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Youth and adult education (EJA): field trips in geography teaching as an active methodology.

Adult and youth education (EJA): Field Trips in Geography Teaching as an Active Methodology
Youth and adult education (EJA): field class on geography teaching as an active methodology

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SUMMARY

This research aimed to analyze the importance of field trips, as an active methodology, for the implementation of pedagogical actions that relate classroom content to daily life, specifically with teachers of Youth and Adult Education (EJA). The methodology was qualitative and bibliographic, as it was considered coherent with the proposed objectives and allowed for a deeper exploration of the chosen theme. We followed this method, conducting a preliminary analysis of what would be investigated. Then, we explored the...
The intended material is presented, and finally, the results and interpretation are discussed. We used the following authors as theoretical support: Paula and Oliveira (2011); Alves (2017); Bauman (2003); Lins and Miranda (2020); Moreira (2010), among others. As a result, we found that field trips are a perfect tool for teaching geography, as they put into practice much of what is learned in the classroom. In the education of young people and adults, this tool can take on a much greater dimension, allowing students who are unmotivated to study or who have not practiced for a long time to become enchanted with education again through this tool.
of a practice that goes beyond the walls of the school.
Keywords: Youth and Adult Education. Field trip. Geography teaching.

ABSTRACT

The present research sought to analyze the importance of the field class as an active methodology for implementing pedagogical actions that connect classroom content to everyday life, specifically among Youth and Adult Education (EJA) teachers. Methodologically, it was characterized as qualitative and bibliographical because it aligns with our objectives and delves

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deeper into the chosen theme. We followed this method by conducting a preliminary analysis of the topics to be investigated. Then we explored the intended material and, finally, addressed the results and their interpretation. We used the following authors as theoretical support: Paula and Oliveira (2011); Alves (2017); Bauman (2003); Lins and Miranda (2020); Moreira (2010), among others. As a result, we found that the field class is an ideal tool for teaching geography, allowing much of what is taught in the classroom to be put into practice. In the education of young people and adults, this tool can take on a much greater dimension, helping students who are discouraged with their studies or who have not practiced it for a long time be enchanted again with education through a practice that goes beyond the school walls.

Keywords: Youth and Adult Education. Field class. Teaching Geography

1. INTRODUCTION

Geography is a science that fascinates me because of the diverse possibilities it offers throughout my life. of their learning. It is not just a discipline focused on a specific area, but also a way of seeing the world from different perspectives. The aforementioned discipline is not limited to It encompasses not only the physical and human areas, but also the most diverse fields of knowledge. seeking to explain the world around them in a critical way (Vesentini, 1992).

This same vision should be passed on to the students, so that their perceptions are expanded, which exercise thinking from different angles and realize that a fact never It will only have one point of view, but there are several ways to look at that same point. And more than that, that they may, through their observations, create their own point of view. viewpoint, analyzing the facts observed and reported by the people who pass on this information. (Borges, 2001). It is necessary to see with one's own eyes, to touch and feel some of the subjects that are studied, especially in geography. It's not enough to just listen, because what has been studied will become empty and doomed to be forgotten. In light of the above, it is important that the teacher develop activities contextualized activities that value student participation through interaction and socialization with peers (Pontuschka, 2004).

Furthermore, there are ways to minimize difficulties in a classroom. One of the most comprehensive... It is the use of Digital Information and Communication Technologies (DICTs) that allows us to... a portion of reality in the classroom. The National Common Curriculum Base – BNCC (Brazil, 2018) discusses the importance of possible forms of thematization using the ICTs in curricular components, both in relation to knowledge and skills as well attitudes and values.

This research therefore arises with the objective of analyzing the importance of field trips, as practical methodology, in the curricular component of the geography discipline, for the

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Implementation of pedagogical actions that connect classroom content to life.
daily life, specifically with teachers in Youth and Adult Education (EJA).

When dealing with adults, we must consider the specificities of the EJA (Youth and Adult Education) program and the period.
where teachers are outside the school environment, which can make their return difficult.
study. Several reasons can be listed to explain this reality: the division between the
school and work, which is often manual labor; the lack of a support network for children; the little
Attractiveness for remaining in school; difficulty of access, etc.

It is believed that field trips can change the students' reality, from one...
Passive education in which they only hear and see geography on the pages of textbooks.
This practice can show teachers an interesting and challenging education.
contextualized and capable of attracting them (Vesentini, 2004).

Given this context, the following questions arose: how does the field trip...
How can active learning methodologies enhance teaching and learning in adult education? What are active methodologies?
Specifically, the field trip? What is the role of the field trip in EJA (Youth and Adult Education)? Considering the...

