gaps or its ideas of reflection.*

KEYWORDS: *Teacher Education. Didactics teaching. Experience report.*

[...] será necesario que todo docente universitario asuma y se sensibilice interiorizando la docencia como una profesión educativa y sepa cuáles son las tareas pedagógicas necesarias para llevarla a cabo, cuáles son los aprendizajes relevantes, los medios didácticos de que dispone y qué debe hacer para facilitar en el alumnado el desarrollo de la capacidad de comprensión más que el de repetición² (IMBERNÓN, 2016, p. 43).

It is necessary to agree with the presupposition of the citation reproduced in the epigraph: to be a university professor requires the recognition of the contingencies of the profession, mainly those that concern its founding purpose, that is the learning of the students. It is on this circumstance that Imbernón (2016) presents his warning regarding to make use of the didactic means available, so that the students are able to develop their learning in a way that things are effectively understood. Therefore, the author is against repetition. And so am I.

² In English: It will be necessary for all university professors to assume and become aware of internalizing teaching as an educational profession and know what are the pedagogical tasks necessary to carry it out, what are the relevant learning, the didactic means available and what should be done to facilitate the students to develop the ability to understand more than the repetition.

Thus, this paper was written as an essay from the experiments carried out in teaching the course of didactics, developed with two distinct classes: the fifth semester of the undergraduate course in Physics teaching, and the second semester of the specialization in Informatics Applied to Education, both at the Federal Institute of São Paulo, Itapetininga campus. The conduct of this course was backed by the alert of Imbernón (2016), that is, more understanding, less repetition. In order to do so, it was necessary to put in a hard spot long school experience as a student and considerable experience as a teacher, totaling more than 20 years of contact with the use of didactic means for mere repetition. As a necessary clarification, repetition is the most traditional way of the school functioning: a teacher conducts the dynamics of the classes, giving commands to the students, who must reproduce what is indicated to them, or create something from a delimited and allegorical scope

Allegory is usually present in school activities, because they never match the concrete world of experience, reducing it to scenarios and hypothetical and/or ideal environments. Such findings about the school universe, somewhat acidic and negative, were being constructed from the reading of educators who had a more optimistic view, not only of the school itself, but also of life itself. Thus, the reflections I make about a school education geared more towards understanding than repetition always go back to the teachings of Neill (1978) and Freinet (2004, 2001). If in other moments of reflection (FORTUNATO, 2016a, 2016b) I took the essay as a method to narrow the sense of schooling, the purpose on this paper is to use the same methodological procedure to share how this reflection can become genuine pedagogical actions.

The first step was to transfigure the planning of the didactics course. Thus, instead of consolidating beforehand and arbitrarily what would be presented and required as repetition regarding didactics, the construction of the plan was left for the first days of classes, so that we could do it collectively. Another fundamental aspect for the development of the course was the presentation of legitimate environments and contexts, in which didactics, as an assertive application of teaching techniques, would be much more likely to be understood. In this way, I soon glimpsed the possibility of leverage even more a way of teaching to teach that it had already been carved. In the previous term, I had begun experimenting teaching through fieldwork, in which an educational activity is planned in the comfort of the higher education classroom, and it is put into practice in a school or an education institution (FORTUNATO, 2017).

To go beyond what was started in the first semester, the educational activities to be developed in the field could no longer be controlled, but emerged from the daily school routine. In this way, we coined the concept of “missions” to describe each of the educational projects that were planned in articulation with some educational institution, seeking to meet a demand, emergency or potential, but authentic. In all, eight missions were carried out during the second half of 2017, in three different institutions: a city school for the first years of elementary education, a state school of regular education, and a state technical school.

During the first classes, I presented to the undergraduate and graduate students each institutions from a specific context, which was established through direct dialogue with the local board of directors and/or its supervisor from the state bureau of education or the city department of education. These various contexts were offered as a possibility for the didactics course, in which we could collectively address each demand, trying to present a possible educational solution. Yet, it was given to the students the possibility to take a traditional didactics course, that is to say, rhetorical classes, readings of excerpts from classic papers and books, presentation of seminars etc. They all chose to participate in the educational missions.

The next step was to create a strategy that could involve the three dozen enrolled students (in both classes) and, at the same time, meet the demands of each institution. For that, the most practical solution was the creation of teams. The students decided to group themselves by personal affinity and/or by the most evident theme in each context. With this, we had missions developed by groups of six members and missions accomplished by a pair. Some have even opted to participate in more than one mission, either because of their interest in the context and/or the theme to be developed.

The next step was to develop a mission-specific plan. With each team, one by one, we were designing the activities within an ideal timeline, detailing the actions and the form of continuous and global evaluation. Each planning was presented to the respective board of directors and, when necessary, adjustments were made. Then, with the action plans ready, we set out for the missions, using the very same period of the week that would be destined for the classes at the Federal Institute.

