



MEMORY AND PEDAGOGICAL PRAXIS: A STUDY AT IFMA, CAMPUS SÃO JOÃO DOS PATOS

^{1,*}Sandra Maria de Sousa Caminha and ²Livia Diana Rocha Magalhães

¹Master in Memory: Language and Society by the Post Graduate Program of Memory: Language and Society from the South western State University of Bahia – UESB UESB/IFMA- Brazil

²Doctor in Education by the State University of Campinas (UNICAMP), Post Doctorate in Social Psychology by the State University of Rio de Janeiro (UERJ) with internship at the Complutense University of Madrid

ARTICLE INFO

Article History:

Received 03rd August, 2018

Received in revised form

16th September, 2018

Accepted 04th October, 2018

Published online 28th November, 2018

Key Words:

IFMA, Teaching Praxis,
Social/Collective Memories.

ABSTRACT

In this text, we introduced results of a research about the teaching praxis from the Federal Institute of Science and Technology of Maranhão (IFMA), Campus São João dos Patos. We accomplished an investigation along with licensed teachers, bachelors and technologists (these two last areas without specific formation of the teaching) through focus groups, but also considering the institutional documents. We resorted to the social and collective memory theory to understand the teaching praxis at IFMA. We concluded that there is a social, collective memory that permeates the educational practices by revealing the presence of the past in the present and, many times, articulating the memory of teaching practices apprehended ideologically, even though there is also a construction of a memory of the present in midst of the conflicts that tries to think the student in that process, even within class composition.

Copyright © 2018, Sandra Maria de Sousa Caminha and Livia Diana Rocha Magalhães. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Sandra Maria de Sousa Caminha and Livia Diana Rocha Magalhães, 2018. "Memory and pedagogical praxis: a study at ifma, campus são João dos patos", *International Journal of Development Research*, 8, (11), 24092-24096.

INTRODUCTION

The institution called Federal Institute of Science and Technology of Maranhão – IFMA, likewise other federal institutes-IFs in the rest of the country, was born as an autarchy through the Law number 11.892, from December 29th, 2008 in an environment of interiorization and geographic distribution. These institutions had a quick expansion and serve populations from distant regions with low Human Development Indexes in Brazil, and so among other things, they need educational institutions that offer courses in the various teaching modalities to expand education opportunities for the needy population of these states such as the federal institutes spread all over the country. The Maranhão state, for example, has a socioeconomic development situation with severe poverty rates, especially in regions of the Middle Sertão Maranhense. According to survey made by the Group of Studies and Assessment of Poverty and Policies Directed to the Poverty - GAEP (2013), in July, 2013, the United Nations Development Program – UNDP in partnership with the

Institute of Researches and Social Studies - IPEA and João Pinheiro Foundation - FJP, presented data showing that Maranhão and its cities are highlighted because of their low indexes. Over the last three years in which the Municipal Human Development Index was calculated, Maranhão reached the last positions in development in Brazil (27^o in 1991, 26^o in 2000 and 2010). This way, the Institutes were implemented in these needy regions and focused on the development of the region through policies that provide access conditions and permanence of low-income students of the educational system. For the development of these policies to the students, IFMA provides the Educational Assistance Board that is a systemic organ, in charge of the coordination of programs and projects in an articulated way with the Teaching, the Research and the Extension. In all their campuses the execution of the Educational Assistance Board is conducted by the Coordination and Educational Assistance Centers (NAE). The service policies are destined to students regularly enrolled in all the levels and modalities of face-to-face and distance teaching, namely: Professional Technical High School, including the National Program of Professional Education for Youth and Adults – PROEJA and Higher Education, in graduation courses.

*Corresponding author: Sandra Maria de Sousa Caminha, Master in Memory: Language and Society by the Post Graduate Program of Memory: Language and Society from the South western State University of Bahia – UESB UESB/IFMA- Brazil.

