



Undergraduate degrees and Basic Education early years: a necessary interlocution in teacher education

Licenciaturas e anos iniciais da Educação Básica: uma interlocução necessária na formação de professores

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Abstract

The article aims to analyze the interlocution of the undergraduate courses with the Basic Education early years in initial teacher education, from a documentary research in undergraduate courses and interviews with professor educators. The research, of a qualitative approach and based on the historical materialist dialectic, takes as epistemological axis the theory concept as practice expression, according to Bernardo (1992), Castoriadis (1985), Martins (1996), Santos (1992) and Thompson (2009). The article discusses the guiding principles that are the educators practice expression in search

of the necessary interlocution of undergraduate courses and Basic Education early years. These principles could serve as basis to think about an emergent literacy undergraduate course.

Keywords: Emergent literacy undergraduate course. Basic School. Teacher/professor education.

Resumo

O artigo tem como objetivo analisar a interlocução dos cursos de licenciatura com os anos iniciais da Educação Básica na formação inicial de professores, a partir de uma pesquisa documental em cursos de licenciatura e entrevistas com professores formadores. A pesquisa, de abordagem qualitativa e fundamentada na dialética materialista histórica, toma como eixo epistemológico a concepção de teoria como expressão da prática, conforme Bernardo (1992), Castoriadis (1985), Martins (1996), Santos (1992) e Thompson (2009). O texto traz a elaboração de princípios orientadores, que são a expressão da prática dos formadores na busca dessa interlocução necessária entre a licenciatura e os anos iniciais da Educação Básica. Tais princípios poderão servir de base para se pensar uma licenciatura alfabetizadora.

Palavras-chave: Licenciatura alfabetizadora. Escola básica. Formação do professor.

Introduction

This article focuses on the interlocution of undergraduate degree courses with the early years of Basic Education, starting in the Early Childhood Education. The interlocution presupposes the existence of exchanges among the subjects who communicate in concrete situations. From this point of view, we understand that the undergraduate degrees have no reason to exist dissociated from the

needs generated in school where the undergraduates will work. In this study, specifically, the interlocution message expresses the school demands that need to be considered and understood by the undergraduate degrees. Therefore, it is necessary to create and consolidate dialogue channels between the Basic School education and the university.

The terminological option *emergent literacy undergraduate degree* requires an understanding of the teacher-student-world relationship. For this, we take Paulo Freire's support when considering the premise that reading the world precedes "reading the word, hence the subsequent reading of this cannot do without the continuity of reading that one" (FREIRE, 2005, p. 11). We designed an undergraduate degree that considers reading as an act that is represented as an existential experience and in a significant way since the moment the word is still unread.

We assumed the prerequisite that teaching has been marked by ruptures that generate discontinuities, discomforts, dropouts, failures (ARCE; MARTINS, 2007; NEVES; GOUVÊA; CASTANHEIRA, 2011; PRATI; EIZIRIK, 2006; SANTOS; VIEIRA, 2006) becoming necessary new policies, review of school teaching projects and teacher education courses.

In this sense, the study that was carried out to understand the undergraduate degrees and their interlocution with the early childhood Basic Education, that is, the *emergent literacy undergraduate degrees*, searches for the fundamentals in the historical materialistic dialectic considering the tenets of the unorthodox materialism. According to Martins (1996, p. 87), this Marxist view "conceives the social transformation as a process historically constructed in and through the workers struggles" and from it results the conception of theory as practice expression.

The choice of this research object originated from our teaching practice to accompany the transition of the children arriving from the early Childhood Education centers to the schools, of students entering 5th/6th grades and planning with specialist teachers from different areas of knowledge who worked with early Childhood Education teachers training. These practices were marked by constant worries and challenged

us to understand the teaching process in a perspective of wholeness and overcome the existing ruptures among the different teaching levels, as well as how to think teacher education for teachers in Basic Education.