The missions developed in the first context took place with very few adjustments on the schedule and with a high degree of approval, both by the students who learned didactics, and by the students of the school that welcomed us, and by its respective board of directors. There were three distinct successfully accomplished missions in a

city elementary school: (a) virtual cartography for the fifth grade classes, (b) reinforcement of literacy for students in school lag, and (c.) digital introduction course for the Youth and Adult Education class (EJA in Portuguese). These are the most important factors for all the mission to have been implemented according to the plan: the commitment of the management team and teaching faculty, previous successful partnership (FALCHI; FORTUNATO, 2018), and engagement of team members.

In the second context, two missions aimed teachers education of a state technical school were conducted in the form of workshops, on two different Saturdays. In this context, both workshops were on schedule and public acceptance was more than satisfactory. The two workshops were planned based on a need identified by the institution's director and its coordinators: it was necessary to invest in continuous teacher education and in their training for the use of digital technology. Thus, each team were able to specialize in a tool that they already had affinity it, in addition to being able to experience various aspects of teaching, by coaching teachers about Google Classroom® and Prezi®.

Unlike the first two environments which were friendly to the planned activities, the third context offered us an unique opportunity to deal with various unforeseen events in school life. Three missions were agreed, two of which focused the senior students and one focused teacher training. Yet, any assignments were carried out according to the plan and several adjustments had to be made during the semester. In this way, our involvement with the state school made it possible to experience situations that are not found in any didactics book, and it was a major opportunity to buildup the understanding the complexity of the educational universe.

Before the end of the first semester of this year, the teaching supervision sought me to meet a specific demand from the school: to motivate its students to enroll and participate in the National High School Examination (ENEM in Portuguese). In a meeting with the principal, we drew up a plan that began with a talk for the entire student population about the benefits of attending a college, and the plan would go on, month after month, with activities aiming the life at the university or a technical school. We include, in the list of actions, the conduction of a specific conference about the local opportunities of free technical courses and free colleges and how to apply to each of them, and we would offer a vocational test, to facilitate the decision of the young people about their future professional life. Therefore, we added another mission: Physics teaching, problem solving and the presentation of a Science Show, with various and

interactive experiments, and a guided tour at the Federal Institute campus, both to publicize the Institute and to encourage high school students to seek their higher education in their hometown. We even made the plan more robust, involving a mission about teacher education on the list of activities, because teachers' motivation may encourage their students to look for a higher education.

Thus, a few days before initiating the project, the director moved away to another city. It was then necessary to return to the plan with the new head of the school. This took time, which delayed the beginning of the previous plan. Even with some delay, we started the missions. Nevertheless, after the introductory talk to the student body, the school principal went through serious problems with both administration and student body, leading to the temporary vacancy of the position. Despite the good disposition of the impermanent principal, we decided to put in hold all the missions that would involve the students. This led the teams to re-plan the actions, shortening the projects. Even so, with all the difficulties, we carried out the Science Show and the monitored visit at the institute and, in the last week of school, we were able to conduct the vocational test, but for a minimal fraction of the total students.

This atypical situation of principal change, the work with the teaching staff was also shortened, restricting itself to a practical training about the use of the interactive whiteboard available in the school. The mission was partially successful because the team that decided to venture into this mission was able to experience the technical difficulties of using digital technologies in formal education. Even though they visited the school weeks before the actual date of the training, in order to recognize the equipment and its functionality, the team technical issues almost made it impossible to conduct the training. This is because the interactive whiteboard and the computers available (either from the school or from the didactic students personal laptops) had compatibility problems. It was then necessary to find online a new software for the interactive whiteboard installation in order to fix this condition. This delay, however, did not minimize the positive credit of the mission, since both the schoolteachers and coordinators recognized the importance of actually seeing the interactive whiteboard in effective operation after years installed in the school without being even connected.

Therefore, when the semester ended, all the teams met in a class of sharing and assessment. The objective was to learn about the didactics experienced in several, but concrete, everyday educational contexts, both from their mission itself and from their peers' missions. Throughout the semester, nothing has been reproduced, while much

about the assertive use of teaching techniques could be understood by the students. In essence, it was agreed that the pedagogical work through missions is challenging but rewarding. The importance of planning, but also of flexibility in actions due to unforeseen events, has become evident: it may be necessary to improvise, as in cases where the technology does not correspond to what is expected, or it may be necessary to reformulate the initial ideas. Finally, it became clear that the proposal to leave the classroom to explore the concrete world of educational situations was not only interesting, as it proved necessary for a critical formation of pedagogical practices.

In the end, it can be seen that educational missions serve not only to bring schools closer to the place of initial teacher education, but also undergraduate and graduate students themselves are able to better understand the pedagogical theory, its gaps and ideals of action and reflection.

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