
Teacher training in Geography and the perspective of continuing training
La formación docente en Geografía y la perspectiva de la formación continua
A Formação docente em Geografia e a perspectiva de formação continuada

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Abstract

The teacher training is not something instantaneous, but something in continuous construction. In this context, this article analyzes the relationship between training and teaching practice on the school floor, given the difficulties faced and the importance of continuing education in the teaching and learning process. For this, bibliographical readings were made in order to build a previous notion about the importance of continuing education; later, the teaching experience at the Municipal School Professora Maria do Carmo Moura was visualized; and finally, the construction of a project with social impact, entitled “What are you hungry for?” was considered. This enabled teacher-student interaction, giving students the opportunity to express their needs and discuss their problems in the school community, considering possible causes and solutions.

Keywords: Continuing education; teacher training; school; student; Teacher.

Resumen

La formación docente no es algo instantáneo, sino algo en continua construcción. En este contexto, este artículo analiza la relación entre la formación y la práctica docente en el piso escolar, dadas las dificultades enfrentadas y la importancia de la formación continua en el proceso de enseñanza y

aprendizaje. Para ello se realizaron lecturas bibliográficas con el fin de construir una noción previa sobre la importancia de la educación continua; luego, se visualizó la experiencia docente en la Escuela Municipal Professora Maria do Carmo Moura; y finalmente, se planteó la construcción de un proyecto con impacto social, titulado “¿De qué tienes hambre?”. Esto permitió la interacción docente-estudiante, dando a los estudiantes la oportunidad de expresar sus necesidades y discutir sus problemas en la comunidad escolar, considerando posibles causas y soluciones.

Palabras clave: Educación continua; formación docente; escuela; estudiante; docente.

Resumo

A formação docente não é algo instantâneo, mas algo em contínua construção. Neste contexto, o presente artigo analisa a relação entre formação e prática docente no chão da escola, diante das dificuldades enfrentadas e da importância da educação continuada no processo de ensino e aprendizagem. Para isso, foram feitas leituras bibliográficas visando construir previa noção sobre a importância da educação continuada; posteriormente foi visualizada a experiência docente na Escola Municipal Professora Maria do Carmo Moura; e por fim, foi pensado a construção de um projeto com impacto social, intitulado “Você tem fome do quê?”. Esse possibilitou interação professor-alunos, dando oportunidade de os alunos externarem suas carências e debaterem seus problemas na comunidade escolar, considerando possíveis causas e soluções.

Palavras-chave: Educação continuada; formação docente; escola; aluno; professor.

Introduction

Teacher training is not something instantaneous, but something continuous that is built according to the association of theory and practice. In this sense, the continuation of teachers' learning consists in the advancement of their studies after training, that is, it means the pursuit of new teachings and learning for the work condition. In this way, the professional education must dedicate itself to continue learning new ways and teaching techniques so that they can meet the individual needs of each student, adapting to changes in the educational dynamics that constantly occur. This is because problems occur in the educational field and the existence of professionals, prepared to face them, condition positive devices in promoting the teaching and learning process of students.

It is noticeable that basic education has always been full of mishaps, deficits, etc., resulting in losses in the learning of several students in the public network, losses that are unfortunately carried over into the course of these students' lives. These deficits are progressively and persistently seen also in higher education, which leads many students to experience great difficulty in performing reflections, analytical work, answering exercises and tests, among others. In view of this, concerns arise, such as: Will the backlog of basic education be filled in higher education? Do teaching and continuing education cover existing gaps in the teacher's professional experience?