Every IFMA campus, in its organizational structure, has an Educational Assistance Board (center, coordination or department) which develops and implements the programs destined to the students and their families. The conception of IFMA's Educational Assistance goes beyond grant of aids merely for welfare purposes, since it is understood as a right for the student. It is placed as a strategic tool for reduction of social inequalities and several faces of school exclusion, essentially for Maranhão that has among its cities the ones with the smallest rates of Human Development Index (IDH), which compromises the performance and the school career of the poorest population. (PPI 2016, p. 29). In Maranhão, IFMA within its administrative, patrimonial, financial, didactic-pedagogical and disciplinary autonomy is a public institution that offers the modalities of basic and professional education as well as the higher education. As an institution of pluricurricular scope, it integrates several areas of knowledge in its corresponding campuses, scattered for several regions of the Sertão Maranhense. The fundamental conceptions of the educational praxis of this institution, according to its Institutional Political Project (PPI, 2016), predicts that the philosophical assumptions that must guide the education of IFMA are based on a historical and cultural conception by glimpsing an omnilateral¹ education, at least theoretically according to the document. This text emphasizes that the structuring sense should prevail of formal education and its relation with the job, in the perspective of a critical and emancipated human development "of the human existence: the social practice, the productive practice and the symbolic practice, which will be explained through job, society and culture conceptions" (PPI, 2016, p.7), bringing the job as an educational principle.

The Campus of IFMA São João dos Patos, locus of this research, integrates the second step of the Expansion Plan of the Federal Network of Vocational and Technological Education of the Ministry of Education, which happened in the middle of 2010, in order to meet the demand of the regional development of the micro region of the Sertão Maranhense and was authorized of working in September 22nd, 2010 by the Educational Ministry Order number 1.170, from September 21st, 2010 published in the Official Diary of Union (DOU) number 182, from September 22nd, 2010, Section 1. The IFMA offers three kinds of technical courses: integrated, concomitant and subsequent modalities. In the integrated modality, the student takes the high school along with a professional training. In the concomitant modality, the student takes the technical course of IFMA and the high school in other institution. On its turn, the subsequent modality is destined for the students who finished or are about to finish high school and intend to get a professional qualification. PROEJA courses are integrated and directed to people out of school age who has taken only the elementary and middle school. To meet this demand the locus campus of the research nowadays counts on 57 teachers, stable and hired ones in Exclusive Dedication (DE), 20-hour and 40-hour scheme, graduated in different areas of knowledge, according to the last updating of Unified System of Public Administration (SUAP) on February 15th, 2018. In this campus, most of the teachers belong to the Exclusive Dedication scheme (DE), working on technical

courses of Computer Network (Integrated); Food (Integrated and PROEJA), Logistics (Integrated), Clothing (Integrated), Information for Internet (PROEJA) and at the same time graduation courses in: Bachelor in Administration, Full Degree in Physics, Full Degree in Mathematics (face-to-face and distance modality). Besides, they also work on a specialization course, Initial and Continuing Education (FIC). According to the Institutional Development Project (PDI, 2014-2018) these are institutions that must seek the materialization of the teaching, the research and the extension through their work, by offering professional and technological education of different education modalities. In Brazil, the federal institutions, as one of the political policies of the Brazilian government at this time, had a fast expansion as we said before, and because of this several problems happened when these institutions were structured both in the physical, human aspects and in the teaching one, especially, focus of our research. Within this context, we asked about the teaching practices of the teachers according to the studies of Memory. We understood that speaking about teachers, proposal and teaching practice is also speaking about collective memories that move dialectically the educational process and speaking of this institution, like others, its teaching proposal is speaking necessarily in a set of tensions, conflicts and processes within the institution itself according to Magalhães (MAGALHÃES *et al*, 2009), which permeates the teaching praxis.