Although some undergraduate degree courses such as Pedagogy, Arts and Physical Education, for example, undertake an education to take care of students from Early Childhood Education, great part of the undergraduate degrees direct teacher education to meet students from the 6th grade up in elementary education. At the same time there is a growing demand for teachers from specific areas to work in the early childhood years in elementary education. Therefore, in this article we analyze the interlocution of the undergraduate degree courses, with the early childhood years in Basic Education aiming to provide subsidies to the field of teacher education.

This analysis is done from a research where we try to identify undergraduate degree courses from the several areas of knowledge and teachers who propose an approach with the early childhood years in Basic Education in their education proposals. We also try to analyze the education path and teacher experience of the teacher trainers and how these professors conceive the interlocution of the undergraduate degrees with the Basic Education early childhood years.

That is because the autonomy of structuring the curriculum by the teaching institutions themselves, from the Law of Guidelines and Bases of National Education of 1996 (BRASIL, 1996), allows other forms of organization that may break the disciplinary model or serialization, for example. However, most of the undergraduate degrees in their curricular organizations tend to cater to the calls of inflexibility founded in the dispute between the specific and pedagogical disciplines. The progress to strengthen the identity as an undergraduate degree and to assume the role in teaching and in the articulation with the Basic School as a whole is slow. That is, insofar as Basic Education includes early Childhood Education, Elementary Education and High School, teacher education can be rethought in this dimension. It is a necessary way to weaken the fragmentation of education so present in the educational institutions

and to move towards building a more articulate undergraduate degree with the early years of Basic School.

By identifying undergraduate degree courses that move towards the articulation with the early years of Basic Education we seek to analyze on how this interlocution has been happening. In this path we take as reference Castoriadis (1985) who will say that the seeds of change are outside of its own work process and that result from the antagonistic social relationships to the capitalist relationships. Thus, Santos (1992) when agreeing with Castoriadis, explains that inside the teaching institutions there are capitalist social relationships determining a capitalist nature work, but also there are, at the same time, anti-capitalist social relationships. While social relationships of a capitalist nature are marked by individualist, competitive and hierarchical relationships, the anti-capitalist social relationships are collective and solidarity. It will be in these anti-capitalist relationships, claims Santos together with Bernardo (1992), that there will be, albeit in embryonic form, the social relationships of the *new type* arising from the practice of the workers' struggle.

To forward our reflections we initially present the methodological route of study. Then, what the documents (syllabus, bibliographic references of the teaching plans and the pedagogical projects) say and what the professors say regarding the articulation of the undergraduate degrees with the Basic Education early years. Finally, we present some guiding principles for an emergent literacy undergraduate degree.

Methodological approach

The study was developed in a qualitative research approach that considers, according to Chizzotti (2003), the relationship of interdependency between the subjects and object, the apprehension of the subjects in their context, their interpersonal and social relationships where

reality is built and meanings emerge. In this sense, the unit of analysis is formed by undergraduate degree courses in Brazilian universities that presented some form of interlocution between teacher education in undergraduate degrees and Basic Education in the early years.

We carried out two exploratory studies that made possible there search's development. The first study was conducted together with the research group that has focused on teacher education in undergraduate degrees. In this group was possible to make a brief survey, through interviews, on how the professors in various undergraduate degrees conceived the teacher education for the early years in their area of knowledge finding, among the subjects, those who deny, those who agree with the possibility and those who have already performed a movement in this direction.

The second exploratory study was conducted by consulting the websites of the undergraduate degree courses in public universities in Brazil seeking the teaching projects and the syllabuses. We consulted 1,177 undergraduate degree courses among which 132 teaching projects, available online, that were saved in their own files for subsequent reading and analysis.

The reading of the teaching projects and syllabuses available was carried out with the aid of the keywords search tool. According to Williams (2007), keyword is a name for a set of words selected by the relationship between them, by the meanings linked in their interpretation and in their context; words that involve ideas and values and that develop meanings without their contexts understood by historical evidences. For this study the defined keywords were: *emergent literacy, literacy, early years, early grades, Childhood Education, child, infancy, elementary school, Basic School, 1st to 4th grade, 1st to 5th grade*. These words were collected from documents, orality in everyday situations, in the observation of the teaching practice and in teacher education meetings.

