

**THE CONTRIBUTIONS OF COLLECTIVE SYSTEMATIZATION OF
KNOWLEDGE TO/FROM THE PEDAGOGICAL PRACTICE OF ENEM WRITING
TEACHING**

***AS CONTRIBUIÇÕES DA SISTEMATIZAÇÃO COLETIVA DO CONHECIMENTO
DA/PARA PRÁTICA PEDAGÓGICA NO ENSINO DE REDAÇÃO ENEM***

***LAS CONTRIBUCIONES DE LA SISTEMATIZACIÓN COLECTIVA DEL
CONOCIMIENTO DESDE/PARA LA PRÁCTICA PEDAGÓGICA DE LA ENSEÑANZA
DE LA REDACCIÓN ENEM***



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ABSTRACT: This article analyzes the contributions of/to the pedagogical practice of Enem Writing teachers, through the theoretical-methodological approach of the Collective Systematization of Knowledge (SCC). The general objective is to analyze the contributions that SCC brings to the practice of these teachers, based on the practice of the research subjects. The theoretical assumptions that support the analysis are the teaching approaches regarding pedagogical practice. The methodology is research-teaching, and at the same time as teaching, research. For data collection, a continuing education was carried out, in which the research subjects problematized, analyzed, and performed interventions in their pedagogical practices, contributing to the systematization of new knowledge. In this context, as a result of the research, we obtained the following contributions: networking, perception of practice, articulation of theory and practice, knowledge of different teaching realities and development of sociocultural practices.

KEYWORDS: Teaching. Redaction. Enem. Pedagogical Practice. Collective Systematization of Knowledge.

RESUMO: *O presente artigo analisa as contribuições da/para prática pedagógica dos professores de Redação Enem, por meio da abordagem teórico-metodológica da Sistematização Coletiva do Conhecimento (SCC). O objetivo geral é analisar as contribuições que a SCC traz para a prática desses docentes, a partir da própria prática dos sujeitos da pesquisa. Os pressupostos teóricos que amparam a análise são as abordagens de ensino no tocante a prática pedagógica. A metodologia é de modalidade pesquisa-ensino, sendo que ao mesmo tempo em que se ensina, pesquisa-se. Para o levantamento de dados, foi realizada uma formação continuada, em que os sujeitos da pesquisa problematizaram, analisaram e realizaram intervenções em suas práticas pedagógicas, contribuindo para a sistematização de novos conhecimentos. Nesse contexto, como resultado da pesquisa, obtivemos as seguintes contribuições: networking, percepção da prática, articulação teoria e prática, conhecimento de diferentes realidades de ensino e desenvolvimento de práticas socioculturais.*

PALAVRAS-CHAVE: *Ensino. Redação. Enem. Prática Pedagógica. Sistematização Coletiva do Conhecimento.*

RESUMEN: *Este artículo analiza las contribuciones de/a la práctica pedagógica de los docentes de Redacción Enem, a través del abordaje teórico y metodológico de la Sistematización Colectiva del Conocimiento (SCC). El objetivo general es analizar las contribuciones que SCC aporta a la práctica de estos docentes, a partir de la práctica de los sujetos de investigación. Los supuestos teóricos que sustentan el análisis son los enfoques pedagógicos respecto a la práctica pedagógica. La metodología es investigación-docencia, y al mismo tiempo docencia, investigación. Para la recolección de datos, se realizó una educación continua, en la que los sujetos de la investigación problematizaron, analizaron y realizaron intervenciones en sus prácticas pedagógicas, contribuyendo a la sistematización de nuevos conocimientos. En este contexto, como resultado de la investigación, obtuvimos los siguientes aportes: trabajo en red, percepción de la práctica, articulación de teoría y práctica, conocimiento de diferentes realidades docentes y desarrollo de prácticas socioculturales*

PALABRAS CLAVE: *Enseñanza. Redacción. Enem. Práctica Pedagógica. Sistematización Colectiva del Conocimiento.*

Introduction

The teaching-learning process, when considering the school environment as a space for reflection, brings contributions both to pedagogical practice and to the entire educational context, as assured by Martins (2012). However, what is observed is a gap in this sense, since there is an immense demand for work and actions; while there is little time for dialogue and reflection. The objective conditions of teaching work linked to the capitalist system increasingly make it impossible to rethink the practices carried out at school and by the school, as an educational institution.