MATERIALS AND METHODS

We took as a delimitation of this research the case of João dos Patos, that is, the teaching conceptions that bear the written pedagogical proposal and the practice of their teachers, since this faculty staff comes from different areas of knowledge. The corpus of that research was composed by the Institutional Political Project (PPI), the Institutional Development Project (PDI), the Unit Development Project (PDU) and especially the interviews with the teachers. In Halbwachs (2006) we found the theoretical basis to understand that the memories are related to the belonging of social groups in which the individuals carry with themselves their experiences. Furthermore, when this group forms new collectivities, they tend to expand their memories from these new references. We started from the comprehension that the teachers are conditioned for their social and material existence, therefore, recomposing their social and collective memories means thinking about them as a "subjective reflection of the objective reality" (VIGOTSKY, 1930, p. 30) and to analyze it, we should take it as a social, cultural and historical product, from a dialectical conception of its development" (VIGOTSKY apud SANTA; BARONI, 2014, p.2). By taking into reference categories of the dialectical materialism, we appropriated from the categories of contradiction, among others, for the content analysis of the data collected. According to what was proposed by Hegel and Marx, which is exactly an attempt to think about the world by integrating the different contradictory aspects of the reality. One assumes that thinking dialectically means thinking about contractions and whenever someone separates different aspects of the reality, the result is the impoverishment of the perception of the real by losing the totality (ZAGO, 2013, p.111). This way, we based ourselves in these theoretical contributions in order to understand the pedagogical memories present at IFMA by taking into account the studies of the social and collective memory, considering the materials and the teachers as revealers of an institution in an alive sociocultural environment, historically constructed in a class

¹The polytechnic instruction is the training of the workers within the capitalist society that, along with other elements of the Marxist education proposal, must find the way between the alienated existence and the human emancipation that builds the omnilateral man. www.epsvj.fiocruz.br/dicionario/verbetes/omn.html

society extremely contradictory that has been transferred into the institutions. This process of pedagogical memory tracking takes into account the historical dimension of the subject as a starting point. That is why we sought in Maurice Halbwachs when he published in 1925 the book "Los Marcos Sociales de la Memoria" (The Social Milestones of Memory), one of the most important books of the Social Memory, like one of the sources of this paper, since for this author there is no memory out of society, therefore the memory is a material and moral product of the society (HALBWACHS, 2004). According to this perspective, the milestones of social references of memory of this author are turned into a starting point of the process of construction of the teaching practice. We also observed in Kenski (1998 apud MOTA et. al, 2008, p. 106) the highlight of the importance of the researches that use the Educational Memory as a means to study the influence of previous experiences of the teachers in their way of teaching. In turn, Magalhães (2009) affirms that: The school is a place of memory production that happens from crossed memories that focus on socializing, transmitting both systematized, accumulated and selected knowledge, but also experiences that contain social, cultural, custom-based, language, historically-validated practices (MAGALHÃES et al, 2009, p.112).

Thus, we captured the movement of the memory, from the social and historical dialectics of the institution itself, which supposes the existence of a concrete society. In this context, the formation and pedagogical performance of the participant subjects of the research cannot be dissociated from their social trajectory such as the academic life in the 1990s and 2000s in federal, state and private institutions, but also their social and biographic trajectory. We appropriated ourselves of the studies of social and collective memory to think about the anchorages of pedagogical conceptions that permeate IFMA, through their teachers in their time, place and conditions. At first, we accomplished a data collection through an exploratory research with interviews of the focus group, that is, an interview of the semi structured kind with three groups of teachers (the focus group²) aiming at approaching their pedagogical practice. We created a guiding script to encourage a discussion about pedagogical practices, the relation between school and society among others, however, as it is known, the main topics are being modified according to their application. In this way, we could say that we used as resource the so-called free association inside the focus group that according to Gaskell (2015, p.80) enables us "to discover how people imagine a subject, that is, what perspective they bring, and to understand the range of other concepts and ideals related to it [...]".