The analysis of the documents was done after the documental archive had been concluded in the exploratory study. The search for the

keywords allowed to make an initial reading and pointed out some ways to build, right after, the interviews with undergraduate degree professors.

As a result of this exploratory study we arrived at 7 universities located in the southern, southeastern and northeast regions in Brazil that initially contemplated, in the consulted documents, evidences of articulation of the undergraduate degrees with the elementary school early years. After this grouping we carried out 12 semistructured interviews (TRIVIÑOS, 2007 p. 146) with professors from undergraduate degree courses in Geography, Language and Literature and Mathematics. Considering that the research subjects belonged to different institutions located in different states in Brazil, the interviews were conducted in person and at distance. In the distance interviews, Skype and the telephone were used. Considering that Skype is software that enables voice and video communication over the Internet in real time, it was possible to invest in finding university professors without the concern that distance prevented completing the research.

What the documents say

The initial evidences on the articulation of the undergraduate degree courses with the Basic Education early years were found in some syllabuses, bibliographic references of the teaching plans and pedagogical projects.

In the Geography course at University 1, for example, we found, in the syllabus of *Analysis of Cartographic Documents* discipline a bibliographic reference related to the Basic Education early years.

TELMO, I. C. *The child and the space representation: a study of the development of the representation of the third dimension in the drawings of houses done by children from 7 to 12 years old*. Lisbon: Livros Horizonte, 1986. Library of the Professional Educator, 99. (DOCUMENT 1-University 1).

In this same university the Supervised Internship discipline in Geography considers the participant observation in early Childhood Education.

At University 2, in the Supervised Internship discipline, we found two objectives that are directly articulated to the Basic Education early childhood years:

To analyze the main theoretical and methodological guidelines and syllabuses which guide the Geography teaching-learning in Elementary Education Early Childhood Education and Early Grades, as well as the school routine in these grades;

To diagnose school reality in the Elementary Education Early Childhood Education and Early Grades and its importance in constructing citizenship (DOCUMENT 2-University 2).

Still, in the discipline program description we found reference to the “main theoretical and methodological guidelines and syllabuses that guide the teaching-learning of Geography in Elementary Education Early Childhood Education and Early Grades; The school routine in Elementary Education Early Childhood Education and Early Grades” (DOCUMENT 2-University 2)

At University 5, the teaching programs of the Undergraduate degree in education, the terms *emergent literacy* and *child* are considered in several moments as in the disciplines related to the acquisition of oral and written language by the child and in thereferences citing authors of reference for emergent literacy such as Ferreiro, Massini-Cagliari, Lemos, Scliar-Cabral.

The Mathematics course, at University 6, was found by the teaching project, dated 2005, which at different moments presented some indication of relationship between the undergraduate degree in Mathematics and the Basic Education early years. It is proposed in the Teaching Practice discipline the study in the theoretical field of the “curriculum as well as the curricular organization in mathematics for Early Childhood Education, Elementary Education and Secondary Education” (DOCUMENT 6-University 6). The discipline of Contents

and Methodology in teaching Mathematics aims to study Mathematics basic concepts that are taught in Early Childhood Education and in early years of Elementary Education as well as the main teaching resources available for teaching these.

Considering the importance of the collected documents we seek to establish a “conversation” with the documents in order to build a series of interviews and extract narratives that could contribute for the research. The interviews, in turn, brought more information to enrich the document analysis.

Following, we present the articulation of the undergraduate degrees with the Basic Education early years with the analysis of the teacher education trajectory and the professors’ conception on the Basic Education undergraduate degrees.

