

PEDAGOGICAL PRACTICES: EDUCATION IN THE COUNTRYSIDE THROUGH THE TRANSFORMATIVE SCHOOL

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SUMMARY

Knowing that rural education is a type of education that takes place in rural areas, this study aimed to investigate the contribution of a transformative school in the countryside. To this end, the methodology applied to develop this study was a bibliographic review. The research carried out had an exploratory-descriptive aspect, with a qualitative character. Thus, it was concluded that, reflecting on rural education in the Brazilian reality, transformative education is capable of empowering the subject and making knowledge truly meaningful for those who are in the countryside, making students active subjects in their schooling, a transformative school in the context of the countryside, that is, an educational institution that seeks to go beyond the simple transmission of content. To this end, the use of didactic projects provides greater engagement in the activities and encourages students to research the content discussed in the classroom.

Keywords: Education in the countryside; Transformative school; Training; Engagement.

1. INTRODUCTION

As we already know, rural education is a type of education that takes place in rural areas. It concerns all educational spaces that take place in forests, agricultural areas, mines and farms, as well as fishing areas, riverside, caçara and extractive populations.

In this context, we saw an opportunity to expand discussions on education in the countryside, considering that, according to Ferreira and Brandão (2007, p. 70), “despite advances in several aspects, such as laws, pedagogical methods and/or teaching materials, there is still much to be done to ensure quality education for citizens living in the countryside”. Therefore, the following problem arises: what is the contribution of a transformative school in the countryside?

As a hypothesis for this question, it is necessary to consider that this education is proposed to rural populations in the various forms of life already mentioned, and it is also appropriate as a name for education for quilombola, settlement or indigenous communities. In rural education, it is necessary to consider the diversity that exists in rural areas, considering the particularities of each location in the school curriculum, as well as the knowledge that exists there.

Therefore, the present study aimed to investigate the contribution of a transformative school in the countryside. As specific objectives, we sought to take a brief look at education in the countryside and present some reflections on the transformative school.

To this end, the methodology applied to develop this study was a bibliographic review. This method was applied by obtaining and analyzing scientific articles, dissertations, theses and publications. All material was obtained through *websites* electronic search engines and virtual libraries, such as *Google Academic* and *Scientific Electronic Library Online* (SciELO).

As selection criteria, it was decided to select only works published in the last twenty years (2003-2023). After the bibliographic survey stage, a screening and selection of the material that addresses the theme studied in a characteristic way. The research carried out had an exploratory aspect-descriptive, having a qualitative character.

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2. DEVELOPMENT

2.1. Rural Education: A Brief Overview

Initially, it is worth mentioning that rural education has been gaining more space on the political agenda within municipal, state and federal bodies in the last two decades in Brazil. As a result of

demands of rural workers' movements and social organizations, it can be said that education in the countryside manifests a new vision regarding the countryside, the peasant or the rural worker, strengthening the class aspect in the battles surrounding education (MARTINS, 2012).

However, in contrast to the spectrum of peasant and rural as unequivocal as obsolete and backward, the understanding of education in the countryside values the notions of the social practice of peasants and highlights the countryside as an environment for work, housing, leisure, sociability, identity, in short, a space for the construction of new possibilities for social reproduction and sustainable development (JESUS, 2011).

In this context, social movements, particularly the Landless Workers' Movement (MST), are demanding that the government take initiatives to provide public education and train professionals to work in rural schools. Currently, municipal and state education departments have been organizing ongoing teacher training events and seminars to promote debates and develop public policies for rural education (ARROYO, 2007).

Furthermore, partnerships between social movements, governments and universities are now being developed in the country with a view to training educators. Around thirty higher education projects for Agrarian Reform settlers are being developed in Brazil, twenty of which are courses in Land Pedagogy (BENTES; COLARES, 2016).

In 2008, seven undergraduate courses in rural education were in the process of being approved by the Ministry of Education. The Pedagogy of the Land course, for example, has already been offered in twenty-three states in the country, having initially appeared at the University of Ijuí, in Rio Grande do Sul, in 1998 (MARQUES, 2010).

