



# The importance of a less traditional teaching role in the first segment of elementary School

*The importance of a less traditional teaching practice in the first segment of elementary school*

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## SUMMARY

This scientific article seeks to analyze teaching practice in the context of the first segment of elementary education, that is, from the first to the fifth year of such a teaching niche, with the teacher having a primary role in this process. The importance of the teacher's role in training and guiding their students is addressed, in order to produce quality education and train individuals capable of exercising their citizenship and a more active and transforming role in reality. The relevance of versatility and interdisciplinarity is also highlighted, as well as the use of non-traditional techniques, as a way of making the teacher's performance more dynamic and more interesting for their students. To clearly and objectively guide teaching practice in the first segment of elementary education, a wide collection of bibliographic data is used, through information found in literature, in studies in the educational area, as well as in periodicals, with the aim of to reach a conclusion truly applicable to the problem exposed.

**Key words:** Teaching Practice. Elementary School. Versatility and Interdisciplinarity. Learning.

## ABSTRACT

This scientific article seeks to analyze the teaching practice in the context of the first segment of elementary school, that is, from the first to the fifth year of this teaching niche, having, the teacher, a primordial performance in this process. The importance of the role of the teacher in the training and conduct of his students is addressed, to produce a quality education and train individuals able to exercise their citizenship and a more active and transformative role of reality. It also emphasized the relevance of polyvalence and interdisciplinarity, as well as the use of non-traditional techniques, to make the performance of teachers more dynamic and more interesting for their students. To guide in a clear and objective way the teaching practice in the first segment of elementary school, a wide collection of bibliographic data is used, through information found in the literature, in studies in the educational area, as well as in journals, to reach a conclusion truly applicable to the problem exposed.

**Keywords:** Teaching Practice. Elementary school. Interdisciplinarity Polyvalence. Apprenticeship.

## 1. INTRODUCTION

The first segment of elementary education is a vital period for the educational conception of students and teachers. It is at this moment that the relationship between the student and school knowledge begins to be developed, so that the role of the teaching professional is of unquestionable importance in contemplating the formation of critical citizens, capable of acting in favor of society and promoting changes in reality. that surrounds them.

Considering the relevance of teachers in this process, the present study has, as a general objective, to contextualize teaching practice in this segment. To this end, the following specific objectives were listed:

- Verify the need for versatility and interdisciplinarity for teaching activities in this sense, de-
- Correlate teaching performance and the teaching-learning process, seeking to present the professional

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teacher as a motivating agent and facilitator of learning in the first segment of elementary education;

- Consider the use of teaching resources in this segment, checking how the teacher can explore such resources with the aim of promoting their teaching practice.

When considering the current standardized education model, the understanding that the teacher is the prevailing figure in the classroom is spontaneous. Sensibly, the presence of diligent students and a school structure are equally edifying, however it is the teacher who is responsible for governing the dynamics of teaching. In order to sophisticate the learning experience and supplement gaps omitted by classical teaching, the pedagogue can opt for the use of teaching materials and a more strategic approach, which will highlight the subject with a difference capable of instilling greater interest and facilitating assimilation.

Therefore, the present study is justified by the relevance of the role played by educators within the first segment of elementary education, focusing on their teaching-learning process (and, therefore, their entire teaching practice).

## 2 THEORETICAL FOUNDATION

### 2.1 The teacher in the context of Elementary Education: the need for versatility, in the teaching context, from the perspective of interdisciplinarity

So that the objectives set out for carrying out this study can be truly achieved,

It is important to understand the importance of versatility in the organization of teaching work, characterizing it as a constituent element of the educator in the early years of primary education. The Houaiss dictionary defines the term “multipurpose” as one capable of assuming multiple values or offering various possibilities of employment and function, being multifunctional, performing different tasks, having versatility involving several fields of activity. Now, the versatile person holds multiple pieces of knowledge associated with their ability to navigate different areas with ease (HOUAISS, 2001).

According to Cruz (2001), the notion of a multipurpose teacher is associated with the vision of a professional who moves through different areas of knowledge, articulating knowledge and procedures, reflecting conceptions of man, society and socioeconomic relations. For the author, versatility is essential for the role of teaching professionals in elementary education, given that this is the final moment for the student's training and for their relationship with education, throughout their entire life.