These groups were composed by 20 teachers as a whole, 15 were licensed, 03 bachelors and 02 technologists. After getting these pieces of information, we started to track the political and pedagogical conceptions that guided the normative documents of IFMA that is the PPI, PDI, PDU of the institution. The documental analysis itself became fundamental for the research, because Cellard claims (2008, p. 295) "By making it possible to perform some types of reconstruction, the written document constitutes, therefore, an extremely precious source for every researcher in the Social Sciences". Therefore, it is a study that is constructed especially from teachers' reports and institutional documents, but involved in the

institution, situated in a plot of historical and political relations of production.

RESULTS AND DISCUSSION

This research has led us to realize that the pedagogical memory constructed by the teachers in their life experiences is one of the special ways of mediation of the teaching praxis at IFMA. These teachers report their image as students when they talk about their teaching practice, their reports are based on a family reference framework and also their teachers who have been models for their pedagogical practice today. As we can see by observing the speeches of the teachers researched:

[...] since I was a little child I heard my mother tell me to copy the way the teacher speaks, the way she sits down, the way she behaves herself. Because my mother did not complete formal education, she studied until the high school first year. She saw in the teacher this possibility of her children gets better not only in the educational area, but also the way they treat other people. I have always been influenced by my mother's thought. Consequently, my first teachers influenced me to be a teacher. From then on, I played as a schoolgirl, I have always done my best to have a good handwriting. I was very methodical and I have always wanted to be a teacher. It got to the point that I did not know what subject, but I would be a teacher [...]. (LICENSED TEACHER D, DOCTOR STUDENT 29 YEARS OLD) [...] My mother was very demanding. She was graduated in Education and gave me classes She taught me to read and write. I had the "privilege" to learn the arithmetic tables during the literacy process. I come from a strict family. I attended kindergarten classes at SESC and the elementary, middle and high school in private institutions. I have always been a good student, however while I was a child, I have never thought that it was important what the teacher said because I thought that what the teacher was saying was already on the book. I just needed to look at the book. I did not see the teacher's image as someone who could add something in middle school[...] (BACHELOR TEACHER Q, MASTER 37 YEARS OLD). In this narrative like the others, the memory of mothers' teaching appears like someone very strict, always dedicated in their children's rearing as well as the commitment with homework. The bachelor teacher mentioned above remembers his mother who was a teacher and she alphabetized. In his speech, he evidences his admiration and reference in the teaching methods inherited from his mother. We observed in that testimony like the others what Halbwachs (2004) discusses in *Los Marcos Sociales de la Memoria*, when he talks about the collective memory of the family, about how remarkable and with such a big strength the images we impose on ourselves the images we bring to the memory of the scenes that happened in our house in which our parents were the characters to inspire us. We also noticed that the teachers support themselves in a memory of the teaching practice based on a memory of the technical education unlike the one discussed and presented as the ideal model in the Institutional Political Project (PPI). As we can observe in the teacher B's speech. [...] We need to be careful with some kind of "ideological theories" because, in fact, students from poor regions, where the IFs are settled, need much more job opportunities than teaching offer for higher education. Besides, the average wage of a mid-level technician tends to be larger than the one of professionals graduated in universities in other areas of knowledge like the teaching, for example. The job market needs technicians.

² It is taken here the term focus interviews to explain the context of focus groups based on George Gaskell studies (2015) in his analysis of individual and group interviews.

Students have to leave IFMA and be selected by the job market, for this is the purpose of the IFs.[...](BACHELOR TEACHER B, SPECIALIST 46 YEARS OLD). We observed throughout the research that there are continuities and ruptures from a pedagogical memory which is situated between “old and new” practices, which still thinks about the Federal Institute in a lived or received past time, understood as technical schools in a conception of unilateral formation teaching to the job in the sense of the sale of the labor force in an alienated way as discussed by Marx (1973) by doing that we can say the Federal Institutes which composed the Federal Teaching Network still have an identity anchored in memories from their origins. We noticed that these teachers end up bringing an anchorage of the pedagogical practice mostly based not only in their memories as a student, but also the image they constructed from the old configuration of the federal institutes, later so-called IFMA, such as the Apprentice School, Agricultural Learning, Agricultural Patronage, federal technical schools from the 1990s that marked the educational dualism, according to the pedagogical literature, because they offered professional education supported by the technical conception of teaching as presented and discussed by Saviani (2006).