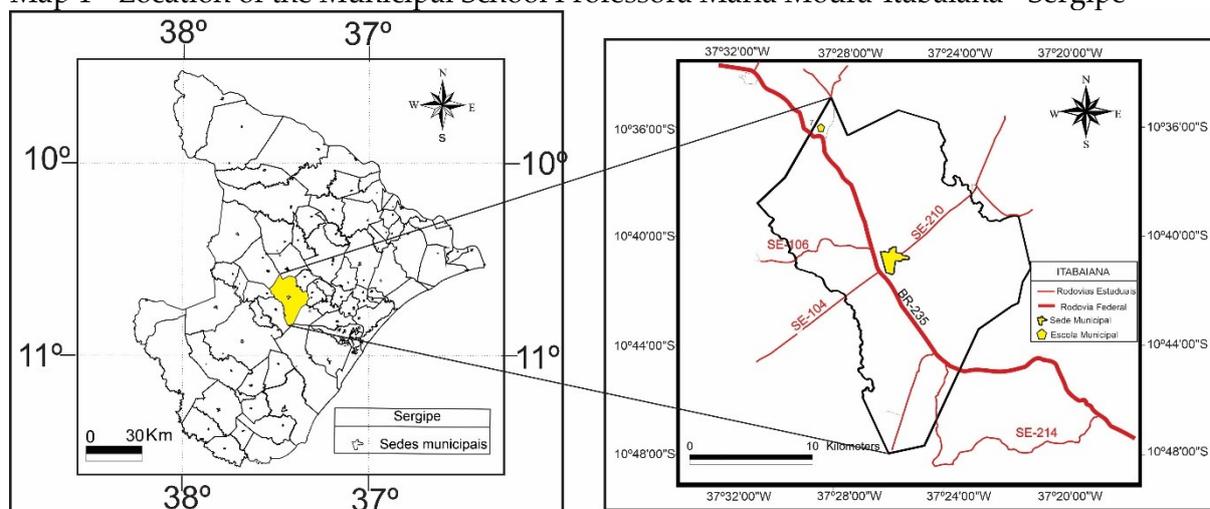
In this perspective, it is believed that some of the existing pendencies in the formation of Basic Education can be alleviated in higher education. However, it is known that the formative load of school life is very important for a good higher education, since the deficiencies in this “load”, lead students in training, sometimes, not to achieve the expected results, succeeding then the gaps continuously for the classrooms, that is, the deficits are passed on to future students.

This deficient condition can be mitigated with continuing education, especially in Geography, as it is a science in motion and with perceptive socio-spatial reflexes that are easy to visualize. Man's actions in space when building it, according to subjective and collective imperatives, need to be understood and transmitted as knowledge, so that students can assess their living space and humanity. In this way, the training process is imposed as a perspective of (re)construction of knowledge and forms of learning that mitigate the existing gaps in education, whether in Basic Education or Higher Education.

Thus, this article will discuss the teacher training process and the need for continuing education, based on the precepts defined by the Graduate at School Project - Projeto Licenciados/as na Escola (PROLICE/UFS) - as a condition for the integration of higher education to the demands of Basic Education.

This work results from the empirical-analytical analysis experienced by Prolice scholarship holders at the Municipal School Professora Maria do Carmo Moura, located in Terra Dura Village, in the municipality of Itabaiana/SE (map 1). The same was built through weekly tasks of bibliographic review, discussions of texts and construction of reviews, which conditioned learning for future Geography teachers in dealing with the classroom.

Map 1 - Location of the Municipal School Professora Maria Moura-Itabaiana - Sergipe



Source: SEPLANTEC Cartographic Base (2013). Organization: Carvalho (2022).

From this perspective, the article is subdivided into the following items: Continuous training: a constant need for teachers in the classroom”; followed by Continuing Education during graduation with the Licenciados/as na Escola Project (Prolice); Final Considerations and Bibliographical References.

2 Continuing Education: A Need for Teachers in the Classroom

Being a teacher involves several instruments to be used during the construction of this profession, and considering the Geography teacher, this construction becomes even more difficult. In public schools, the use of the term “decoreba” is noticed, especially in this subject, and how discouraging it is to see teachers/co-workers with this mentality. This fact is designated by Paulo Freire as banking education, in which the teacher explains the subjects in a “robotic” way and

the students must listen, memorize and not question themselves, with this, tests are carried out to be able to obtain above average or grades that don't make them fail, learning the subject or not, "the important thing is to pass the grade". According to Paulo Freire (1987, p. 37), "the educator is the one who educates; the educated, those who are educated; The educator is the one who knows; the students, those who do not know". In this way, to be a teacher is to be an educator in fact, making students learn to read and understand their space in life.