For Cruz and Neto (2012), it is essential that the teacher, in the initial years of basic schooling, acts as a multipurpose teacher, appropriating and articulating basic knowledge from different areas of knowledge that make up the common base of the national curriculum of the years beginning of elementary education, basing its services on interdisciplinarity.

The ideal of this interdisciplinarity, as a principle of training multipurpose teachers in the initial years of elementary school, is also contemplated in other legal educational bases. Dias (2009) pointed it out as present in the DCNP and in the Curricular Guidelines for the Training of Basic Education Teachers (DFPEB), being a consensus among the main researchers in the educational field, and becoming a hegemonized idea in policy cycles aimed at for teacher training in the initial years of elementary school.

Based on this assumption, the idea of the multipurpose teacher starts precisely from issues involving interdisciplinarity. Cruz and Neto (2012) point out that understanding the nature of versatility and professionalism polyvalent is associated with the specialization of the content and the defense of an integral formation of the subject, emphasized by a solid didactic-pedagogical training, also being related to the specificity of teaching students who are beginning their educational trajectory. In this context:

(...) the issue of versatility in the initial years of schooling has been experienced under different characteristics. In this sense, we can say that we have identified more articulating and globalizing models, in a way that reinforces the principle of interdisciplinarity in teaching training and performance for that level of education. Other movements seem to polarize either the construction of specific knowledge of a curricular area, moving away from a more articulated vision and therefore hierarchizing the disciplinary fields that would define specific teaching profiles, or the training of generalist teaching linked to an educational practice broad linked to the global formation of the

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student; however, without making the basic contents of this propagated global formation very clear (CRUZ; NETO, 2012, p. 397).

In such a way, when we talk about a multipurpose performance of the teacher, in the first segment of elementary education, we are talking about an interdisciplinary action, which is one of the great trends in pedagogy in contemporary times, being linked to the global training of students. In other words, the teaching methods used by teachers must incorporate interdisciplinarity as *modus operandi* essential for excellent training.

But, after all, what is “interdisciplinarity”? The term simply designates the breaking down of barriers between certain aspects of knowledge and others of a different nature. In addition to literal translation, interdisciplinarity also encourages a process of reciprocity in knowledge, where disciplines and pawns in the educational sphere work together, establishing constant exchange relationships. Confirming this understanding, Teixeira (2007) assumes, as precept of interdisciplinarity, a teaching approach:

(...) capable of causing two or more disciplines to interact with each other, this interaction being able to range from the simple communication of ideas to the mutual interaction of concepts, epistemology, terminology, methodology, procedures, data and organization of the research (TEIXEIRA, 2007, p. 69).

Resistance to the application of interdisciplinarity may result from the fear of a gross change in teaching methods. This change would result in a decrease in exclusivity and autonomy. Trindade (2008), however, dissuades fear by stating that an interdisciplinary process does not exclude, but rather understands, the autonomy of each professional, as it is based on the assumption that each citizen, whether in the field of education or research, is unique. and an essential part for exchange processes. The author supports the concept that interdisciplinarity is:

(...) an attitude of humility in the face of the limits of one's own knowledge and knowledge, without letting it become a limit; the attitude of waiting in the face of what has already been established for doubt to appear and the new to germinate; the attitude of respect when looking at the old as new, when looking at others and recognizing them, recognizing oneself; the attitude of cooperation that leads to partnerships, exchanges, meetings, more of people than of disciplines, which promote transformations, the *raison d'être* of interdisciplinarity. More than just doing something, it is a passion for learning, sharing and going further (TRINDADE, 2008, p. 73).

According to Silva (2009), there is a criticism that argues that interdisciplinarity can be successful only when dealing with transversal content, with little application for factually adequate teaching of traditional subjects in the curriculum. Such adversity, however, refers more to a lack of adequate guidance. On the part of teachers, the main drawbacks highlighted are the little time available for studying and specializing in subjects that are not natural to them, as well as the lack of instruction to structure a class based on interdisciplinary aspects. The lack of adequate materials and financial resources are also strong obstacles that can hinder teachers' enthusiasm when it comes to applying interdisciplinary teaching.