What the professors say

The teaching work is performed in a context where the subjects create new relationships with the real space according to the work objective conditions. For Castoriadis (1985), the workers’ struggles comprehend key moments, which are: action, organization and goals that are carried out in a formal and informal basis. Workers have the space to exercise their practices that are gestated in function of the context needs. The seeds of change are the result from the antagonistic social relationships to the capitalist relationships (CASTORIADIS, 1985). The professor educators go through situations that lead them to create new forms of organization, defined by Santos (1992) and Bernardo (1992) as social relationships of *new type*, that is, the material and social practice action is determined by problems posed by practice. These social relationships of *new type* were observed in the forms of organization of some undergraduate degrees that have become an investigation field for this study. From the practices related by the professors, it was possible to identify some actions resulting from collective reflections that emerged from practice problems. In this

sense, the proposals developed by professors allowed to raise analysis categories having in mind the goals of this study, namely: experience, emergent literacy concepts and the whole vision of the Basic School.

The experience

The defense of the human experience taken by Thompson (2009) is based on the assumption that men and women are subjects who live experiences and think about them. The author explains that people think and elaborate on experiences in its complexity, within their consciousness and then they act in specific situations. In this perspective Thompson does not reduce the experience to common sense, like many intellectuals, but how it is possible to be devised in the form of knowledge. He defines that the entire theoretical basis must be grasped in the practice of the human action and to the extent of the dialogue between theory and evidence.

For Martins (1996, p. 87) theory is going to express the subjects' practical action breaking with the idea that theory guides practices as Bernardo (1992, p. 395) who defends the idea that action is before consciousness. In this same way Bruno (1989, p. 12) explains that we do not act because we think, but because we are human beings in action and that this is not a result from an a priori choice, but of social determinations that include us and surpass us exactly because the action is not individual, but always social.

And it was by considering this look on the experience that we analyzed how the interlocutions were settling on the discourse of the interviewees pointing to the need to understand, in a more deeply way, the meaning of experience for the investigated undergraduate degree professors.

The professors maintained a constant approximation discourse between their practice in the undergraduate degree course and the early years through different experiences lived throughout their lives. The analysis of different discourses allowed to raise some evidences that were summarized in the following experiences carried out by professors: to participate in projects developed with the Basic Education early years

during the undergraduate course under the orientation of a guidance professor; to participate in the development of teaching proposals for the Basic School early years; to produce textbooks for the early years together with university professors; to teach students in the 6th grade (transition period between the first and second segment of Elementary Education); to participate in work groups involving teachers from the first level in elementary education; to participate in events and movements in the area that holds debates involving Basic School; to participate in research groups that develop studies related to the Basic Education early years.

The trainer professors' academic education period was highlighted by the opportunities that arose. For Professors Paulo and João the time they attended the undergraduate degree course determined their current relationship with the Elementary Education early years. Both reported that there was a reference professor at the undergraduate course responsible for inserting a Geography undergraduate course student as teaching work at Basic Education early years. Thus, they express themselves:

And the university has an application school [...] I as a monitor participated very actively of the school's Geography curricular proposal, is that right? Since I was a monitor, the professor somehow included me in this work. It was then that I began to have a closer contact, something that is not very common, is it? With the work that is developed from 1st to 4th grade [...] and with the younger children [...] (Professor João).

[...] I had the opportunity to discuss with the course professor the curricular proposal reform for the early grades [...]. This data is important because the Teaching Practice I professor was involved with the formulation of the Curricular proposal for the Secretariat's early grades. So, I had the opportunity to meet, as a student, many of these discussions, in this case the early grades (Professor Paulo).

The role of the educating professor was essential for the professional development of professors Paulo and João. About this, Goodson (2007), when dealing with the teachers and professors' life story and their professional development, points to a common characteristic in

the socio-cultural environment present in the teachers and professors' narratives regarding the reference teacher and professor, as they serve as "functional model" and they influence a subsequent education view.

The experience of these professors comprises a mental and emotional response that takes them to reflect about their living. When thinking about their experiences, in their complexity, teachers act on other situations since they became valid and effective (THOMPSON, 2009, p. 15).