In this way, the social practice of student and teacher, which should be considered as the center of the teaching-learning process, remains on the sidelines; results are valued more than the process; We therefore think that practices can be problematized and systematized collectively.

This teaching concept that emphasizes social praxis is the core of the methodology developed by Martins (2012) entitled Collective Systematization of Knowledge (SCC). The author considers man as a historical subject, situated in a sociocultural, political and economic context, in a society in which education aims to understand the reality transformed by social praxis.

SCC has a close relationship with research-teaching, as it makes contributions as research is carried out, not just at the end; offers a process of continued training based on the social reality of the participants. Therefore, the direction of the research is centered on the question: what would be the contributions of the SCC theoretical-methodological approach to/for the pedagogical practice of Enem Writing teachers?

To this inquiry, we believe we will find the following contributions as expected results: *networking*, perception of practices, articulation between theory and practice, different teaching realities and sociocultural practices. These contributions come from the process of continued training, in which the participants' voices were not only heard, but confronted in search of a reflection on their own pedagogical practice. Therefore, we use the *software resource ATLAS.ti*, for a more detailed and in-depth analysis.

Thus, the basis of knowledge is practical action, which men carry out in social relationships. Therefore, it is essential to study pedagogical practice based on the reality of teachers, so that continued training takes place from/for the practice of this group (Martins, 2012).

In this context, it is justified to investigate the practice of teaching Enem Writing, through teaching research, considering the SCC, which is fundamental to understanding how to contribute to an effective improvement in the daily life of the classroom, in the teaching process of this textual production skill that is gaining more and more prominence, due to the High School National Exam (Enem).

Our objective is not to prescribe teaching practice, but to identify and understand the contributions that SCC brings to the teacher's work based on his practice. Thus, when considering the historical, social and economic context of the participants, it is possible to promote a reflection on their practice in teaching Enem Writing in a collective and cooperative way, with the aim that they propose alternatives to face the obstacles of the teaching process - learning.

Theoretical Considerations: Pedagogical Practice of Teaching Enem Writing

Language is seen as a means of interaction between active subjects. This teaching prepares students for the citizen use of language, as a social event. The graphic record of ideas and their organicity are fundamental for future generations to have access to the events of a given fact in time and space.

In this context, writing takes on new contours, such as the refinement of reading and writing skills, proposed by the High School curriculum guidelines, and implies that our young people learn not only to know how to write the text, but to think about it and based on it (Brazil, 2018).

In this interactional conception of language, “subjects are seen as social actors/constructors, the text comes to be considered the very place of interaction and the interlocutors, active subjects who — dialogically construct themselves in it and are constructed by it” (Koch, 2015, p. 44, our translation). Bakhtin (2003) asserts that words are incorporated into our speech based on other people's utterances. The utterance presupposes an act of social communication, and the real unity of the discourse; and may be expressed orally or in writing.

In this flexible perspective of the use and importance of the language, the teaching of Portuguese as well as writing gains even more prominence, as writing is giving oneself a voice, it is a positioning; It has a political nature, expressing what you think, who you are and even how you perceive yourself in relation to the social whole and yourself.

The 2018 National Common Curriculum Base (BNCC) for High School, in the teaching of Portuguese Language, guides the analysis of languages and their functioning, intensifying the interpretative perspective of reading, listening and production of verbal and multisemiotic texts, and expands the possibilities of construction and production of knowledge, critical understanding and intervention in reality and social participation of young people, in the areas of citizenship, work, and studies (Brasil, 2018).

Thus, in high school, it is up to the teacher to consolidate and complexify skills related to analysis, synthesis, understanding the effects of meaning and appreciation and the production of texts. However, due to Enem, school production, of the dissertation-argumentative type, is seen as a way of guaranteeing results.