We understood that IFMA still lives stigmas brought from the professional education in Brazil, due to its origin, since according to the pedagogical literature, the technical schools for a long time, attended the hegemony of the ruling classes and were always linked to the discourse of the inclusion in the welfare sense. In this sense, the market logic has always had a great weight on the school, by separating a labor class school and a school for the bourgeois elite and doing low-income families look for a private school for their children as a way to ensure a quality education. This fact is quite exemplified on the socioeconomic influences of the period of teaching formation in the 1990s and 2000s, a moment in which the teachers bring as a memory reference framework the model of a private school as an effective and organized one to offer quality education as a way of social ascension and an image of a decadent public school according to the teacher’s speech as follows.

[..]I have Always studied in private schools with excellent teachers, it could lack anything at home like milk, gasoline, but the school was paid. [...] At this time in which I studied the basic education, there was a context of scrapping public education.[...] for me, school was a question of life or death. A student who did not do his homework was inconceivable, in my opinion. And that was such a strong influence on my basic education. I saw my teachers as a symbol of authority, but also many teachers were my friends. (LICENSED PROFESSOR A, MASTER 32 YEARS OLD). We also found a kind of dissatisfaction related to the continuing pedagogical training for teachers that discuss that they did not have theoretical knowledge about the pedagogical proposal of the institution. Only 3 from the 20 researched claimed they read superficially the proposal text, but they never discussed this issue. The fact is that most of the teachers report that they do not know this teaching proposal the way it was presented in this paper. Thus, some difficulties appear with the teaching practice that are not reported only for bachelor or technologist teachers of the institution, but also for licensed teachers who claim that they had a poor pedagogical training in the federal and state universities they studied. They give reasons such as strikes, restrictions on pedagogical subjects and even a culture of

“rejection” of these subjects inside the universities. The teachers affirm that, because of these factors, they were harmed in their training, for nowadays they understand the need of pedagogical formation to develop their teaching practice and report that after the graduation course, they had to find that training, in which they point out as essential for the teaching practice according to the teacher’s point of view as follows. [...] when I started working, I had a serious problem with Pedagogy. My teaching was developed by myself working on pedagogical conflicts. I thank God today because nowadays there are more than ten pedagogical subjects at the Federal University of Piauí - UFPI, there are people who complain at, but when I have a seat to talk to these people, I say thank God because I had to run after this and then I suffered a lot because of this situation” (SPECIALIST) However, in spite of the contradictions presented in this institution, it is endorsed by their teachers as a source of pride and outstanding work in São João dos Patos region. The teachers report that the value represented by the institution in that region as a fact of development, especially because of the Human Development Index (IDH) of Maranhão is the last before one place in the ranking of the country and also because IFMA provides lots of educational modalities, from the basic education, youth and adult education to the higher education.

Final Considerations: In a nutshell, this research shows that we took part of social reference groups in a social dynamic movement permeated by a class struggle memory, especially in a society that ideologically defends values still based mostly in dominant groups that see in the school spaces a mechanism of maintenance of capitalist neoliberal ideas. However, the educational action develops itself in the midst of contradictions and mediations within social groups composed by historical and cultural subjects that have their ideologies constructed according to their social groups in which they belong to such as the family, school etc. In that research it was shown that since the school is not a neutral space, it suffers external influences to the subject, however this subject himself recomposes and reconstructs his memories in the construction of a memory of the present. These memories can be lived, received or recomposed, but it happens actively and not passively, because according to Halbwachs (2003), our memories are recomposed in accordance with the need of the present. However, the individuals are not passive before the social groups, there are contradictions, conflicts and struggles likewise it has happened inside schools through conceptions like the polytechnic instruction that aims at an egalitarian omnilateral education brought in the Institutional Pedagogical Project (PPI) of this institution. We understood that we always need to reflect on the extension of the debate about the need for teaching conceptions that overcome the limits of the meritocratic and segregating school that have historically fostered the educational dualism of our society.

