




RURAL EDUCATION - THE LEARNING PROCESS OF CHILDREN IN MULTIGRADE CLASSES IN THE RIVERSIDE ZONE OF MANAUS-AM¹

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ABSTRACT

The present investigation focused on knowing the opinion of teachers about the value and impact of continuing education in their professional practice and, in addition, to verify how teachers evaluate the training offered by the Municipal Department of Education in the city of Manaus. The research was developed based on the quantitative-qualitative approach, based on the aspects highlighted by Lira (2014) and Triviños (2017). The subjects of the research were 30 teachers and 02 managers of the early years of Elementary School from six municipal schools in the city of Manaus. Mixed questionnaires with open and closed questions and interviews were used as data collection instruments. The purpose of the investigation is due to the fact that it is essential for the teacher to have a greater professional qualification, as new demands fall on him. The educational practices and the learning process in multigrade classes in the riverside area of Manaus, materializes from the process of pedagogical journey at the beginning of the school year, the educational practices proposed by the Municipal Secretariat of Manaus contribute to the learning process in multigrade classes in the riverside area in an effective and efficient way.

Keywords: Rural Education. Teacher. Multigrade Classes. Apprenticeship.

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INTRODUCTION

This research arose from the need to understand the effectiveness of learning in multigrade classes in the early years of Elementary School I. The research intends to discover in teaching practices how learning is seen and worked by the teachers of a multigrade school where it was carried out. The Amazonian scenario imposes, as educators, a reality that is difficult to face. The need for logistics and differentiated support for education professionals and, above all, for the most distant communities in the Amazon rainforest, made us think about the possibility of choosing a research topic that would explore this reality in order to understand it.

Our purpose is to understand how learning occurs in the context of multigrade classes, when the subjects present there are not at the same level of schooling (year). We seek to find out what strategies are used by teachers so that learning is processed effectively and efficiently. With this, the research sought to contribute significantly to the improvement of results in the area of education, because through studies on how learning occurs in multigrade classes, the local educational system will be able to adapt its teaching to this clientele.

Within this reality, we chose to verify how the teaching-learning process of children occurs in multigrade classes in the riverside area of Manaus to understand how learning happens in a context with such different subjects. The present work aims to explain the context of multigrade classes observing the teacher's practice as an element of mediation in the teaching-learning process of children. The feasibility of this theme is due to the fact that the research teacher has some experience in the area due to her performance in this reality as an educator and, therefore, knows this process very well, which gave rise to the interest in verifying how, currently, the teaching-learning process occurs, taking into account the good changes that the current management of the Municipal Department of Education of Manaus has been applying in the area.

HISTORY OF RURAL EDUCATION

In the studies of the authors Ferreira and Brandão (2011, p.02) on the theme Education: A historical look, a concrete reality. They say that since the Portuguese invaded Brazil, in 1500, sixteenth century, they practiced the exploitation of the riches existing here, exploited the natives – the Indians, in addition to extracting wood and other products. In exchange for the Indians' work, they offered "trinkets" and, later, began the process of exploiting their lands, massacring and exterminating them.

In the evaluation of the authors, mentioned. They emphasize that:

In order to understand the trajectory and the theme of education in/in the countryside, laws, decrees, opinions, official texts, documents, updated scientific productions and productions of and about Landless Rural Workers' Movements (MST) go through, seeking to understand the position of the State in relation to the educational practices of those who work and reside in the Brazilian rural environment. Thus, we will study Rural Education from the history of Brazil (FERREIRA and BRANDÃO, 2011, p.02).

Authors Ferreira and Brandão (2011, p.02) point out that [...] throughout the history of Brazil, the process of social exclusion, as well as political, economic and cultural exclusion, has always been present and was seen as something "natural". Even today, making a reference to this process of exclusion does not lead to a calm debate, resistance is still strong on the part of neoliberal society, especially by those who still benefit from social exclusion.

When studying rural education, there is no way to evade such analyses, and it is necessary to call the theme to the socio-economic and geopolitical debate, because thousands of students and peasants are part of this marginal process created by the dominant ideology that carries symbolic representations in the consciousness, reproducing discourse and practice of the elite that are not consistent with the life and actions of rural populations, lasting in the socio-pedagogical work of thousands of schools throughout Brazil, (FERREIRA and BRANDÃO, 2011, p.03).

In this sense, Ferreira and Brandão 2011, p.03) Apud Pinheiro (2011) points out that,

[...] Rural education has been characterized as a space of precariousness due to neglect, especially due to the absence of public policies for the populations that live there. This situation has had repercussions on this social reality, in the absence of appropriate roads for the flow of production; in the lack of adequate health care; in the lack of technical assistance; in the lack of access to quality basic and higher education, among others.