It is known that the undergraduate courses in the different areas (except Pedagogy, Physical Education and Arts) do not favor teaching with students from the Basic Education early years. However, when Professors from University 2 narrate aspects from their practice, that have been added to the ideas already defended by their course colleagues and transform them into reality as the teaching project contemplates the Early Childhood Education and early grades internship, we identified this new form of organization of the course that is originated on the teaching practice problematization of the professors involved in the process.

On this Martins (1998) will assert that the social transformation results from a process built in and through the professors' struggles, moments that appear in the practice contradictions that will lead to the construction of new theories that express the practice action of the subjects breaking the idea that theory guides practice. This is considered an open model to build new practices that, according to Martins (1998, p. 166) understands reality, action on reality and the thought resulting from this practical action that, in turn will express a theory that may indicate some paths for new practices without, however, play the role of practice guide.

Another experience highlighted by professors is regarding the activities in the research groups. Among the surveyed universities we identified some whose undergraduate course professors narrated their experiences in the research groups in the areas of Geography, Language and Literature and Mathematics. It is the case experienced by Professor João who coordinates a research group and there are undergraduate students involved. He reports:

We work directly with the schools, with Early Childhood Education, right? And then, with all the segments involving students [...]. Inclusive, students have scholarship, even before this government institutional project [...]. And then, they are connected to research, to geography laboratories and they develop research from that. And the ones who were connected, linked to their interests, the ones who were connected to me, were really linked to geography teaching in Early Childhood Education and Basic Education early years (Professor João).

Professor Cesar, who works as coordinator of the Mathematics course reports that some course's professors develop research related to Mathematics in the early years even leading them to participate in a nationwide work in teacher education, including the participation of undergraduate students in the project. In the professor's words:

[...] We have professors developing projects even within MEC directed to teaching Mathematics in the early years [...]. A project called Pro- literacy and one of the tasks of this project is to develop textbooks to teach mathematics in the elementary school early years. [...] naturally they attract a number of students from the Mathematics course who develop the work together with the projects (Professor Cesar).

Professor Fernando is a researcher in the area of phonetics and phonology and he tries to establish a relationship with children's learning in the early years even though it is not the emphasis of the course. The introduction to scientific research is already stimulated by Professor Fernando in the undergraduate course so they can continue later. He explains:

Every year we have an academic week at the Language and Literature course and the students who do this final work with me (everyone has to do it...). Some works are very good. [...] We open in order for them to be able to publish in the book of abstracts. It is an incentive for them to continue working in the area (Professor Fernando).

Professor Marcos works both in the undergraduate and graduate school. His experience with research has outstanding moments from his academic education and also from his relationship with the school. At the academic education he guides some students in research directed towards emergent literacy. According to him:

[...] students have to write a report on school linguistic issues, and there is always half a dozen students who are going to write about emergent literacy, because they, even, have classes on the issue of oral and written language and they think they put together one thing with the other, projects of introduction to scientific research in that area, [...] but let's say that we prepare a good number of students within the linguistic conception of language studies focused on school issues, particularly on emergent literacy [...] (Professor Marcos).

The principle of inseparability between research, teaching and extension at the university, even though it should be part of undergraduate courses, they still have been more developed at graduate school. A different picture has been set up in so far as scientific research programs became more effective in undergraduate courses. The experiences reported by the professors on research developed at the university indicate how the relationships with Basic Education are being constituted and providing to undergraduate students the experience in the early years teaching job.

The concepts of emergent literacy

The concept of emergent literacy in the various areas of knowledge was investigated in studies by several authors and also with the professors who were interviewed. It is possible to find many discussions about emergent literacy and literacy, related to the different areas of knowledge, such as mathematics literacy, geography literacy, scientific literacy and history literacy. The discussions focus on knowledge development in the specific area in a broad vision of the citizen's education.