Given the issues raised, the general objective of this investigation was to analyze the importance of
field trip, specifically in the geography curriculum component, as a tool for
To improve the teaching and learning of students in EJA (Youth and Adult Education).

Specifically, the following objectives were listed: i. to define field trip based on
perspective of active methodologies; ii. Reflect on official documents that address
about EJA; and iii. List the main differences between geography classes taught in
Classroom and in the field.

2. METHODOLOGICAL APPROACH

Regarding its nature, this research falls within the field of Education, as its objective is to...
to reflect, generate new knowledge and attempt to solve some problem (PAIVA, 2019),
as is the case with the search to analyze the importance of field trips as an active methodology,
for the implementation of pedagogical actions that relate classroom content to the
daily life, specifically with teachers in Youth and Adult Education (EJA).

Concomitantly, Minayo (2007) states that qualitative research, in addition to
Dealing with descriptions allows for interpretation based on reflections and critiques that may arise.
...that are necessary to deepen the research. Bodogna and Biklen (1999, p. 234) state

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that, in qualitative research, "the direct source of data is the natural environment, constituting the
The investigator is the primary instrument in data collection and analysis.

The data is mediated by the researcher. The fact that it is a person places them in a position...
This position is quite different from other types of instruments because it allows it to respond.
actively adapting to the circumstances surrounding it, modifying collection techniques if necessary,
reviewing the questions that guide the research, locating new subjects, and revising the entire...
methodology still during the course of the work.

Ludke (1986, p. 123) cites the five basic characteristics of qualitative research described
where: 1) in qualitative research the direct source of data is the natural environment, constituting
1) the investigator uses the main instrument; 2) the data collected are predominantly
descriptive; 3) qualitative researchers are more interested in the process than
simply by the results or products; 4) and tend to analyze their data in a way
inductive; 5) meaning is of vital importance in the qualitative approach.

Regarding the procedures, this work is part of a research project.
documentary bibliographic, since documentary objects such as theses were chosen,
dissertations, articles, books, and the main guiding documents on the subject. It was considered that
The choice of method used was extremely important for the success of the data collection and,
therefore, from the analyses of these.

That being said, Bardin's (1977) content analysis method was chosen for use in
research, as it is the most appropriate methodology for the present case. Furthermore, this method
This allows for a broader scope in the study of the chosen topic, which was used to give...
continuation of the analysis of the selected documents; thus, the use of the following is considered relevant.
this method by Bardin (1977).

Following Bardin's (1977) proposal, this research was organized to achieve the objectives
presented in the introduction of the work. To that end, the following order of study was structured.
Initially, a preliminary analysis of the documents was carried out. At this stage, it was felt that...
need to read these documents more than once to delve deeper into the structures and the
contents described therein. This reading, Bardin (1977) calls floating reading. After
From these readings, the parts that would comprise the scope of the investigation were chosen. This part,
Bardin (1977) refers to it as the choice of document.

Once the scope of the research was decided, a survey of authors who addressed the topic was carried out.
thematic area and, subsequently, a literature review, in articles, dissertations and theses, in

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main academic databases, with the aim of identifying the perspectives addressed by each author, and in this way, construct the discussions presented.

Finally, the results obtained and the interpretations of the writings were processed. selected, with an analysis of the importance of field trips as a practical methodology, for the implementation of pedagogical actions that connect classroom content to life. daily life, specifically with teachers in Youth and Adult Education (EJA).

3. TEACHING BEYOND ROTE LEARNING

Fernández (1991, p. 131) comments that "it is social relations, in effect, that mark the human life, giving to the whole of reality, that the form as context (things, places, situations, etc.), an affective sense." Turning our attention to the LDB (Brazil, 1996), regarding In the training of education professionals, it is observed that they must be trained "in such a way as to to meet the objectives of the different levels and modalities of education and the characteristics of student development" (art. 61).

Articles 2 and 35, which refer, respectively, to Elementary Education and Secondary Education, They focus on education as a means that enables individuals to practice citizenship. They would have, Therefore, teachers, among their responsibilities, have the task of contributing to the formation of citizens. The citizenship advocated for, so strongly demanded by regulations and academic texts, It implicitly indicates "adherence" to a specific political project, marked by rallying cries. on the concrete ground of life.

Article 62 states that teachers must be trained through full undergraduate degree programs. Such courses, in accordance with the provisions of the law, should be considered as The initial concern is the profile of the teacher to be trained. The thinking is: given that their task is... The formation of citizens must, in principle, also be carried out in accordance with... prerogatives of his citizenship. He is, therefore, a citizen.

Baumann (1999, pp. 187-199) points out some identifying traits of the teacher as a citizen. Some examples include: mastery of the areas of knowledge in which they work and of the educational field; technical and political competence; being a redimensionalizer of educational content; being professionally committed to the student's development and to oneself professional development, etc.