Theoretically, there is a certain openness to accepting interdisciplinary ideals, but the teaching reality makes the practice seem unattainable without some sacrifices. Work overload and incompatible remuneration are just some of the problems cited when trying to understand why some professionals do not want to search for an educational structure that offers better conditions to their students.

However, research conducted by Fazenda (1994) indicates that teachers who adopt interdisciplinarity Their defining characteristic is their passion for seeking knowledge and carrying out research. These professionals usually have a high level of commitment, motivating themselves through their own motivation. It is common for interdisciplinary teachers to search for differentiated learning practices and procedures, not exclusively taught in the standardized model, where only the master has a voice, while students listen patiently and memorize the content transposed on the board.

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### 2.2 The knowledge necessary for teaching practice in the first segment of elementary education and the teacher reflective

Tardif (2002) develops a reasoning about teaching knowledge directly related to the professional training of educators, linked to the exercise of the profession. Teaching knowledge is characterized as plural knowledge, composed of various other types of knowledge, ranging from professional training to other knowledge expressed

in your curriculum, daily practices and personal experiences. Every teacher is a human being with various other knowledge, which are not inherent to the role. For the author, four distinct types of knowledge related to pedagogical practices can be highlighted:

- The Knowledge of Professional Training: Based on erudition and science, the knowledge of professional training they are a set issued to the educator while he or she is in the training process, be it initial training or an extension. It is the grouping of pedagogical knowledge, those that provide the professional with knowledge made up of teaching methods and techniques, based on science;
- Disciplinary Knowledge: This is the knowledge relevant to different fields of theoretical knowledge, such as exact sciences, humanities, language, biology, among others. Disciplinary knowledge is acquired even before training as a teacher, throughout your educational training prior to college;
- Curricular Knowledge: This is the knowledge acquired from educational practice, performance of your profession itself. They are usually delimited by the way in which the institution in which one works asks that its classes be taught, presented under the aspects of the programs established in the educational environment;
- Experiential Knowledge: These result from the exercise of professional practice. Different from the curricular knowledge homes, these are unique for each educator, assimilated through the experience of different occasions, not limited only to what occurred within the classroom, but also to what was experienced within the school space as a whole, including their relationship with other professionals and with the students.

It is estimated that, although having all four knowledge is essential for professional training and for transmitting good practices by the educator, Experimental Knowledge is the most important among them all. It does not mean that the others do not have relevant importance. Without any of the others, it is unlikely that a professional will be able to perform their role accurately. However, Experimental Knowledge occupies such a position due to the constant flow and lack of control over it. An educator's professional knowledge is a mixture of different knowledge, coming from the most diverse sources, capable of manipulation and use whenever appropriate, enriching the classroom experience and motivating to strengthen their relationship with the profession.

It is assumed that, for a teacher to be complete, it is necessary to go beyond the simple practice of their profession. He is required to be reflective. It is argued that it is essential that professionals go beyond the limits of the classroom. Libâneo (2002) highlights:

(...) the need for reflection on practice based on the appropriation of theories as a framework for improvements in teaching practice, in which the teacher is helped to understand their own thinking and to reflect critically on their practice and, also, to improve their way of acting, their know-how, also internalizing new instruments of action (LIBÂNEO, 2002, p. 70).

Theory and practice go hand in hand in a reflective professional practice, with theory being used in the act of teaching and practice being worked on based on experience. The educational reality requires professionals willing to go further, not limited to the automatic transmission of content. In this new model, the classroom is required to be an environment where, in fact, there is an exchange of knowledge, experienced by all students, with the teacher as conductor. It is up to the educator, then, to reflect on their stance and the relationship they have with students, as well as on social, cultural, economic and political aspects that may become important for contextualizing the content administered.