To Chassot (2003) the idea to “promote the understanding or reading of this language is to make scientific emergent literacy”. To Sasseron and Carvalho (2011), some national researchers have taken as reference the term “scientific literacy” supported by Angela Kleiman and Magda Soares, while others rely on Paulo Freire’s emergent literacy conception.

In the field of Geography, Callai (2005, p. 229) deals with geography emergent literacy and he refers to “read the world of life, read the space and understand the landscapes that we can see are the result of life in society, of men pursuing their survival and the satisfaction of their needs”. The author proposes a reflection on the role of teaching Geography in school in the emergent literacy process as a significant curricular component.

To Danyluk (1998), mathematics emergent literacy is understood as a phenomenon that comes from understanding, interpreting and contents communicating taught in school, taken as early in the construction of mathematical knowledge. To do so, it defends the mathematical language reading, which is carried out when there is the involvement of the reader with what is being read. The act of reading is based upon human acts of understanding, interpreting and communicating the living experience. So, reading, when is understanding and interpreting, opens for the reader new possibilities to understand themselves, each other and the world (DANYLUK, 1998).

Taking as reference the studies by Schmidt (2009), the concept of history literacy is being defined and consists mainly from Peter Lee and it is integrated to a field of study named Historical Education. This field of study is articulated to History teaching, which purpose is historical consciousness education (or historical thinking), that is, to think historically. The concept of historical literacy is characterized as the construction of the subject historically literate.

In the area of Portuguese Language, several authors are references for this discussion on emergent literacy and literacy, such as Magda Soares, Leda Tfouni, Angela Kleiman, Mary Kato, Emília Ferreiro. They seek to analyze the similarities and differences in the definition

of the terms “emergent literacy” and “literacy”, but they are cautious and recognize the limits of the debate. In general, the quest to explain emergent literacy and literacy presents a tendency of dichotomies and reductionism. Emergent literacy is seen as learning the technique, mastery of the conventional code of reading and writing, as well as the relationships of grapheme/phoneme, while literacy has been used to refer to the development of the abilities to use reading and writing in the social practices. Geraldi (2010, p. 13), when talking about emergent literacy and literacy, explains that “the words are dressed of individual experiences” and that “dialogue, even if polemic, can reestablish the intercrossed field of feelings where shared comprehensions are built”. He identifies the historical determinants from the term “literacy” in our society and he recognizes that the concept of this one does not help to improve our comprehension of the processes of written language acquisition.

Considering fundamental the concept that professors have regarding emergent literacy and how they position it in relation to their area of knowledge, we try to analyze how they expressed their concepts about emergent literacy. In this context, we find: concepts that have affinity with the specific terms “emergent literacy” and “literacy”, the definition of emergent literacy concept for the specific area and teaching practices carried out in the undergraduate courses.

Professor Paulo explains the concept of emergent literacy related to Geography primarily in a strict sense (code-related), but in the sequence he extends it, incorporating the idea of reading and experience as literacy:

I understand emergent literacy as a process of construction and orientation of the first notions of decoding symbols and images present in culture. Thus, the act of emergent literacy is to lead the student to perceive or learn to decode formal symbols and images that allow him/her to read (valuing the vision and power of perception) and to write the experiences (to know the orthographic and calligraphic standardization or literacy) (Professor Paulo).

Professor João also refers to the use of the terms “emergent literacy” and “literacy”:

We even use many of these terms. We work a lot with these terms. In fact, this cartography movement began with a cartographic emergent literacy movement, it started exactly with this idea that the child goes to school to learn to read and write, but also to read maps [...]. In Enpeg, something that was discussed much is that one should not only think about cartographic emergent literacy, but that we should talk about a real emergent literacy in geography and cartography would be within it. They are terms that we use a lot in Geography debates and more recently we have been bringing to the idea of literacy. There are some colleagues who have talked about it. And since then there is a discussion within emergent literacy and literacy. We have also had a little of this debate (Professor João).