The teacher, in the classroom, is also a citizen and must organize a practice. A pedagogical approach that recognizes the social and cultural context as a historical process, therefore,

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prone to incorporating the construction of the life and history of his people (Giareta; Vizivale;
Meneghel, 2008).

Thus, "rational discourse cannot be constructed by a reason disconnected from its history,
who intends to discover the meaning of things for themselves [...]" (Mac Dowell, 2010, p. 17), because "a
Reflection on one's own experience is already conditioned by pre-established categories.
"interpretations embedded for a long time in the fabric of current culture" (Mac Dowell, 2010, p. 17).

A curious gaze, shaken by the vagaries of time, invites a questioning that is not necessarily something else,
but rather a way of being and feeling in times that are constantly renewing themselves. That is why.
that launches into the beyond of phenomena, voices that echo towards one that has not yet fully occurred. This
is what Nietzsche declares in the Preface to "Ecce Homo" (n.4): "The words
The quietest ones are those that unleash the storm. Thoughts that arrive on dove's feet.
"They are the ones who govern the world." (Nietzsche, 1955, p. 1067)

Hence the need to consider it in terms of the socio-political purposes of school education.
This is not an invitation to surrender; it is a call for a firm stance taken from a perspective of
An educator who envisions a role in the education of adolescents, young people, and adults. Thus, the
Teachers are urged to overcome linear curricula and classroom monologues through...
a transdisciplinary and dialogical practice (Freire, 1996).

Socializing the fact that the question does not exhaust the problem, nor does the problem end with a possible solution.
answer. However, regarding this, he refers to Cerletti (2003, p. 23), who states: "uncertainty, the
discomfort, dissatisfaction, or the inability to fully address even the most basic needs of our lives.
Activity, far from being an obstacle – or perhaps precisely because it is one."

Teaching and learning, in their compulsory presence at school, cannot and should not
to pass by without educators and students realizing its complexity, the trap that
They can represent for these people, but also the possibilities they offer. However, the
The work is not limited to that sandy ground of the elementary and high school.
(Tassoni, 2010).

Therefore, I say that the challenge is transdisciplinary, requires patience and effort in dialogue, and demands...
willingness to invent and shape another model of teacher training, in which these
be partners, which requires the conviction that thinking about education "means thinking,
necessarily, in man and in society, both from a philosophical and political point of view."
(Cerisara, 2001, p. 170). Bauman (1999, p. 11) wrote that "questioning the premises
The supposedly unquestionable aspects of our way of life are probably the most urgent service.
which we owe to our fellow human beings and to ourselves."

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Therefore, we should consider that the model adopted by teachers, especially in EJA (Youth and Adult Education), It should be interdisciplinary, creative, contextualized, and participatory, and it should allow... educating students to establish connections with their daily lives, in other words, a problem-posing education. and challenging. Therefore, regarding the teacher, "their influence in the classroom is very significant, and the creation of a psychological climate that favors or hinders learning depends mainly his." (Piletti, 1999, p. 250).

4. ACTIVE METHODOLOGIES

Based on documentary research, it is essential to explore the concepts presented by... BNCC from a meaningful perspective, using active methodologies, with regard to learning skills and competencies that an individual necessarily needs to acquire. throughout school life (Moreira, 2010).

This section offers a brief reflection on the main theories of the following authors: i) Ausubel (apud Lins; Miranda, 2020), which discusses the theory of meaningful learning; ii) Morram (cited in Bacich; Moran, 2017), which deals with the personification of teaching and the relevance of active methodologies in this context; iii) Piaget (cited in Piaget; Gréco, 1974), from the perspective of prior knowledge.

Ausubel's theory of meaningful learning (cited in Lins and Miranda, 2020) is of great importance. This work is relevant because it highlights the teacher's pedagogical activity, bringing up key points. Fundamental in this context are learning how to reconfigure existing ideas within the structure. The author explains how to improve students' mental state and, through this, connect it to new content. As mentioned above, meaningful learning in the teaching process must make sense to the The student, and in this process, the information should interact with and be anchored in relevant concepts. already existing in its structure.

Concomitantly, Moran's ideas (1982, apud Bacich and Moran, 2017) corroborate this. The search, when considering that pedagogical practices lead the student to think, through Activities that encourage doing and thinking about what is being done lead us to understand. that this learning develops in a meaningful way.

In this context, active methodologies, according to the BNCC (Brazil, 2018), stand out as a distinct way of conceiving learning. Therefore, this type of methodology is crucial. so that schools can achieve greater engagement, development, and capacity to Investigation and reflection on the part of students and teachers.