In the same line of reasoning, Ferreira and Brandão (apud NASCIMENTO, 2011) state that: [...] in order to generate a specific law for national education, the Legislature of 1826 promoted many debates on popular education, considered urgent by parliamentarians. Thus, on October 15, 1827, the Legislative Assembly approved the first law on national public education in the Empire of Brazil, establishing that in all cities, towns and populous places there will be schools of first letters that are necessary.

The same law established the following: the presidents of the provinces defined the salaries of the teachers; the schools should be mutual-teaching; teachers who were not trained to teach should provide the necessary preparation at short notice and at their own expense; determined the contents of the disciplines [...] (NASCIMENTO, 2011, p.03).

In this sense, Ferreira and Brandão (2011, p.08) state that:

The continuity of policies is evidenced with the enactment of the Land Statute, Law No. 4,504, of November 30, 1964, regulating the rights and obligations concerning rural real estate. The statute aimed to promote and execute agricultural policies and agrarian reform in the manner of the newly installed military state, preventing social and political changes in Brazil. The approval of the Statute at the beginning of the military government was a move to contain the social pressures that had occurred in Brazil since 1950. It did not aim to implement social reforms in the countryside or in the cities, except for industrialization.

The authors Ferreira and Brandão (2011, p.09) in their research analyze the 60s, still under the military government, the 1967 Constitution also made the same reference to rural education as Law 4.024/1961. On the other hand, article 28 of the LDB points to a specific direction to the rural school. The article prescribes that, in the provision of basic education for the rural population, the education systems will promote the necessary adaptations to their adequacy, to the peculiarities of rural life and of each region, especially;

- I – Curricular contents and methodologies appropriate to the real needs and interests of students in rural areas;
- II – Own school organization, including adaptation of the school calendar to the phases of the agricultural cycle and climatic conditions;
- III – Adequacy to the nature of work in the rural area (LDB, 1996).

The military practically kept the same text and, at the end of this government – late 70s and early 80s – without social, political and economic advances for the countryside, rural workers began to mobilize in the face of government policies of construction of hydroelectric plants, the concentration of land in the hands of landowners, the colonization projects of the Amazon and one of the best organized was and is the Movement of Rural Workers Without Terra (MST).

The authors Ferreira and Brandão (2011, p.11) cite in their studies Miguel Arroyo, in a lecture given in Luziânia/GO, on the occasion of the First National Conference for Rural Education, in July 1998, asked the following questions:

[...] How will the school work on memory, explore collective memory, recover what is most important to the men and women of the countryside? Will it reproduce the city's stereotypes about rural women and men? That vision of Jeca, that vision that the textbook and urban schools reproduce when they celebrate the June festivals? Is this the view? Or will the school recover a positive, dignified, realistic vision, give another image of the countryside? (ARROYO, 2011, p.16).

Finally, the authors Ferreira and Brandão (2011, p.18) point out that [...] Rural Education, unlike the neoliberal model of education, contributes to the construction of a collective memory, to the rescue of the identity of the rural man through education with children, young people and adults, creating the feeling of belonging to the social group to



which rural education is inserted, whether in the schools of the settlements, camps or in schools in districts, lands, patrimonies, rubber plantations or quilombola communities.

In Paulo Freire's work *Educação do Campo: Identidade em Construção* (2011, p.24), he emphasizes that:

[...] among the public policies of Rural Education, the National Program of Education in Agrarian Reform – PRONERA was created in 1998, the result of the struggle of social movements and trade unions of rural workers for the right to basic education (literacy, elementary and secondary education) and higher education with social quality, for young people and adults in the areas of Agrarian Reform

Its objective is to strengthen the countryside as a territory of life in all its dimensions: economic, social, environmental, political, cultural and ethical. It constitutes a strong instrument for the democratization of knowledge in the countryside and access to land. However, the difficulties and challenges of implementing this rural education project are known. Although the LDB mentions the provision of basic education for the rural population, it is not the same understanding of social movements and scientific academia in relation to education in and in the countryside. While the LDB focuses on the polishing of labor aimed at the labor market, social movements and academia see rural education as a change in society and the formation of citizenship.

The LDB is also silent about the continuity of studies that graduate from high school in existing educational institutions in the countryside and academic research indicates that thousands of those who graduate from high school in rural schools interrupt their studies when they complete high school, being harmed by the absence of public policies to encourage higher education (FERREIRA AND BRANDÃO, 2011, p.03).