Professor João says that these terms are widely used in their area and that the difference between emergent literacy and literacy in Geography is discussed. Emergent literacy is a term that has been expanding within Geography in so far as it expands the initial view of cartographic emergent literacy to the need to walk for geographic emergent literacy. It also seems that in the area of Geography it has been established the dichotomy view between emergent literacy (code) and literacy (such as wider reading).

For Professor Felipe, the concept of emergent literacy related to Geography is taken as reading the world. He defends the emergent literacy concept in Paulo Freire’s perspective and makes sure to clarify that the term is not understood in a restrict form:

I see the following, first this issue of the term, right? Emergent literacy is not just learning to read and write, but still bringing from the origin this issue of learning to read and write, we also need to read and write, describe the world (Professor Felipe).

For Professor Roberto, the concepts of emergent literacy and literacy are also employed in the area of Mathematics similarly to some authors who deal with the terms related to the mother tongue. He explains that the terminologies are even used in projects from the university:

I really believe. My view about this is that there are two processes, actually one process, which is literacy, and that one of the steps of this process is emergent literacy. That is both in mother tongue and mathematics. Emergent literacy, it has a time, it needs to finish; literacy, it does not end, it is for life (Professor Roberto).

When reflecting on the emergent literacy perspective in the undergraduate courses, we find, in the professors' discourses, the familiarization with the meanings of emergent literacy. They discussed the meaning of the word, the relationship with its area of knowledge and they even presented summaries of the discussions carried out with the undergraduates.

Although professors have used the terms "literacy" and "emergent literacy" based on different theoretical bases, they expressed the affinity with an emergent literacy perspective, that is, when approaching the teaching of Mathematics, Geography or Language and Literature, they express the idea of a form of interlocution with the Basic Education early years.

The Basic School concept: the vision of totality

The transition from one teaching level to another, in Basic Education, has been characterized by tensions. One of the most recent examples of tensions was experienced with the enactment of federal Law 11.274/2006 (BRASIL, 2006) that Elementary Education in Brazil shall be for 9 years, with the inclusion of 6 year-old children. A clash was fought until parameters were set for the transition from one segment to another. The new legislation ruled that the child, from the age of six

attends first grade in the nine-year elementary school (until then this child attended early Childhood Education). In this context some research was developed to analyze how was this passage undertaken and major ruptures were identified.

Another moment of rupture has been constantly observed in Elementary Education itself with the transition from fifth to sixth grade (old transition from 4th to fifth grade). Research on transition from one segment to another has been recurrent and it focuses on different analyses biases. Among them, there are: the students' perception, parents and teachers on transition; the student's transition; the school failure that is established in the 6th grade; the transition from the teacher who teaches all subjects in a class (1st to 5th grade) to teachers who teach only one subject in a class (from 6th grade on); the ruptures in the teaching and curricular processes; the transition from the municipal system to the state; and the transition from childhood to adolescence.

In the investigated undergraduate courses, professors pointed out some points concerning this transition. The defense of the idea of totality begins to take shape when professors verbalize their perceptions about teaching: the need of a continuous process between early Childhood Education and elementary education; the path of the beginning students in the 6th grade of elementary education; responsibility of all teachers to take the student without blaming the teachers from the previous years; knowledge of the specific area needs to be worked since the Basic Education early years; the organization of the early years education provides an approach with transversality; to think Basic Education in a systemic form.

For Professor Mateus (University 2), for example, his teaching experience with 5th grade student points to the need to focus on teaching the Geography content in the early years in order to understand the student's learning process.

we discussed this once, and I put exactly what I said about my experience, when I got to the fifth grade and I felt this lack of care in the series

education [...] This always bothered me [...] it seemed that they had not been instigated in the early grades (Professor Mateus).

Professor João (University 3) is directly involved with the work of the nursery school at the university and brings a very close reading of this segment. His experience with the early years also seems to contribute to form this point of view. He reports:

We had a very big debate with them about this entrance of geography in school [...]. Already at this point we have debated that school geography is not a geography that starts today in the 6th grade, okay ? [...] We work directly with the schools, with early Childhood Education, right? And then all segments involving the students (Professor João).