Teaching textual production mobilizes various types of knowledge and dialogues with the most distinct areas of knowledge, which is why it requires more in-depth preparation from the teacher, given that the topics are diverse. We cannot fail to mention the objective working conditions of teachers in our country, who have an exhausting workload and, therefore, sometimes work in up to three different schools; thus, reducing your time for continuing education, reading and preparing classes and correcting students' texts.

By the way, Castells (2005) states that time is crucial for generating profits in every capitalist system, being managed as a resource; not in a chronological-linear way of mass production, but as a differentiating factor in relation to the temporality of other companies. This idea is incorporated into the educational system, as there are deadlines to be met and results to be achieved. This acceleration harms teaching, since not everyone learns in the same way and at the same speed.

Furthermore, although the teacher is a salaried professional who sells his workforce, he invests his time in planning and preparing classes, formulating activities and tests; think about which methodology will be most appropriate to the reality of your students; corrects exercises and, depending on, even feeds spreadsheets with the students' results and attendance. These demands often make a more fruitful relationship with students unfeasible, as there is no way to assist them in a strong way, taking into account the specific difficulties they may present.

These peculiarities echo in the teaching process, as the student who performs well in the Enem is charged with the assessment that guarantees a place at the university; It has scope, increasingly rigorous criteria, and up to three correctors to evaluate the same essay, in order to minimize the discrepancy between grades. In this context, teachers face even greater challenges, because in addition to following the BNCC guidelines, which promote work with a variety of

textual genres, it is necessary to teach and train the Enem standard essay, which must be completed in one hour of the test.

This demand comes from students who want to feel confident in obtaining a good result, also from the school community that wants to see the school well classified in a *ranking* of grades — this applies to public and private schools and federal institutes —, and, despite, of parents who nurture dreams and plans for their children.

As a result, there is a veiled pressure, a tension regarding the students' results, an anxiety that generates anguish in this process, as it is not written for another reader, it is written for a broker/evaluator who is also under regulation regarding possible discrepancies concerning the grades assigned. In this context, the student needs to perform well, because the place at university is worth it and the teacher is recognized or not based on the grade given to the student's essay on the day of the exam.

This idea of preparing the student with the primary purpose of obtaining good results, of performing well in external assessments, to the detriment of the focus on teaching for a practical and social life, in which text production is a resource to give voice to ideas, thoughts and positions regarding issues that surround society, have a technical approach.

According to Mizukami (2001), the technician approach has a pedagogical structure with a capitalist vision within liberal tendencies, which disregards teacher-student affective relationships and values technique and systematized reproduction linked to the capabilities and abilities of individuals, it is exclusively concerned with training qualified labor for the job market and not in making the student a critical subject.

The author asserts that this approach corroborates obstacles regarding the methodology of the teaching-learning process, as it does not start from the social reality of the students, thus it does not consider the context in which they are inserted. It is controlled learning, with the obvious aim of training qualified labor, based on meritocracy, and thus makes autonomous learning in a cooperative and collective way unfeasible (Mizukami, 2001).

Thus, what is observed is that Enem has impacts and repercussions on the writing teaching process in high school, and requires teachers to have alternative ways of carrying out their work and helping the student to learn. *A priori*, we think that the teacher must prepare the student to write any type of text, which is taught for life, for the full exercise of critical and autonomous thinking; however, we are aware of the capitalist context in which Brazilian education is inserted, which often subverts even the guidelines of legislation, such as the BNCC.

However, due to this socioeconomic context and the magnitude of this external evaluation, which has already reached the mark of more than eight million subscribers, a focus is given to the Enem standard textual type, since it is the only one to require a solution to the problem presented as a topic. Therefore, emphasis is given to the Enem standard, as its structure requests a proposal for supportive intervention from the student, who needs to develop a project that includes five elements, namely: agent — who will solve the problem; action – what should be done to solve the problem; mode/means – how or in what way it will be resolved; purpose – what is the objective of resolving it; and, finally, detailing — more information about one of these elements.