For Freire (2011, p.24), PRONERA is developed through specific projects at all levels of education, based on cultural and socio-territorial diversity, the processes of interaction and transformation of the field, democratic management and scientific and technological advancement. The guiding principles of their educational practices are:

Principle of Dialogue: guarantee of a learning-teaching dynamic that ensures respect for the group's culture, the appreciation of different knowledge, and the collective production of knowledge.

Principle of Praxis: the construction of an educational process that is based on the movement of action-reflection and the perspective of transforming reality.

In Paulo Freire's work *Educação do Campo* (Rural Education: Identity in Construction) (2011, p.11) he highlights the pedagogical principle of the role of the school as a trainer of subjects articulated with a project of human emancipation.



Rural education must understand that subjects have a history, participate in social struggles, dream, have names and faces, memories, genders, races and ethnicities. Each subject individually and collectively is formed in the relationship of belonging to the land and in the forms of solidary organization. Therefore, curricula need to be developed from the most varied forms of construction and reconstruction of the physical and symbolic space, the territory, the subjects, the environment. The curriculum needs to incorporate this diversity, as well as to address the antagonisms that involve agricultural models, especially with regard to the patenting of technological matrices and the production of seeds. Incorporating not only the curriculum, but also the daily life of the school, the culture of social justice and peace is a fundamental task for a political project of rural education that intends to be emancipatory.

The author also highlighted that [...] the policy of education as human formation is guided by the need to stimulate the subjects of education in their ability to create as others a human space of desirable social coexistence. Human formation is the entire educational process that enables the subject to constitute himself as a responsible and free social being capable of reflecting on his activity, capable of seeing and correcting mistakes, capable of cooperating and relating ethically, because he does not disappear in his relations with the other. Therefore, education as human formation is also a cultural action (FREIRE, 2011, p.11).

This, in turn, needs to consider the knowledge accumulated by the students' life experiences and constitute an instrument for observing the need from which this knowledge needs to be expanded. Not only knowledge, but the very dynamics of the reality where this process is rooted, otherwise the determining principle of the school linked to the reality of the subjects becomes invalid (FREIRE, 2011, p.11).

This process, which encompasses knowledge, attitudes, values and behaviors built in the educational process, must also be reflected in the institutional dimension in a permanent and systematic way and must cross the entire school life and, therefore, also the evaluation process.

RURAL EDUCATION AND MULTIGRADE SCHOOLS

For Freire (2011.p.12) the pedagogical principle of valuing different knowledge in the educational process. He pointed out that [...] knowledge, all people have and can build. Therefore, the school needs to take into account the knowledge that parents, communities, and communities have, and rescue them within the classroom in a permanent dialogue with the knowledge produced in the different areas of knowledge. Such knowledge needs to guarantee elements that contribute to a better quality of life. The various types of knowledge have no ends in themselves, they are instruments for intervention and change of attitudes of the various segments in this process of renewal (FREIRE, 2011.p.12).



In Freire's analysis (2011.p.12), the elements that transversalize the curricula in rural schools are the land.

The environment and its relationship with the cosmos, democracy, resistance and the renewal of struggles and physical spaces, as well as social, political, cultural, economic, scientific and technological issues. Those who live in the countryside can and are able to think of an education that brings their specificities as a reference to include them in society as subjects of transformation. For this, the educational project that is carried out in the school needs to be from the field and in the field, not only for the field.

For Freire (2011, p.12), research as a methodological principle is not only a tool for the construction of knowledge, but as a posture in the face of reality. Educating needs to assume this posture with critical sense, curiosity and "reconstructive questioning" (Demo) and, at the same time, cultivate this tool as a teaching-learning methodology. For the author, research should involve subjects as subjects of historically constructed knowledge.

[...] not necessarily scientific, but carriers of socially useful and valid content, built in the interaction between human beings and between human beings and nature, in the search for solutions to their own problems and challenges. Rural education should consider it as an instrument of high educational value, especially due to the rich and diverse nature of knowledge identified in the field (FREIRE, 2011, P.12).

Schools with multigrade classes have existed in Brazil since the imperial period, at this time the mutual method or teaching through monitoring, elementary instruction, which was a model imported from England, was applied. In England, this method was created to meet the demands of the expansion of public education in a rapid and elementary way and to meet the needs of industrialization. According to Azevedo, (2010, p.01):

In the nineteenth century, in France, it was also possible to identify a model similar to what is now called rural school, organized with multigrade classes or single-teacher classes. These schools bring together students from various grades and levels in the same classroom, regardless of the number of teachers responsible for the class.