The Agrarian Reform Education Program (PRONERA), which emerged from the debates that arose at the 1st National Meeting of Agrarian Reform Educators (ENERA) in 1997, has been the main program proposed for educational partnerships in Agrarian Reform. PRONERA has Youth and Adult Education (EJA) projects aimed at literacy, schooling and qualification of workers in Agrarian Reform settlements, in addition to initial training projects such as Land Pedagogy and the degree in Rural Education. Therefore, there are ongoing training projects such as specialization *broad sense* in rural education (MENDONÇA; SILVA; AZAR, 2017).

The discussion and inclusion of rural education in the political agenda has been observed since the mid-1990s, when, in 1997, the I ENERA was implemented and in the face of participation in EJA projects linked to PRONERA. In addition to this monitoring, in the following decade, research was carried out on EJA in the areas of Agrarian Reform settlements and on pedagogical actions in schools located in land settlements in the State of Paraná (TIEPOLO, 2015).

2.2. Transformative School: Some Reflections

It is observed that the consecutive movement of searching for transformation, modification, innovation and the rapid development of technologies, induce the exponential development of information. Humanity's frequent actions allow intense changes in the social, economic and cultural spheres, both locally and globally, whether to alter or to destroy. They are marked by movements of provisionality, unforeseen events, uncertainties, which have required individuals prepared to uncover paths and seek resources that can help in facing the challenges and emerging problems established by the modern world (CALIMAN, 2010).

In the 20th century, it was still believed that the completion of an individual's education was conditional upon receiving a Higher Education diploma. In this model, the student became a professional or a teacher, possessing all the essential knowledge to work in his/her field, which supported and was satisfactory for carrying out his/her profession (CARVALHO, 2017).

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However, this training was based on obtaining ready-made and finished knowledge, so it was up to the teacher to put this content into the students' heads in a mechanical way, through procedures that involved copying, repetition and procedures to help them memorize the suggested content. This phase of education was highlighted by Paulo Freire as "Banking Education" (FREIRE, 2013).

In this context, mechanical and reductionist teaching, with a fragmented spectrum, is also highlighted by Morin (2000, p. 87) as "a consequence of the Newtonian-Cartesian paradigm, which distinguished science and education for 400 years, therefore, from the 17th century to the mid-20th century".

The urgency to extrapolate this conservative model led to research by authors such as Freire and



Morin, to help understand the weaknesses of the unconditional certainties defended and the clarity of the transience of knowledge. With this challenge posed, the professors began to warn of the fact that education and training needed to undergo reform, demanding from the professional or teacher continuous training that would allow the (re)construction and reconnection of knowledge and the development of skills in harmony with the demands of today (CARVALHO, 2017).

Certain studies focusing on this topic have already been carried out by researchers with various purposes in order to engage in dialogue with Freire and Morin. Nascimento (2007), for example, sought to articulate the ideas of these authors as a way of understanding their contributions to the educational field.

Therefore, Freire explores the principle that dialogue breaks with the verticalism that generates the hegemony of knowledge, and, with Morin, it is understood that, with teaching, it is possible to develop a project of constant reconstruction, through the plurality of knowledge, since these foundations provide an opportunity to understand education as a resource for overcoming injustices and exclusions. In this same context, the practice of freedom suggested by Freire, as well as Morin's vision of complexity, allow for a broader view of the dynamics of knowledge and its multidimensionality (NASCIMENTO, 2007).

3. CONCLUSION

The present study aimed to investigate the contribution of a transformative school in the countryside. Thus, it was concluded that, reflecting on rural education in the Brazilian reality, transformative education is capable of empowering the subject and making knowledge truly meaningful for those who are in the countryside, making students active subjects in their schooling. To this end, the use of didactic projects provides greater engagement in activities and encourages students to research the content discussed in the classroom.

Therefore, it is worth noting that the educator must adopt a different stance from that of a traditional school teacher. In this, he or she assumes the role of mediator in the school context, ensuring autonomy in the learning process of his or her student, in addition to contributing to ensuring respect in the schooling process of children.

Therefore, it is possible to break the paradigm of school closures in rural areas. Investing in quality education, in addition to the infrastructure of school buildings and materials provided, is an essential pedagogical proposal in the construction of a reference and quality educational space.

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