The Writing teaching process highlights the teaching practice; therefore, teaching practice must value the historical, social and cultural reality of its students, in addition to the autonomy of learning. This stance constitutes an obstacle that imposes itself in such a competitive and individualistic society. In line with this premise, Martins (2009, p. 92, our translation) highlights that “practice generates new fundamental knowledge for pedagogical work”.

Furthermore, Garcia (1975, p. 128, our translation) considers that practice “implies evolution since theory influences practice by modifying it, and to the extent that practice provides support for theorizations, which can transform a given situation”. In this way, theory is the expression of a practice, which can be considered from a social reality.

Therefore, the teacher's work cannot be solely based on the exercise of his role or his specific reality, as it is important to also consider the theoretical contributions related to his teaching, since theory and practice exist in an indissoluble unity and exercise a mutual influence, not one after the other, but one and the other at the same time.

Regarding education, Santos (1992, p. 4, our translation) defines it as “a basic social process for men to exist as human beings, since it is responsible for their learning in society”. It arises from interactional practices that develop through educational institutions and are socially determined.

Furthermore, Santos (1992, p. 4) also points out the relationship that is established between capitalist society and education. The author explains that in the capitalist school the practice Pedagogy is limited to the distribution of knowledge. And, from this point of view, teacher training boils down to mastering certain content and certain teaching methodologies, that is, “teachers are only responsible for transmitting, training. The teacher therefore plays a passive role with regard to the production of knowledge” (Santos, 1992, p. 22, our translation).

Mizukami (2001) considers that regarding knowledge, systematized knowledge is conceived as ready and finished, absolute, neutral, unquestionable, a traditional and technical perspective. From this point of view, the teacher-student relationship constitutes a practice pedagogical method of transmitting content with the specific purpose of preparing for the exercise of a profession. To do this, the student must enter university, therefore, they need to present good results in the evaluation process. In this way, we observe the close relationship between capitalism and the teaching process.

Martins (2009), in line with the postulates of Santos (1992), argues that it is precisely because of these problems that teachers seek alternatives for a practice pedagogical approach that overcomes the difficulties encountered. The author proposes the classroom as a space for building knowledge in a collective and supportive way. Thus, it develops ways and means of teaching that are viable and intelligible for its students, considering their historical, economic and social reality; and is not vertically imposed by the educational system as the most appropriate.

Thus, in order to overcome this traditional and technical teaching model postulated by Mizukami (2001), we turned to the SCC, in order to find out what contributions can provide the pedagogical practice of Enem Writing teachers, based on their work, as proposed by Martins (2009).

Methodological Path: Collective Systematization of Knowledge

In this work, we opted for a qualitative approach; we adopted the research-teaching modality, presented by Martins (2012) as a methodological process that considers the practical action that men perform in social relationships as the basis of knowledge; thus, the subjects' ways of acting and practices will determine their way of thinking. Therefore, taking as a basis that “the epistemological axis is the conception that theory is the expression of practice and not of any practice”; leading participating subjects to experience, reflect and analyze teaching from the theoretical-methodological perspective of SCC, designed by Martins (2002), based on the continuing education course entitled “Enem Writing Practices”.

The training was offered in five meetings, completely remote, via the *Microsoft Teams platform*, lasting fifteen hours and issuing a certificate. The participants were teachers graduated in Literature, who teach the subject of textual production, with a focus on Enem Writing, working in High School. Our sample included 19 participants, voluntarily registered through

the *Eventum platform*. The course was publicized through social media and emails sent to high schools and postgraduate courses. Thus, we had participants from all regions of Brazil.

The SCC process proposed by Martins (2012) is developed in four fundamental, closely related moments: (i) characterization and problematization from the practice pedagogical approach of teachers participating in the research; (ii) explanation of practice mediated by a theoretical framework; (iii) understanding from the practice at the level of totality; (iv) proposition of alternatives to resize the participants' pedagogical practice.