In higher education, future teachers are taught not to practice this banking teaching, because what is valued is teaching in which there is a partnership between the two subjects, teacher and student/student and teacher, that is, they are exchanges of knowledge. According to Paulo Freire (1987), the teacher is not the only one to hold knowledge, each student carries baggage of knowledge acquired both in the classroom and outside of it. The teacher is taught to be a critical citizen, and his students need to be taught to be critical as well.

In college internships or even in programs that exist for undergraduates to "face" a classroom, they show how academics in training have mastery of knowledge, have a notion of behavior and even more, perception of the best way to work with teaching, with focus on critical reflection. Therefore, it is extremely important that students, before graduating, be able to enter a Basic Education classroom, focusing on feeling the reality that they will appreciate as teachers, acquiring experiences and more learning, because it is by teaching that one learns, too.

However, it is seen that when the future Geography teacher is faced with the school reality, the impact is often great, since much of what is learned theoretically on the benches of the academies, in the practice of basic education is difficult to be implemented, since, in some cases, the theory differs from the reality to be faced. In this context, trying to make a difference so that teaching is connected to the reality of both teachers and students is the challenge. The framework must correlate the

subjects to be studied with problems faced by students, based on a problem that inhabits the neighborhood, town, city where they live. These problems were believed to have no connection with the subjects of Geography, but which are directly part of it, that is, it does not escape people's spatial reality. It is by relating theory and practice that learning flows and can become easier and more pleasurable, learning with experiences, in which the students themselves express their realities, reflect on the experience and build a critical sense and start to question themselves about why certain situations happen in such ways.

However, as explained, it is demarcated that the theory of Higher Education differs from the practice in Basic Education, due to the distancing of normative instruments, the realities experienced and the desired objectives. Often, it is noticed that there are few university programs that interconnect with public schools, something that should be more constant.

In this constant, being a teacher is mastering the classroom, it is teaching, and also doing science. It is appreciated that in the same way that the academies condition researches in diverse socio-spatial perspectives of geographic nature; teaching can also be viewed as a strong field of scientific work, as it is known that a teacher is also a researcher. Despite this, it is considered that the teacher needs to adapt to teaching, an adaptation that should already be guided from the beginning of graduation, based on referrals of research related to the problems found in public schools and in education.

The students, in training, having full access to the school, become familiar with this environment and build planning, security and a sense of the obstacles they may encounter. In this training process, the university master will see what difficulties these future teachers have and he will be able to help overcome apparent deficiencies. In addition, with their experience at school, these future teachers can think of solutions to improve the students' learning conditions. Facts that can be presented through scientific works, because educating is also a science experienced

every day. In addition, the exposition of these works can demonstrate, through reports, ways of solving problems commonly experienced by teachers.

Towards this, the consubstantiation of the formative process, leads the teacher to be a researcher in his area, as it indicates the need to always be renewing himself in terms of knowledge. In Geography, the renewal of knowledge and experiences requires constant focus, as this is a science that has a range of everyday subjects, which embassies society's relationship with constant nature. After graduating, this teacher is invited to make a difference in his knowledge, seeking new specializations in order to overcome the deficits and gaps that were left in Higher Education for dealing with Basic Education.

The professor will add knowledge by reading authors that he did not have access to in graduation, watching videos in digital media, participating in online lectures or attendance, specializing in courses, doing some post, masters or doctorates, among other possibilities found. All these means will collaborate so that they can add more knowledge and be able to transmit it in a didactic way and correlated with the day-to-day of their students, making them learn to be critical citizens. In this way, the aforementioned teacher will be able to do activities that help his students to realize that theory does not occur separately from practice, making it necessary to relate them correctly.