In this sense, our education ends up adopting foreign models, our first schools, and even today this happens a lot, it reproduces the same nineteenth-century teaching model, especially in places with more industrialized centers, as is the case of the interior of the Amazon. Therefore, the multigrade riverside schools had in the figure of the teacher their main and often only ally, depending on their existence and articulation with the community served in order to promote teaching that should be of quality and humanitarian, in order to guarantee the community all the knowledge necessary for its economic and social development.



THE PEDAGOGICAL WORK OF THE TEACHER OF MULTIGRADE RIVERSIDE SCHOOLS

The Amazonian reality imposes many challenges on rural teachers. Regarding the pedagogical work, there was a lot of anguish due to the fact that he was the only teacher in the classroom and in the whole school, because he was multigrade and grouped in a single class of students of various school years and various ages.

For Hage:

The multigrade classes have an important political and pedagogical role for the populations they serve, to the extent that the multigrade schools, in spite of all the ills explained, have assumed responsibility for the school initiation of the vast majority of rural subjects (2005, p.4).

Thus, its importance is indisputable due to its role in the rural environment as a trainer of citizen subjects and responsible for the development of the environment where they live. With this, it should be emphasized that multigrade schools have a fundamental role in the education and training of rural people, since, according to Araújo (2006, p.13),

[...] We argue that public policies for multigrade classes, instead of importing models within the instrumental logic, should seek to recognize multigrade" and this, in the riverside zone, should happen as a rich and permanent phenomenon capable of promoting quality education.

According to Rocha and acts: "[...] Among so many meanings of these narratives, it is worth highlighting to show that multigrade schools are being taken seriously, being reinvented, and no longer ignored without being despised as schools of the past (2010, p.10)". To this end, they develop differentiated teaching and assessment plans and strategies according to the number of grades they must attend. This was what made it difficult to carry out the curriculum planning of multigrade schools. According to Sanches and Araújo (2013, p.47): "[...] the role of the school can be defined through its ability to prepare and recreate, for conscious, critical and dynamic use, the apparatuses that accumulate information and knowledge".

According to Campos (2012, p.24):

The teacher of the first years of elementary school has a generalist training that qualifies him to teach all the subjects of this school level, which must include basic knowledge of the specificities of each of these subjects, as well as their didactic aspects.

Also according to Campos (2012, p.37):



The pedagogical work aimed at the citizenship formation of the student in the first years of elementary school requires the teacher to know about the set of rights and duties that fall to the child, so that he can choose didactic strategies that lead the student to build values, skills and attitudes linked to the exercise of his citizenship.

Thus, in the midst of the problems, teachers were faced with the lack of preparation to deal with the heterogeneity of ages, school years, learning rhythms, among other factors present in these schools or classes. Because they do not understand the scope of the educational process that involved the reality of multigrade schools, many teachers organize their pedagogical work in such a way as to involve all students.

For Hage; Antunes-Rocha (2010, p.23) state that:

This set of characteristics imposes a negative and derogatory view in relation to multigrade riverside schools. In addition, the complexity of the reality and the challenges that the riverside school goes through, educators and students of multigrade classes have required interventions and proposals aimed at solving the problems faced by this professional.

However, most of the time, in his planning, the teacher of multigrade classrooms was faced with outdated material and outdated books, which, even so, were used to prepare the planning of his classes. Thus, a universal and homogeneous conception of curriculum would be arrived at, which overvalues the urban conception of life and development, instead of being based on factors that value the culture and needs of the place, as demanded by official documents and the LDB (Law of Guidelines and Bases of Education).

THE LEARNING PROCESS IN MULTIGRADE CLASSES

In the learning process of children in multigrade classes, it should be taken into account that local history seeks to value the student as a subject of the teaching process of the place where he lives. Local history refers to the history lived by the student, their experiences and influence within the community of which they are a part. However, as Lévi-Stauss (1908-2009) points out, "[...] historical knowledge [...] does not deserve to be opposed to other forms of knowledge as an absolutely privileged form." The application of local history in the learning process in multigrade schools has the principle of starting from the particular to the collective, that is, the student's life should be the initial focus of study. The study begins by making an analysis of the student's entire life and how he understands himself within the social context of which he is a part. Bittencourt apud Horn, 2006.117) points out that:

[...] indicates that it is necessary for the student to develop the ability to observe the environment, introducing the importance of elements of his experience, such as his



own home, photographs, newspaper and magazine articles, considering them as an object of study, bearers of historical information that can be rescued.