### **2.3 Teaching practice in the first segment of elementary education and the teaching-learning process: the teacher as a motivator of learning**

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In the context of the initial years of elementary education, it is essential that the teacher conducts his/her work with a view to promoting the teaching-learning process. Learning can be defined, simply, as a set of experiences obtained throughout life. It is a phenomenon that begins in the phase of object identification and language development. It can be said that learning is directly related to a change: that of behavior. As long as we are alive, we will learn. According to Visca (2010, p.101) "from birth to death, people never stop conducting themselves; Although not all conduct is learning, all learning is, indeed, conduct."

According to Moreira (2014), to plan strategic teaching, it is up to the teacher to think about the teaching-learning process, reflecting on what to teach, why to teach and how to teach. The author argues that strategies in the act of teaching can influence the values for learning, the need for dialogicity or individuality, and can interfere with the motivational quality employed by the student at the beginning of elementary school.

In that regard:

The relationship between the teaching strategies of Elementary School 1 teachers and the learning strategies and motivation in the students' school context contributes to understanding the strategic profile of a group of teachers and a group of students, being able to understand the specific needs of this group and build a set of relevant information for professional training and the need for strategic teaching, providing reconstruction elements so that this teaching becomes a reality in our schools, using the Self-Determination Theory as an epistemological assumption (MOREIRA, 2014, p. 93).

As can be seen, motivation is an important aspect to be worked on by teachers within the scope of their teaching practice, in the first segment of elementary education. Motivation is the interest in the learning process, the desire to learn.

Cória (1986) relates motivation in the learning process to psychology applied to education, listing several factors that can motivate the student in their learning process. As an example, we are interested in mastering knowledge and skills; the achievement of good school averages (culminating in personal and social status); increasing self-esteem through the use of intelligence to solve problems and solve activities; interest in more dynamic teaching-learning processes, which encourage the desire to learn, such as the use of music and colors.

Alves (2013) complements the above teachings, teaching that:

It is worth highlighting that to learn you have to want to. The problem, however, is how to awaken, or provoke, this wanting. Wanting is in itself an individual need and so is learning. Therefore, these needs need to be influenced, provoked. Such influence can originate from internal or external factors (ALVES, 2013, p. 27).

Thus, the motivation related to the students' learning process is listed in the list of factors that can make it impossible for the student to learn, and this involves several psychological factors, which necessarily need to be identified and worked on by the pedagogue (AZZI; GIANFALDONI, 2011). It is noteworthy that motivation concerns the provocation, in students, of an effective desire to learn. In other words, "motivation is relevant to learning, because even if the student is talented, if they are not motivated, it is difficult for them to learn" (ALVES, 2013, p. 30). We can contemplate motivation, in such a way, as the set of conscious and unconscious factors (emotional, intellectual and even physiological) that act on the individual's conduct, that is, on how the student perceives, interprets and acts in the face of situations that involve the Learn.

Azzi and Gianfaldoni (2011) also teach that self-esteem is a key factor in analyzing the psychological precepts of individuals within the school context, so that the teacher can contribute significantly in this sense, carrying out interventions that enhance the development and desire of the student. student in the face of the learning process. Complementing this understanding, it is also worth highlighting that the teacher must be motivated to teach and be prepared to know how to motivate. Knowing how to motivate will make all the difference, as you cannot confuse rewarding with motivating. Motivating goes further, motivation is to move, it is to provoke interest and the desire to do something in others" (ALVES, 2013, p. 32).

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Admittedly, the teacher is one of the main elements that can bring the student closer or further away from knowledge, so that, within the scope of psychology applied to education, the teacher is considered the authority responsible for awakening interest in learning in students, captivating them. through methodological and didactic proposals that can significantly contribute to ensuring that the student always remains motivated to learn.

Therefore, it is extremely important that the student is provoked and has his interest directed towards the learning process, so that he feels the desire (or even the need) to learn. It is also understood that "it is through planning that the teacher can create situations that seek to cause this provocation. Press it again

key, on the issue that it is the teacher's power to motivate the student or, in the same way, to demotivate them" (ALVES, 2013, p. 36).

Everything that happens inside the classroom, as well as everything that happens inside the student, can contribute to the student being motivated or unmotivated by the possibility of acquiring and mastering new knowledge and skills. To plan and prioritize motivation in the learning process, the teacher must design his pedagogical performance in this sense, making use of fundamental psychological precepts, so that each student remains ready and constantly motivated when faced with the possibility of learning more and more (AZZI; GIANFALDONI: 2011).