First Module: Characterization and Problematization from the Practice

At first, the course objectives were presented; Short videos sparked discussion about the obstacles present in pedagogical practice, based on the theoretical assumptions of teaching approaches: Traditional, Cognitive, Behavioral, and Sociocultural by Mizukami (2001).

In these approaches, the teaching elements — planning, methodology, content (selection and organization), objective, evaluation (time management, interaction with students and objective working conditions) — were the subject of discussion and analysis. From the strata of participants' speeches, we created codes that were later categorized.

It is important to highlight that the obstacles mentioned by the participants were reiterated even with different professional realities — public, private and federal institute education; and from different geographic locations, which demonstrates that the difficulties in the pedagogical practice of teaching Enem Writing were similar and recurrent.

Second Module: Explanation from the Practice

In the second meeting, we collectively socialized the obstacles to the exercise of pedagogical practice, seeking to understand their determinants regarding the teaching of Enem Writing. For this, the integrated panel technique was used, in which the teams formed in the first phase create new groups in the second, allowing the sharing of different perspectives on teaching approaches and their elements.

According to Martins (2012), this form of relationship is a key element of the teaching process, as, based on a relationship pedagogical, in which the problematized practice is valued collectively, everyone contributes engaged to seek solutions in which the actions start from everyday experience, since, according to Martins (2002, p. 17, our translation), “knowledge occurs in the do it yourself.”

For Martins (2012), the integrated panel allows teachers to collectively systematize practice, taking teaching approaches as a parameter, in addition to making clear the perception of where each person's practice is located. The same elements indicated for characterization and problematization from the practice that emerged in the first moment are now identified in its systematization theory, making it possible to be aware of the teaching approach that is the basis of its practices.

This awareness highlighted the participation of teachers as active subjects, who experience systematization throughout the research process and, thus, come to understand the process and result of their practice. Furthermore, the technique is important, as subsequent socialization in small groups clarifies data, resolves doubts, adds and complements information built in a collaborative and cooperative way.

This methodological itinerary allows us to search for determining evidence of pedagogical practices, to reach their essence, in addition to understanding the process within a socio-historical - capitalist - context and its conflicts, considering social relations inside and outside the classroom.

Third Module: Understanding Practice at the Totality Level

In the third meeting, the integrated panel technique favored integration, optimized time and encouraged learning in a collective and cooperative way. Furthermore, the perception about socioeconomic, as well as geographic, learning contexts became more clear-cut. The elements of the teaching process were revisited and constituted from the perspective of the teacher himself, however, now, with a more critical and reflective view of his own practice, understanding which “teaching approaches” their respective pedagogical practices were based on.

Thus, the third meeting was a moment of understanding from the praxis at the level of totality; now, no longer fragmented, but as a socially constituted whole. Martins (2012, p. 43, our translation) states that “the interaction between teachers and students occurs through the teacher’s role as a mediator between the systematized knowledge and the social practice of both [...], the center of the process shifts to the social practice of both”.

Taking this into consideration, the school is a social institution and the teacher has an important role, so understanding their daily activities and why is essential for improving their practice. According to Martins (2012), throughout this process, teachers characterize and problematize their practices; analyze, reflect and develop proposals for alternative practices in

a collective and collaborative way; including through writing is also a unique research activity for those who teach Writing. In the teaching process itself, they research, hence the importance of adopting this methodology, which allows them to give voice and materializes the knowledge generated - systematized in the process of pedagogical practices.

Fourth Module: Preparation of Intervention Proposals

In the fourth module, it is proposed to develop an intervention in pedagogical practice. This is a time to propose alternatives, not a new innovative and unique practice, but to think together about different ways of teaching. At this moment, the production of lesson plans from the theoretical-methodological perspective of SCC considers the content of the Enem Writing.

Therefore, the syllabus of the plans was defined by the teams and the challenge was to think about the teaching practice of the chosen content. This practice should promote interaction between students and collaborative work, in addition to providing reflection and a procedural evaluation that values knowledge in an integral and not fragmented way, with the teacher being a mediator and encourager throughout the process.