Therefore, local history can be found everywhere, especially within the learning process. Any and all facts that happen must be taken into account for the construction of learning. Not that history determined by the groups that are in power, which aims to publicize and maintain the hegemony of a minority over the great mass of the population. Local history is the one that tells the life of the people, that sees each member of society as a subject of "Historical Making", it is the history that shows the importance of true social heroes and that above all makes them understand their importance in the historical context.

According to the statement above, teaching in multigrade classes, as previously mentioned, starts from the private to the collective, starting in the family until it reaches a global scope. The contents have as their starting point the daily life of the child within their time and space, which is integrated into broader contexts and everything starts from the present time and only then goes to the past from traces contained in the reality of now.

Thus, [...] knowing the many stories, from other times, related to the space in which they live, and from other spaces, enables students to understand themselves and the collective life of which they are part (BRASIL/MEC/SEF, 2000, p.43-44). In this sense, knowing local history implies knowing oneself within a cultural and social space and only then understanding this space within a larger space, making one's relationship with the past to understand oneself as a responsible subject and participate in the reality that is shown. One of the main difficulties for teaching in multigrade classes is how to use the resources found in families to bring the student closer to the literate world and the knowledge experienced by him.

Horn (2006, p.21) states that:

The overcoming of criticism may lie in the possibility that the school becomes an instrument for legitimizing knowledge, concepts and representations of diverse social groups, clearly expressing the contradictions and not simply taking culture as healthy and natural and the educational process as harmonious.

In this way, the historical reality is so fragmented that it makes it difficult for the student to establish relationships between the various levels and historical dimensions of the theme. Another difficulty is due to the political interests that end up defining the curriculum of schools, imposing the naturalization and ideologization of social life, masking social differences and the domination that the current power exerts over society. Furthermore, learning in multigrade classes, at the national level, still faces the problem of



being seen as something apart from a larger reality, distinct and separated from a global context, thus losing its importance and its objective.

Thus, Horn (2006, p.23)

[...] The educational system has contributed and still contributes in this aspect as a means of irradiating knowledge considered more relevant by a certain social category, which builds and dominates it, to the detriment of so many other ways of thinking and acting about nature and the world.

Therefore, in the face of these and countless other difficulties, a teacher who sees the need to approach teaching in multigrade classes based on the assumptions that the knowledge implicit in the student is a positive variable, must throughout the educational process shape strategies to redefine teaching in order to eliminate all these problems.

METHODOLOGICAL PATH

Studies show and official documents reaffirm that traditional communities, as well as any other community, ethnicity, riverside dwellers, among others, have the right to a differentiated education that takes into account their culture, customs and way of being and understanding the world. Observations prove that the learning of children in multigrade classes in the Riverside Zone of Manaus becomes more effective when the teaching process is based on their culture and is translated into the child's real world.

Among these and other issues, the relevance of this project lies in the fact that a study on the teaching-learning process of children in multigrade classes in the Riverside Zone of Manaus is extremely important to seek the formulation of strategies to make the educational practice more pleasant and effective.

The objective of this research was to investigate how teachers, based on pedagogical practices, consolidate the teaching-learning process with multigrade classes in municipal schools in the rural riverside area of Manaus-AM. The investigation was descriptive and participative, since it was intended to describe the learning process of children in multigrade classes in a school in the Riverside Zone of Manaus, and for this it is necessary that the research teacher is inserted in the context of the investigated reality.

As for the form of approach, the problem will be approached from the dialectical method. Because we want to analyze its phenomenon as a whole According to Marconi and Lakatos (2001). As for the procedural methods, in this research two methods will be used regarding the procedure. One of them will be the historical and the other the comparative. The historical method will give us the basis for a retrospective study of the problem addressed, for a better understanding. The comparative method, on the other hand, will

allow us to make a comparison between the data of the reality that will be investigated in its historical-social process, ascertaining the effectiveness of the learning process of children in multigrade classrooms today.

The research was carried out in a population of 03 multigrade schools located in the Amazon River, the population of the investigated schools is 22 teachers, of which 07 participated in the research sample. Instruments or techniques for data collection were the questionnaire, interview, observation and field diary. According to Severino (2007, p.124), techniques are the operational procedures that serve as practical mediation for conducting research. As such, they can be used in research conducted using different methodologies and based on different methodologies.

The field investigation was based on a qualitative approach because the data analysis requires the verification of the teacher's effectiveness of learning in multigrade classes. It is believed that the proper analysis will provide quantitative data with qualitative characteristics favorable to the development of children attended in multigrade classrooms.