However, the situation of education and teachers are even more precarious, motivated by institutionalized changes, such as the imposition of the National Common Curricular Base (BNCC), which caused the loss of autonomy of teachers over what and how to teach, depriving them from the freedom of choice and positioning in the face of imposed circumstances. The implemented modifications hinder the professor's practical activity in transposing the learning acquired in graduation and in his continuing education, thus causing a block in the explanation of his knowledge.

In this context, freedom of knowledge and the reformulation of textbooks, especially in secondary education, whose geography was integrated into other disciplines such as Human Sciences, also add up to an obstacle. This fact causes loss of disciplines, content and even school dropout in a common way for many of these students.

The changes brought by the BNCC conditioned the direction of what to teach, but being merely technical, that is, focused on preparing students for the world of work. These conditions mean that these students do not become thinking and critical subjects, but alienated subjects, since they can choose which disciplines to attend, without a real notion of what they want to experience and being forced to define a direction. This aspect is endorsed in Law nº 13.415, which places the

[...] eliminação da obrigatoriedade de determinados componentes curriculares, atualmente presentes nas matrizes em prática no ensino público brasileiro. São eles Educação Física, Artes, Sociologia e Filosofia, os quais poderão, de acordo com o §2 do artigo 35-A da Lei, fazer-se presentes obrigatoriamente nos currículos escolares, todavia, apenas sob a forma de estudos e práticas. O segundo refere-se ao §3 do mesmo artigo, o qual estipula como obrigatórios durante os três anos do Ensino Médio, e apenas eles, os componentes curriculares Língua Portuguesa e Matemática, seja como parte da formação geral, seja sob a forma de itinerário formativo. (FERRETTI, 2018, P.5, 6).

Furthermore, in this reform, full-time schools were instituted, also increasing the class hours for students; while for the teacher, the workday was even more intensified, leading to questions: is it necessary for the continuous formation of teachers? Does the teacher have autonomy, support, etc., to carry it out? Being a teacher has a very exhaustive demand, with precarious wages and always losing their rights. This shows that they do not have the support of the State as it should be, in the sense of making hours more flexible for continuing education, with the creation of projects, courses and specializations in universities for free. also increasing the workload of classes for students; while for the teacher, the workday

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3 Continuing Education During Graduation with the Licenciados/as na Escola Project (PROLICE)

The Graduate Students at School Project (PROLICE), linked to the Pro-Rector of Graduation at the Federal University of Sergipe (UFS), conditioned new experiences to the authors as scholarship holders on the school floor, from the classroom, with these future teachers. The program has established a connection between Higher Education and Basic Education, via extended internships in teaching supervision, in the development of activities and in the exchange of experiences and knowledge. Towards this, the Program has served as a foundation for the maturation of students in training stages and demonstrated how important continuing education is as a process of liberation and establishment of a plural school, in which support for autonomy, diversity and integrative actions lasts (KATUTA, 2019).

Since November 1st, 2021, the authors have started the Project together with the Geography course, aiming to develop the title “GEOGRAPHY: Teacher in training for a pedagogy of praxis”. This title was developed at the Municipal School Professora Maria do Carmo Moura, located in Terra Dura, in the municipality of Itabaiana/SE (photo1).

Photo 1- Front of the Municipal School Professora Maria do Carmo Moura.



Fonte: trabalho de campo, foto, Oliveira (Nov, 2022).

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The school was created in 1946, but only recognized as having its own space for carrying out its activities in 1950. Initially it added the name of Escola Municipal Terra Dura, later changing to the name of Professora Maria do Carmo Moura in honor of the first teacher in the village. . In 1998, the school increased its number of enrollments, with the inclusion of Early Childhood Education and Youth and Adult Education (EJA).

At the present time, the school has 15 teachers offering Early Childhood Education, Elementary Education and Youth and Adult Education (EJA). Of these, five are Elementary School teachers, working in English, history, pedagogy, and also Geography – the latter on a temporary contract. But still, some of these teachers have training from other courses, like a teacher who is a pedagogue, however, has a postgraduate degree in History and one who has a Teaching Degree and a degree in History. In addition, the school has three administrative employees, who support the management in organizing the unit.