For Martins (2009), it is necessary to consider as a vital point of SCC the change in the teaching process, not only in the discursive sphere, but also in practice, in order to break with the binomial “transmission” and “assimilation”, in which distributes knowledge by talking about it. It is necessary to experience it, reflect on it.

Through the process of recreating teaching practices, the relationship content – form undergoes a change, because, according to Martins (2012), theory starts to be understood as an expression of action practice of the subjects. Thus, an objective problem (starting point for teaching) involves a huge number of possibilities and no longer just one correct alternative, that is, relationships undergo changes.

Teachers who teach Enem Writing, when systematizing the knowledge necessary to understand the problems posed by their practices, assume a sociocultural stance, as they consider the social relationships developed in this process to be decisive for proposing alternative practices with their students.

Data Analysis: SCC Contributions to Pedagogical Practice

To understand the contributions of this theoretical-methodological approach, we resorted to the theoretical assumptions of Bardin (2016), in Content Analysis, and used a self-assessment letter as a data collection instrument. Based on the participants' speech extracts, we performed coding and listed five categories, namely: *networking*, perception of my practice, link between theory and practice, different teaching realities and sociocultural practice.

It is noted that the contribution regarding the transformation of social practice in a more collaborative and collective way is the most recurrent, with 27 citations in total, in addition to appearing more times in each participant in relation to the other contributions.

Contribution: *Networking*

Networking contribution was essential for teachers to realize that the obstacles highlighted regarding their practices were common to others. In this way, they understood that regardless of the different teaching contexts — whether public, private or federal — or geographic location, they have similar anxieties and problems regarding their work. The fact that training was offered online enabled a diversity of Literature professionals who shared experiences, strengthened ties and developed bonds; through a process of rich listening to questions, curiosities, and tips.

Excerpts from participants 03 and 10 — “It’s time to reevaluate, rethink and put it into practice! And why not start soon? Now? In addition to checking students’ receptivity to these alternative practices learned?” — demonstrate an opportunity to make speech practical, to do it differently. This comment signals that the experience of other Literature professionals, from different realities, makes it possible to think about practice and contribute ideas, and motivates their application in the school reality in which they are inserted.

Furthermore, the dynamics of the integrated panel favored interaction, brought dynamism and enabled the sharing of knowledge in a language closer to the reality of Enem Writing teachers. From that moment on, they found that difficulties were common; Therefore, it is possible to think of solutions together.

Contribution: Perception from the Practice

This contribution is vital in research, because when characterizing practices, situating them and proposing others, it is necessary to develop a perspective on what is done when teaching, as well as understanding how this is done. This is why understanding your practice, inquiring into it, questioning yourself and reflecting is so important; the other is a necessary element. It is from speech and practice of the subject of the same professional reality as mine that I establish these connections; It's not a solitary process, it's collaborative. The participants' quotes regarding the contribution of perceiving their practice, considering it a permanent process of construction and improvement, is a reflection that due to the lack of time was not carried out.

In this context, when perceiving their practices, teachers recognize that many of their own complaints were reproduced in their work; SCC allowed us to see the need to articulate theory and practice, in addition to emphasizing the importance of interactions occurring more frequently, namely: listening to students' demands, visualizing problems and trying to change/improve practice.

Some participants reported that the experience was similar to a diagnosis, as it made it possible to identify the challenges of practice and, based on them, propose alternatives. Another participant stated that he had an empirical view of the practice, based on his personal experience, to the detriment of theoretical knowledge and social relations. However, when listening to other participants while participating in the continuing education course, she realized the importance of reflecting on practice from within.

Contribution: Articulation between Theory and Practice

The articulation between theory and practice is the object of study by many Pedagogy theorists. Martins (2012) considers that theory is the expression from the practice, that is, based on our actions and behaviors, studies, and research are developed to express/theorize this action. Therefore, the practice gains relevance; not because it is more important, but because it is intrinsically related to theory. That said, the research data shows the difficulty in articulating these two points.