ANALYSIS OF RESULTS AND DISCUSSIONS

As explained, 07 teachers participated in the investigation: these teachers work in multigrade classes. In the speeches, they appeared with the acronyms P1, P2, P3, P4, P5, P6 and P7. At first, some reports are presented that clearly show the knowledge of the teachers regarding the policy of continuing education and activities with multigrade classes, in which the teachers mention a moment of reflection in the classroom how they work with the Multigrade Classes, it is important to highlight the understandings that emerge in each narrative of the teachers, since these perceptions showed the level of knowledge that these professionals have in the development of their daily activities.

P1: [...] through the joining of two series and the work in an interdisciplinary way.

In the same sense, he completes the narrative, signaling that:

P2: [...] work in a shared way, providing the contents in an interdisciplinary way with the exchange of students' experiences with their reality.

According to the comments of P1 and P2, they signal the importance of working on the interdisciplinary approach. Teacher P3 highlighted the literacy process. P3: [...] I work with the great challenge of teaching children with different grades to read and write.

Regarding the methodological aspects of working with multigrade classes, teacher P4 indicates her impressions as follows: P4: [...] dividing the classes into groups and working on diversified activities.



When we hear the statement of teacher P4, who works in a diversified way, it makes us think about the challenges faced with multigrade classes. In this line of reasoning, teacher P5 in her statements express that:

P5: [...] looking for alternatives to serve all students equally. Forming diversified groups and working on the difficulties of each group. P6: [...] in a simpler and more objective way, first I try to know the potential of each student and then I put it into practice to see their performance.

When we listened to the placement of the teachers during data collection, we found that the teachers signal that the activities with multigrade classes need to be worked on in an interdisciplinary way with a focus on the literacy of the class. When asked about how the implementation of the formative moments takes place for teachers who work with multigrade classes. When we listen to the teachers' statement, they signal their impressions as follows:

P1 and P2: Through training in the School of the Earth Program.

Q3: Through courses we have already had: field school and other pedagogical meetings with our advisors.

P4: Through training directed by the Municipal Department of Education. P5: Through training directed by the Municipal Department of Education. Q6: Through information in the training in centers.

P7: Until then we had training at Escola da Terra, at the Federal University of Amazonas (UFAM), which despite a short time, but I learned a little more to improve my practice with multigrade classes.

When we hear the statement that the process of continuing education has contributed to the pedagogical practice of teachers, it makes us think that teachers have aligned their speeches based on what they are experiencing in the activities with the multigrade classes. It is observed in the teachers' statements that the reflections on the process experienced in continuing education indicate a set of contributions to be made effective in their actions. When asked if the Municipal Department of Education offers conditions and teaching materials for teachers who work with multigrade classes, the answers were:

P1: No, there is still a lack of attention to this reality, the mainly didactic materials are from regular education.

Q2: No. P3, 4 and 5: Yes, it offers necessary materials and conditions, including diversified materials and school transportation.



P6 and P7: The conditions are minimal, the school structure does not offer adequate conditions, and as for the materials, one part the Secretariat provides and the other the teachers donate to give quality education to the students.

When asked about the main difficulties identified in the context of the practices of teachers who work with multigrade classes, we had the following statements from teachers P1; P2; P3; P4; P5; P6, in which they bring the pertinent aspects about the context of practices with multigrade classes in rural schools in the city of Manaus-AM.

Q1: The main difficulties are the teaching materials and documentation that are required and that are not in accordance with the multigrade classes.

Q2: The documents required by the secretariat are not directed to multigrade classes, as well as the teaching materials.

P3: The main difficulties are to plan and organize diversified activities for multigrade classes.

P4: Specific books that work with multigrade classes and lack of time to make material.

P5 and 6 and P 7 Specific books to work in multigrade classrooms.

It can be observed that in these reports, regarding the main challenges encountered by the teachers with the multigrade classes, in which the statements were aligned with two main points: didactic materials and the documents of the Municipal Department of Education, because they were not aligned with the specificities of the multigrade classes. However, teachers always try to plan and organize their activities based on the specificities of multigrade classes, such as: monitoring of contents, survey form, the level of each student and the general level of the class.

There is another highlight to be highlighted was when the teachers were asked how their planning occurs, we consider that the preparation of the planning goes through the guidance received at school and in the process of continuing education. However, the teachers feel able to organize the activities based on the pedagogical proposal and the curriculum, so that these teaching attributions are carried out. Observe the narratives below.

P1: The planning takes place monthly, together with other schools. Q2: Other schools take place monthly together.

P3: It occurs with a group of teachers who organize themselves to plan the planned contents in an organized way.