In terms of physical space, the school has five rooms, in addition to a room that is considered a library, which holds literary books; bathrooms; warehouse; and a computer lab, used as a secretariat, as a teachers' room and as a space for welcoming the community. Furthermore, the classrooms are reasonably sized, accommodating students in such a way that they are not crowded, with preserved desks, concerned with the well-being of students, and with lockers to collect their materials.

The school environment is accessible and clean, with the prospect of future renovations to better serve the needs of students, staff and the community. Other aspects observed in the school in geographical terms, is the possession of pedagogical resources such as the terrestrial globe, maps, textbooks and literary books, as well as audiovisual resources, such as stereos and TV, used for the development of recreational activities, among others other features. Despite the welcoming environment, the School still needs a block, which is promised by the Public Management in terms of its construction.

The School plays an important role in the society of Terra Dura, as it acts directly in student training and welcoming the community, transmitting knowledge about cases that affect the community, such as autism and Attention Deficit Hyperactivity Disorder (ADHD). among enrolled youth. The school promotes lectures, creates playful projects for social interaction and promotion of community health, with the support of other institutions. Other accomplishments include the definition of programs for important commemorative dates in the country, such as women's day, water day, book day, mother's day, father's day, student day, city anniversary and São João with square dances; in addition to mobilizing actions for field work, such as visiting the indigenous community in Porto da Folha; they also act, in the creation of science sample, in the participation of municipal internal games, in the definition of mathematical games, among others. In addition, the institution is very important, both for students and employees, as well as for the community, as residents who live in the village often need this school space for

events and community meetings, defining itself as a space for building knowledge, of democratic citizenship and leisure.

Starting from the spatial condition, in which the man-nature relationship modifies the world, the teacher-student relationship was focused, in order to promote students' awareness of the condition of their space and the impositions of global capital on the life of society. This awareness of what has been imposed on global society came from living as fellows of the Licenciandos/as na Escola Project and from the professional rhetoric of those who make the school – the condition of needs of the school community. For this, the project was developed: “What are you hungry for?”, considering that “hungers” are created and developed, in the sense of being hungry for food, technology, product, culture and leisure.

In this context, the undergraduates analyzed the types of social “hungers” interposed in the space of construction of knowledge, on the school floor, together with students who experience the contradictions of capitalist logic in their demands for having, which is healthy in the sense of building of broad geographical knowledge that reflects the cultural illusions of the capital system. This was developed in a practical-analytical bias, with a quali-quantitative bias, combined with iconographic instruments to achieve the greatest possible understanding of what was worked on. For this development, all students of the Higher Elementary School were organized in the school yard, as a way of dialoguing with the prolicians in the construction of knowledge about the different “hungers” worked on by the local community

From this action, a dynamic was built with the students of the school: trees made of cardboard and tnt were pasted on the walls of the unit, with various pieces of paper cut in the shape of apples, in which the students were invited to express their wishes, that is, wills about things which they were anxious to obtain. Through this connection with them, it was possible to verify the needs that the community presents. Sequentially, it was possible to reflect on issues relevant to the central

theme, namely: hunger for a social right, hunger for leisure, perception of hunger, the meaning of consumerism and real hunger: inequality and misery – how to solve it?

Photo 2 – Trees and fruits with dreams, Pátio da Escola M. P. Maria do Carmo Moura



Source: Field work, photo Oliveira (Nov.2022).

The combination of problems made it possible to dialogue about rights which are guaranteed by the Federal Constitution, but which in reality are far from execution and guarantees, such as housing, food and leisure. The themes worked with the students lead to even broader reflections, how and why do we experience so many inequalities and social needs? In addition, it allowed reflections on the scale of the place, such as: why don't you have a suitable place for fun? Why is there no court at school? Why doesn't everyone have adequate food? Why doesn't everyone have decent housing? Why is there so much inequality in terms of distribution of resources/wealth among people?