Most participants recognize the need for articulation between theory and practice. However, this item had the lowest incidence of citations among all contributions. Therefore, it is inferred that this topic still requires further discussions.

Some participants point out that the initial training was not aligned with classroom practice, and considered this a problem, considering that they only begin the supervised internship at the end of the course, causing a gap between the teaching reality and the theory learned. Member 12 states how positive it was to remember teaching approaches, especially at this time of changes in the High School curriculum, regarding textual production.

Contribution: Different Teaching Realities

The *different teaching realities* were configured as a relevant point, because when listening to the experiences of Enem Writing teachers, they observed and compared them with their reality and this situation provided a comparison in which similarities exist, even in regional, socioeconomic and different educational.

Participants consider that the different realities presented contribute to rethinking practice, as well as learning. Furthermore, they see the integrated panel activity — team exchange — a useful resource to be carried out in the classroom with their students when teaching dissertation-argumentative theory, since it makes it possible to share skills and stimulate the development of skills in students with different levels of knowledge, since they share the same language.

However, the exchange of experiences between different realities allows us to see that there are common obstacles when it comes to teaching textual production, especially the type required in Enem. This awareness helped participants to rethink their practices and propose alternatives to overcome the challenges.

Contribution: Sociocultural Practices

The contribution of sociocultural practices considers the social relationships built throughout continuing education, between participants. Activities experienced in small groups favor the teaching-learning process. This served as a reference for Writing teachers, based on this experience, to implement this activity as a practice in teaching Writing, making it a collaborative and collective exercise, and no longer individual and competitive.

In this sense, participant 03 cites exactly the richness of social relationships — listening, exchanging, keeping and withdrawing. According to her, it was an experience marked by practical, real actions, and that made all the difference. She challenges herself to promote change. In the next planning session, she emphasizes that developing a lesson plan from the

perspective of a sociocultural approach was important and she wants to try it out with her students.

Participant 05, in turn, says that new practices are buzzing in his mind, under the pretext of being tried out together with his students. Most members consider that sociocultural practices promote access to others, break up “groups”, favor relationships, improve dialogue and, consequently, the interaction and participation of everyone, as they have a voice and are heard. There is no more awkwardness when positioning yourself.

The data show that this sociocultural practice in teaching allows inferences regarding the actions of professional practice, as it encourages us to rethink the way we plan and execute the teaching of Writing. At the end of the continuing education course, participant 18 considers that her conception of practice pedagogical is no longer the same and realizes the need to continue studying and improving.

Thus, based on the participants' considerations, we inferred about the contributions of SCC in the lives of these professionals, and how some themes stood out in the group: sociocultural practices, perception of my practice and *networking*, respectively. In this way, demonstrating that the SCC provided contributions to the practice pedagogical, based on the pedagogical practice of High School Writing teachers.

Conclusion

In this work, the theoretical-methodological path provided by SCC made it possible not only to understand the contributions that emerge from/in practice, but also to identify the challenges that are present in the work of Enem Writing teachers.

This opportunity to reflect on their own practice with other peers demonstrated that the vicissitudes of educational practice are similar, even in the most diverse teaching contexts, and signaled that teachers daily seek alternative ways of teaching, in order to overcome challenges, whether they: planning, the teacher and student relationship, evaluation, the methodology used, the content to be worked on *versus* the lack of time.

From this perspective, the contributions transcend the professional practice of teaching Writing, since, when reflecting on their practice, collectively, the teacher weaves social relationships that allow the exchange of experiences, reports of academic life and life stories that are intertwined due to education, in addition to allowing him to understand that he is not alone on this journey. The relationships crossed geographical and temporal barriers, as even

with different time zones between regions of the country, the meetings provided a unique interaction.

Therefore, we think that the contributions of SCC as a methodological path were expanded with the development of this research that identified the obstacles to practice of teaching Writing and brought contributions from practice in practice, signaling that the competitive character fostered by the technical approach to teaching no longer occupies the same “place” in the practice of Writing teachers who were part of this training, since, metaphorically, they are united through social relationships.

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