Q4: Planning occurs according to the needs of each grade.

Q5: Planning is carried out monthly according to the needs of each class.



P6: Between poles and sometimes schools in the same districts and differentiated from 1st to 5th grade and 6th to 9th grade.

P7: My planning takes place monthly and daily with the pedagogical proposal and the curriculum.

In view of the analysis of the quoted statements, we detected how the contents are organized in the planning. The relevant aspects for the process of organizing activities are highlighted

Q1: The contents are organized by school year and subject. Q2: They are organized by subjects and by year.

P3: Starting from the organized and combined way in which we teachers can carry out the teaching work.

P4: By axes and disciplines.

P5: The contents are organized by axes and disciplines.

P6: In order of the axes placed by the Municipal Department of Education.

Q7: They are organized monthly.

Therefore, the contents are organized in the planning, without a doubt, based on an enriching process with regard to the organization of teachers for the effectiveness of their pedagogical practices. This aspect is evident that the teachers are organizing themselves based on the general guidelines of the municipal education department. It is important to consider that the teachers pointed out the changes that have already been identified in their performance in the multigrade classes.

According to the statements of the interviewed teachers, we can identify some indicators, such as: implementation of differentiated strategies, number of students per year in a single class, practical classes with multigrade classes, since, necessarily, the knowledge of the teachers is given from the experiences lived on a daily basis with activities with the multigrade classes, In other words, solid initial training does not always guarantee efficient performance when it comes to multigrade classes, this is to the detriment of the challenges of the specificities of each school and class that the professional will work in.

In view of the pointing out of the changes identified in their performance in multigrade classes, we consider it necessary to analyze the teachers' narratives, regarding the participation of teachers who work with multigrade classes in the items: Family-School Relationship.

P1 and 6: Participation takes place in a socialized way to obtain a good result.



P2: In a socialized way, maintaining dialogue with families aiming at a good result in student learning.

P3: In a pleasant and respectful way, because most parents combine this learning reality.

Q4: In the meetings with the parents, we have a dialogue so that they effectively participate in the school life of their children.

P5: In the meetings, the teachers seek the partnership of the parents to try to solve the main difficulties encountered in the teaching-learning process.

P 6 and 7: Through bimonthly meetings, where we discuss teaching-learning, it is not only the responsibility of the school, but of the family and school as a whole, as tasks and responsibilities must be divided.

All the teachers, in their various statements, point out that interactions with families occur in a pleasant and respectful way, dialogue so that they effectively participate in the school life of their children, work on the role of responsibility of the family and the school. Another important point in the speeches is the concern to keep their institutions integrated on a daily basis, which form a bond of trust over time.

It is therefore understood the need to analyze in detail the performance of the before and after participating in the process of continuing education. Here are the teachers' narratives to elucidate this process.

P3: In an organized way, making students understand their way of acting and carrying out team activities.

P4: Before we didn't have enough knowledge and today with the training we have enough knowledge to work with multigrade classes.

P1, 2 and 5: Before, I didn't have enough knowledge to work in multigrade classrooms.

P6 and 7: Before the program I worked the way I learned in teaching, now after training I learned to do both things at the same time, the teaching-learning process was better.

This analysis led me to realize the importance of continuing education for teachers "*Working in multigrade classrooms*". The teachers' statements show the importance of working in a team and specific training to work with multigrade classes. The teachers indicated that they feel challenged by working with multigrade classes. Here are the teachers' narratives to elucidate this process.

Q1: The main challenges are: the materials and documentation that do not meet our reality.

P2: It is working with students of different ages and school years, because the documents, plans, forms and curricular proposal do not fit reality.



P3 and 6: It is a great challenge to work with multigrade classes, as we have to make an effort for the student to learn to adapt to this reality.

Q4: Seeking challenges every day to improve my work.

P5 and P7: The biggest challenge is to achieve the desired goal, which is learning, and with that I look for ways every day to obtain a good result.

It is important to highlight that professionals who work with multigrade classes undergo a transformation in terms of the development of their pedagogical practice, the knowledge that teachers have, and that they take to the classroom daily, in addition to ensuring pedagogical practice, consolidates their pedagogical practice.

These experiences lived by the teachers express that their actions are directly linked to documents, plans, forms and curricular proposal that are distant from the reality of multigrade classes. With this, the teachers indicate "The main difficulties encountered to work in multigrade classes" and "What they do to overcome them". Thus, it was found that the experiences lived by the teachers express that they act in their daily lives with the will to overcome the difficulties in relation to their pedagogical practice.

P1: The documents that should be aimed at these classes.