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In light of Piaget's contributions (1980, apud Fernandes, 2011), "what each student knows is the
"A bridge to learning more" is considered essential for students to have prior knowledge.
the structuring of knowledge.

For Piaget, all knowledge is possible only because there is prior knowledge; it is in this way
that intelligence develops. From birth, people begin to undergo a process
A continuous and infinite process of knowledge construction, reaching ever higher levels.
Complex. Built step by step, cognitive structures are prerequisites for...
developing more complex structures. When acting on a new object or situation that comes between
In conflict with existing capabilities, people make an effort to modify them.
that their structures encompass novelty. (Fernandes, 2011, p. 20)

In light of the ideas of the aforementioned authors, a more precise analysis will become possible.
based not only on theories, but also on the relationship these theories have with practice.
The teacher's role is geared towards improving the quality of the results.

5. THE BENEFITS OF FIELD TRIPS

Field trips are a fundamental complement to student learning. Geography is a
current discipline, even though it contains concepts from centuries ago; it works directly with the
daily life, with the reality that happens and influences the student's way of living. Therefore, this
This tool becomes so important in a student's knowledge construction, as it gives them...
the opportunity to develop critical thinking about their reality (Tomita, 1999).
The fact that the student becomes immersed in the context and participates in the reality through the field trip.
It provides you with the opportunity to connect theory and practice and, thus, build new connections.
to have a different view of the world and to reflect on this studied reality within the four
classroom walls.
It is at this moment that the field trip is seen as a tool for constructing knowledge.
which cannot be seen merely as a simple opportunity to leave school or, as
Some call it "a field trip." The field trip is part of building the student's critical knowledge. It's true that
the simple fact of the student leaving their classroom is already significant.
It motivates and activates curiosity, and this should be used as a source of encouragement for learning.
because these moments are stored in the students' memories.

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The field trip also aims to investigate. The teacher and the student are guided...
to discover, observe and understand the relationships that exist between social forms and processes.
that occur in geographic space. The world is dynamic and we cannot think of it any other way.
form.

It is at this moment, immersed in reality, that we can observe what truly happens.
beyond what is written in books or what has been revealed by an author's particular vision;
It is there, during class, that we see the truth, whether it is personal or not, but the truth that is seen.
through our eyes and constructed through our experience (Sansolo, 1996).
It is during this construction phase that the teacher has the opportunity to become a mentor.
Speak less and listen more, and thus contribute more effectively to the construction of knowledge.
Critical. The diversification of activities and teaching resources contributes to motivating the
students, making it possible to meet the diverse needs and interests of the students.
Motivation is fundamental for students to achieve meaningful learning and, moreover
Furthermore, there is no single path that leads safely to learning, as there are countless others.
the variables that come into play in this process. Thus, pluralism at the strategic level can
to guarantee more opportunities for knowledge building, in addition to providing subsidies.
so that more students can find the activities that best help them understand the topic.
studied (Sanmartí, 2002).

FINAL CONSIDERATIONS

Based on the theoretical framework and bibliographic research conducted, it is found that the
EJA (Youth and Adult Education) has a long history of struggles, achievements, and setbacks in its operational policies.
The clientele served by this modality becomes very specific due to the peculiarity of not having...
Having completed the standard educational course, it can be stated that schools that serve this public...
Those who are more mature and advanced in age should be characterized by more flexible planning.
pedagogical and through specific strategies for each student.
Believing in a transformative, critical, and socially oriented education, it is understood that...
Young people who participate in field trips can add valuable knowledge to their education.
capable of strengthening one's being and, consequently, influencing one's social practice, contributing
for the formation of a more just, conscious, and egalitarian society. Furthermore, it is only right that
Everyone has the right to enjoy a quality education, with opportunities to

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everyone, regardless of age or social class, including the possibility of studying.
outside the physical structure of the school.

The major problem in this context is how to do this with a group of adults who, due to
Due to the problems of daily life, they no longer possess that curiosity for studies and do not
They believe more in education as a transformative force of reality. Then the question arose: what
What can be done to change this reality? The answer was clear: change the way we teach. Break free from the
routine of a closed educational model, held hostage by the physical structure of the school. It is necessary to change the...
A way of viewing education.

It is in this context that field trips fit in, a new way of studying, of relating
The content should be applied to practice, attracting students' attention and integrating theory into their daily lives.
One way to stimulate this group of students and make studying more dynamic is to show them, in practice, what they are learning.
which they thought were so far removed from their realities. A way to rekindle the flame of
Curiosity, the desire to learn, to give meaning to study. The field trip can show
A new world, a new way to stimulate learning, to make students think, to create ideas.
It's about seeing the world in your own way, going beyond the words of the book and creating your own definitions.
It's about forging new connections with study.

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