Moraes (2007) also teaches that different practices can be introduced or implemented by teachers, seeking greater integration of the student with their learning process. For the author, the use of games in the classroom can be one of the precepts that most motivate students in terms of learning, especially in the initial years of their training. However, student motivation is not a reference related only to games or the construction of a relaxed learning environment. Physical activities and intellectual challenges that capture the interest of subjects can be understood as important tools in terms of motivating students in relation to the learning process (ALVES, 2013).

We do not attempt here to explain, in an exhaustive manner, all the techniques for motivating learning on the part of teachers, since these

(...) there are countless, and it will depend on the creativity of each teacher to put it in favor of the child's learning. However, the entire education system, especially Education Policies, must recognize the importance of motivation for learning and place it as a priority for teaching/ learning, including it in the laws of Education Guidelines and Bases and Curricular Parameters. National (ALVES, 2013, p. 41)

Therefore, greater awareness is needed about the importance of motivation to foster development. student development and learning, from the perspective of educational psychology, as an instrument to provoke and guide students with interest and dedication in the process. Within the classroom, the teacher is primarily responsible for motivating students in relation to learning, and must impose themselves, in a constructive way, in order to captivate their students. Furthermore, it is extremely important that teachers take a leading role in the process of motivating their students, since the role of the teacher in the classroom must reflect knowledge and transmit it in an appropriate way to all subjects.

#### **2.4 Teaching practice and its dynamics in the use of teaching resources within the first segment of elementary education**

To understand the relationship between education professionals and their profession and those who are impacted by it, it is essential to admit the greatness of this occupation and the ability it performs in individual training. Freire (1996) conceptualizes the act of educating as a practice capable of training and argues that for good professional teaching practice it is necessary to go beyond mechanical reproduction. Crossing barriers built by insecurity, understanding desires and feelings are just some of the skills inherent to the educator. There must be passion in the act of teaching, just as it is essential to assimilate and practice authority free from authoritarianism. Qualifying preparation and the aspiration to effectively arouse interest and transfer knowledge form an assertive professional, which makes up what the profession translates into. Undoubtedly, the teacher is a striking figure in an individual's life, and it is up to the former to define the positivity of such influence.

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According to Pimenta (2006), conservative and limited teaching is a trend that is progressively falling into disuse. Research on professional practice and student behavior is extremely important for the training of professionals capable of meeting the needs of students. Unmotivated teachers who are inattentive to the desires of those around them are doomed to practice negligence. Probing the behavior of teachers, the desire for more dynamic and decentralized practices is identifiable. Implementing them is wise, considering that interest and retention in learning are the pillars of a quality education. In the past, the traditional model fulfilled the necessary requirements for understanding knowledge. Currently, social trends and other aspects are

responsible for changing habits and the consequent inevitability of developing different techniques, relating to these behavioral particularities.

To meet these desires, then, one of the methods satisfactorily used is the application of teaching resources in education. For Souza (2007), teaching resources are described as all material handled in an educational context with the aim of offering support to teaching, ideally applied by the teacher and respected by students. They are, then, materials added to pedagogical methods, responsible for developing a more dynamic and interest-motivating learning process. A traditionally taught class is also effective, otherwise it would not be the effective model consumed for so long. However, the insertion of teaching resources takes the student away from their comfort zone and favors cognitive development, in addition to being responsible for bringing the student and educator closer together, considering that the dynamics move away from simple speaking and listening.

According to Ferreira (2007), some of the teaching resources applied during the learning process are:

- Articles. Reading and supporting articles previously constructed on the subject presented leads to obtaining of a more comprehensive knowledge on the subject and show the student the formatting of a work model that will previously have to be created by them.
- Books. Both academic books and books from other segments where the subject is covered serve as support teaching and encouraging reading practice;
- Films. Although teaching is immensely based on reading and observing the teacher, it is simpler to understanding content inserted in a real context, such as that shown in a film;
- CD. Assistance with existing materials or the creation of new content that can be recorded expands the possibilities for exchanging knowledge and offers students the opportunity to transport knowledge outside the classroom;
- Activities. Programming actions that take the student out of their comfort zone and subject them to a mental challenge is a sublime method to fix the content, since experiences are more easily remembered;
- Illustrations. Proposing the creation of illustrations or displaying existing illustrations is a way of making tangible the which was previously assimilated only through hearing and mentalization.
- Software. Media and IT resources are constantly developing to assist education, whether through the development of activities or research.