Acknowledgements

We thank the Federal Institute of Maranhão (IFMA) and the State University of Bahia and Southwestern State University of Bahia – UESB for the financial area and academic support in the construction of the research.

REFERENCES

BRASIL.Lei Nº11. 892, de 29 de dezembro de 2008. Institui a Rede federal de Educação Profissional, Científica e

- Tecnológico, cria os Institutos Federais de Educação, Ciência e Tecnologia, e dão outras providências. Brasília. 2008.
- CELLARD, André. Análise documental. 295-314. In- A pesquisa qualitativa: enfoques epistemológicos e metodológicos. Tradução de Ana Cristina Nasser. Petrópolis, RJ: Vozes, 2008.
- GASKELL, George. Entrevistas Individuais e grupais. In Pesquisa Qualitativa com texto, Imagem e Som: Um manual prático. GASKELL, George; MARTINS W.(Orgs.); Tradução de Pedrinho A. Guareschi.-13. Ed. Petrópolis, RJ: Vozes, 2015.
- HALBWACHS, Maurice, 1877-1945. A memória Coletiva. Tradução de Beatriz Sidou. São Paulo: Centauro, 2003.
- HALBWACHS, Maurice, 1877-1945. A memória Coletiva. Tradução de Beatriz Sidou. São Paulo: Centauro, 2006.
- _____. Los marcos sociales de La memoria. Tradução de Manuel A. Baeza y Michel Mujica. - Rubí (Barcelona): Anthropos Editorial; Concepción: Universidad de la Concepción; Caracas: Universidad Central de Venezuela, 2004.
- IFMA. Instituto Federal de Educação, Ciência e Tecnologia do Maranhão. Plano de Desenvolvimento Institucional: 2014-2018. São Luís, 2014
- _____. Projeto Político Institucional: 2016.
- _____. Plano de Desenvolvimento da Unidade: Campus São João dos Patos: 2016 – 2018
- MAGALHÃES, Livia Diana Rocha; SANTOS, Polliana Moreno dos; SOUZA, Daniela Moura Rocha de. Memória e transmissão das experiências como desafios para os estudiosos da educação. Revista HISTEDBR On-line, Campinas, n.36, p. 105-114, dez.2009.
- MARX, Karl. O Capital: crítica da economia política. São Paulo: Civilização Brasileira, 1973. Livro I.
- MOTA, Janaina, BOMFIM, Adriana Pereira.; NETO, Nastassja Silva. Memória educativa e formação profissional a distância: os (des)caminhos de uma escolha. In: Formação de profissionais e a criança-sujeito. Proceedings online7., 2008, São Paulo. Disponível em: <http://www.proceedings.scielo.br/scielo.php?script=sci_arttext&pid=MSC0000000032008000100040&lng=en&nrm=abn>. Acesso em: 21 Feb. 2017.
- SANTA, Fernando Dala; BARONI, Vivian. As raízes marxistas do pensamento de Vigotski: contribuições teóricas para a psicologia histórico-cultural. Kínesis, Vol. VI, nº 12, Dezembro 2014, p.1-16 Disponível em http://www.academia.edu/10730691/as_ra%C3%8Dzes_marxistas_do_pensamento_de_vigotski_contribui%C3%87%C3%95es_te%C3%93ricas_para_a_psicologia_hist%C3%93rico-cultural . Acessado em 24/04/2017.
- SAVIANI, Demerval. Escola e Democracia. Campinas, São Paulo. Autores Associados, 2006.
- ZAGO, Luis Henrique. O método dialético e a análise do real. Kriterion [online]. 2013, vol.54, n.127, p.109-124. Disponível em: <<http://dx.doi.org/10.1590/S0100-512X2013000100006>>.