In this context, consumerism is shown as a great villain, because, in a way, it is linked to social inequality, in which not everyone has the possibility to follow standards that the media indicates to be the best, this always hiding the problems linked to said inequalities. and those involving the health of the planet, given the destructive character brought about by high human consumption. In the

methodology of the tree of dreams (photo 2), it was seen that many students are “hungry to have” items imposed by globalization, at the same time that they have demonstrated symbolic desires, in the sense of being useful in financial assistance at home, of can contribute to changing the lives of their families.

The portrait drawn by this tree, refers to how globalization has been a process that is impregnated in world society, and how social values have remained to those who have the logic of having, despite the fact that many still endorse, logically that we need basic changes, to have a more just society. Thus, the reflections brought by the project show how the globalization of capital and neoliberalism take over the idea of the collective in favor of individual interests, subjugating the right of the other, through labor relations (HARVEY, 2014).

This experience, as well as all the experience acquired in the classroom, supports the sharing and exchange of knowledge between the Prolicians and the school community, students, teachers and consequently the entire community. The experience and the methods used satisfied a first moment of reflection on the students' space and its role in society, as well as supporting the recognition of the phenomena experienced in the space. In this way, studying the space permeated knowing one's own experience, as referred to by Callai (2005, p.235), “[...] looking around, noticing what exists, knowing how to analyze the landscapes as the instantaneous moment of a story that it's happening”.

These activities made it possible to think about the causes of problems and possible solutions, from a small geographic scale, in the area in which they are inserted, as well as to define methods of struggle against the need to be recognized as citizens of the world. This is because, only by recognizing their own historical reality, young people and adults will be able to transform the world in which they live.

Therefore, the school floor becomes essential in order to think about who the world is, because it is through education that social improvements will be achieved

collectively. In this context, Freire demonstrates that the school is the privileged place for the construction of freedom and understanding of the lived reality, because

[...] it is necessary that education be - in its content, in its programs and in its methods - adapted to the end pursued: to allow man to become a subject, to build himself as a person, to transform the world, to establish relationships of reciprocity with other men, making culture and history [...] an education that liberates, that does not adapt, tame or subdue. (FREIRE, 2006, p. 45).

The PROLICE, as an institutional program at the Federal University of Sergipe, has contributed to student training and demonstrated how important continuing education is for carrying out professional activities. The program provides the link between Higher Education and Basic Education, by establishing face-to-face experience in the school environment, conditioning the analysis of its adversities and its achievements in a practical way.

Final considerations

Continuing education is important for teachers and academics in the development of their teaching-learning process, as it promotes improvements in the educational field for both actors. Teachers are offered a wider range of teaching possibilities, resulting from continuous training that adapts to the most diverse problems faced on the classroom floor, an example being the need to use new technologies or even possible solutions. in their absence. On the other hand, for the academics who participated in the program, it was a great privilege to participate in this process, because when they experience the need to implement teaching-learning at school, they become the target audience for training, starting to have a direction specific and more adaptive to quality or at least, better, in the sense of what has been demanded by society.

The students/academics who worked with Prolice at the Municipal School Professora Maria do Carmo Moura, had the chance to recognize a school space and to experience the social reality of a geography classroom together with a community in the interior of the municipality of Itabaiana/SE . In this experience, they had the condition to develop the project entitled "What are you hungry for?". The proposal resulted in problems that possibly entered as "deficiencies" present in the school community, conditioning the understanding of the difficulties in which a large number of Basic Education students are inserted, as well as favoring better training in this stage of undergraduates, as geography teachers .

Therefore, the experience, as undergraduates in the school, contributed as a foundation in the exchange of experiences and knowledge with the team that manages the school and the teachers to deal with in the classroom, at the same time that it contributed to the understanding of problems that surround the community families that directly affect student learning. The experience reallocates the graduates in the sense of being more eager for the real needs of teachers and students in the execution of a public education of quality and conducive to solutions for better social transformations.

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