We observed that at Universities 2 and 3 the Geography undergraduate students attend early years' internships and there is a study on the curricular guidelines of this level of education which brings them closer to the understanding of Basic School.

Thus, from theory as practice expression, we analyzed the journey of education and experience of the educators and how they conceive the articulation of the undergraduate courses with the Basic School early years. Resulting from this analysis, we experienced resistance that generates movements of change guided in the experience and vision of the totality of teaching in Basic Education.

Guiding principles for an emergent literacy undergraduate degree

Reflections by professors were brought throughout this study and culminated in proposals for teacher education. They are systematizations that express ideas of professor educators gestated in their teaching practice and that we picked as guiding principles that can contribute to *emergent literacy undergraduate courses* thinking.

We understand these propositions as a collective thinking, as they were gestated around the same problem posed by the practice of different professors. The time to discuss constituted in social spaces that house professor educators (school-university-research groups) and, therefore, it is not ended in one and delimited space.

The principle *the conception of the study object in the area of knowledge in an emergent literacy perspective* emerged from the ideas expressed by professor educators focusing on teaching specificities in the different areas of knowledge. One of the justifications used by them is that knowledge in the area begins to be prepared much before the student starts the second segment of the Elementary Education. Professors expressed emergent literacy and literacy concepts to relate to their area of knowledge, relating to the education contents and also to the education process. They emphasized the need to approach the undergraduate students and establish the importance of the area to take their object of study in a broad perspective and associated to education for Basic Education. This requires to understand Basic Education as a whole and to understand the construction of knowledge in the area associated to the individual education process. Thus, we assume a significant role in the area of knowledge in Basic Education teaching process and also in the undergraduate courses when it requires an articulated education to the teaching education of the undergraduate student. In this perspective, it follows from this principle a relationship in which the specific education and the teaching education take as a central axis the study area's object.

Another principle was defined in an articulated way to the previous principle: a *Basic Education vision of totality*. This principle was established during the interviews as the professors referred to experienced situations that took them to reflect on teaching. There were times when they witnessed ruptures and others that could address the continuity of education between different segments. They showed the lack of teaching knowledge to work with students from Elementary Education second segment due to a fragmentation of the education process, which did not prioritize the richness and complexity of Basic School, beyond the

evidence of the approach of the object of study in the knowledge area. This is evidence that justifies the need of interlocution between the undergraduate courses with the Basic Education early years in order to understand what the ruptures are and to perceive the possibilities of a continuous process in Basic Education teaching. Besides this, to think the Basic Education totality lead us to think in an education concept based on educational practices whose educational process subjects are seen in their entirety (biological, material, affective, aesthetic and playful aspects) and in their multiple and historical needs (OLIVEIRA, 2009, p. 245). This education view is inherent to the Basic Education total view, since it is the same subject that is historical and social.

The principle of the *teacher education concept that prioritizes the interlocution with Basic Education early years* is originated within the other principles already announced. The *Basic Education vision of totality* and the *concept of the study object in the area of knowledge in an emergent literacy perspective* become transverse axes to the teacher's initial education. The propositions put forward by professors bring embedded these principles and they are possibilities thought from the contexts in which they are, however, from the reality of each undergraduate course, other propositions can be drawn. This is because teachers can establish new social relationships within teaching institutions to the extent that they break with determinism and manage new forms of organization. Still, it is emphasized in this principle the relationship of reciprocity between Basic School and university. This form of relationship is emphasized by research and by teaching in both spaces. It suggests the overcoming of the teacher education instrumental model supported in the domain of practices produced by others for a model that prioritizes education for the production of knowledge and signals to other forms of understanding the relationships between teaching and research, as it focuses on the epistemological axis that recognizes school as a source of knowledge production. Still, to articulate the initial education with Basic Education implies in enhancing the meaning of Basic Education as a structuring axis to think teacher education.

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