As seen, by employing didactic resources in their teaching practice, the teacher working in the first segment of elementary education makes the teaching-learning process more dynamic, contributing to promoting professional practice in this sense and aligning such practice with idealized educational objectives, not only by the teacher himself, but in recognition of the importance of education as a whole.

### 3 METHODOLOGY

For this study to achieve the objectives that contemplated its idealization, it is essential that appropriate methodological procedures be adopted. According to Filho and Santos (2013), scientific research must be developed in a planned manner and using scientifically accepted methodologies, and must always seek to resolve a problem or question/situation, make new discoveries or generate answers appropriate for a particular issue in question.

To prepare this in-depth study on teaching practice aimed at the first segment of elementary education, the inductive method is used, which, according to Borges (2014), is considered a more 'pure' scientific study, based on a rational analysis of elements considered simple on a given topic, using reason to establish inductive arguments appropriately.

According to Lakatos and Marconi (2003), the inductive method starts from generalization, going from particular aspects to homes for broader conclusions, so that inductive arguments go beyond the premises on which they are founded. Furthermore, the research involved in the study in question can be classified as exploratory, in accordance with the teachings of Prodanov and Freitas (2013), who point to exploratory research as research that

seeks to offer and detail information on the researched topic, setting objectives and hypotheses that are explored based on data collection in the bibliographical scope.

## FINAL CONSIDERATIONS

The present study sought to carry out a clear and objective analysis of teaching practice aimed at the first segment of elementary education. As pointed out, there are a series of pedagogical trends that guide the teacher's performance in this sense, such as the ideal of versatility used for such teachers, basing their performance on the ideal of interdisciplinarity and other related elements.

The knowledge necessary to promote teaching practice in this segment was also presented, focusing attention on the teaching-learning processes in elementary education. As pointed out, it is essential that the teacher articulates knowledge, incorporating them into his pedagogical practice, with the aim of optimizing the teaching-learning process, as it must become more dynamic and encouraging, given the challenges encountered by the teacher. teacher.

Therefore, teaching practice in the first segment of elementary education must be carried out strategically. In the same sense, it is not enough for teachers to start motivating their students in an abstract way. These professionals need to be motivated within the scope of their professional universe, so that they can also motivate their students, using practices and techniques that encourage a constant interest in the learning process. As mentioned, the practice of sports, games and even technologies can be used, significantly contributing to the teacher's performance of his professional activity in order to captivate students in their respective and particular learning processes.

The need for support in teaching resources was also highlighted as beneficial to the learning process within the first segment of elementary education. The means offered are unlimited, ranging from books and other printed materials to the complete structure of the internet. With the improvement of technology and its proximity to the teaching structure, the range of opportunities available is even greater. The advantages of applying teaching resources are indisputable. Support materials allow the visualization of content that, in the past, was only transmitted verbally and, as a consequence, create motivated students, more capable of interacting with the content and retaining it.

However, the teacher is responsible for the effectiveness of the insertion of such teaching resources. The teacher will always be the governing figure in a classroom, no matter how much structures decentralize and partially exclude self-sufficiency, he is in charge of proposing activities and, subsequently, putting them into practice, with prudence. It is understood, then, that the objective of the resources is solely to support and improve forms of education. Class and behavior research, combined with content mastery and the action of a motivated teaching professional, are the recipe for the successful use of teaching resources.

Finally, it is highlighted that teaching practice in the first segment of elementary school is not limited to the elements conceived in the present study, which presented some of the main guiding elements regarding pedagogical practice aimed at the initial years of elementary school, not exhausting the theme.

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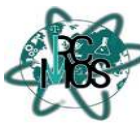
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