P2: The documents required by the secretariat, division of contents by year. I work in an interdisciplinary way on the required contents.

P3: It is to make the students listen to each other and stay in their group in an organized way.

P4: The main difficulties encountered in working are with students who cannot read and write correctly and therefore they cannot keep up with other children, having to do different work.

P5: It is working with students of such different ages and knowledge.

P7: These are classrooms that we do not have adequately to meet the needs of children, to meet these difficulties we have to have a lot of willpower and love for the profession.

The teachers understand that the work needs to be developed in an interdisciplinary way, difficulties encountered and the challenges to work with students who cannot read and write. When the teachers were asked "How is the learning of multigrade students organized", it was found that the teachers seek theoretical support in the training program and in the pedagogical advice to deal with the teaching-learning process, as highlighted in the statements below.

P1: It is collective, using interdisciplinary work. P2: Collectively, focusing on student learning.



P3 and 6: In a systematized way of a routine of different teaching axes where each one performs their functions in learning.

Q4: According to the planning and differentiated multi-grade activities of each student.

P5: According to the planning of each class and the diversified activities based on the diagnosis that I carry out monthly.

P7: In groups and also divided into two shifts: morning, 1st and 2nd period, 1st and 2nd year, afternoon 3rd, 4th and 5th year.

In the evaluation of the teachers, it is essential that the professional who works with multigrade classes starts from the diagnosis to the action or intervention plan, because knowing the levels of the students, the teacher has enough elements to establish the objectives, select content and work methodology according to the reality of the student and the level of the class. Thus, teachers who work with multigrade classes need a solid basis for the elaboration of planning that meets their reality.

The teachers' discourse shows that they, planning for each school year, recognize that each student has a different level, and seek to diversify the degree of difficulty of each student. It is observed in the teachers' speeches that the rural school came to facilitate the work in the multigrade classrooms, the school was a struggle of the community, and it represents for each student and community member, an institution that prepares for life, what we must not forget, is that this school needs to work the curriculum in a differentiated way and not the urban curriculum, We need to value what is on the field.

In the reflections on "The conception of the rural school", in the evaluation of the teachers, I questioned them about their categorical definitions below.

P1: The school that has a great differential in the environment where it is located, bringing its culture present in the community and the community taking culture to school, we teachers who work here in the Amazon River, know how important knowledge is for each student we work with.

P2: It is the one that is different due to its culture and reality with different objectives. The rural school is the most important institution in any community here on the Amazon River, through it, students learn, are prepared for life to be a good citizen and be able to help their family, this is what I try to focus my work on in the school I work in.

P3: My conception of life about rural school is to experience the reality in the school community with parents so that everyone has a communicative social organization.

Q4: The rural school came to facilitate the work with multigrade classes and the students of the itinerant project who are our finalists in elementary school.

The teachers' narratives indicated that rural education aims to serve the student without escaping from their characteristics. When I say this, it is because I am experiencing



this reality every day, I always tell parents that the school will always work on the knowledge of the countryside, since the city cannot survive without the countryside and the countryside needs the city to drain its production. One of the characteristics of schools with multigrade classes located in the Campo Ribeirinha area was the precariousness of the infrastructure that most of them had, because, as previously mentioned, most of them did not have their own building and operated in the house of a local resident or in the teacher's own house, in small houses, built in any way and that were in a very bad state of conservation, causing risks to students and teachers, strengthening the stigma of impoverished and abandoned schooling.

In multigrade schools, the teacher worked alone in classes that have students from several different years, which have students from preschool to the early years of Elementary School I. In addition to teaching, these teachers were also responsible for making and distributing school meals, cleaning the school, enrolling among other activities that should not be assigned to him. Most of these professionals are temporary, for this reason they were subjected to this intense routine.

FINAL CONSIDERATIONS

One of the characteristics of schools with multigrade classes located in the Campo Ribeirinha area was the precariousness of the infrastructure that most of them had, because, as previously mentioned, most of them did not have their own building and operated in the house of a local resident or in the teacher's own house, in small houses, built in any way and that were in a very bad state of conservation, causing risks to students and teachers, strengthening the stigma of impoverished and abandoned schooling.

The reality found in the riverside schools of the Amazon, particularly those located on the banks of the Rio Negro and Amazonas, has as the main factor that hinders the teaching process, the lack of teachers. In addition, for Sanches and Araújo (2013, p.12). Floodplain schools are characterized by areas that present varied difficulties".

Before the current administration, there was not always effective training of teachers to work in these areas, who ended up incorporating attitudes resulting from urban schools and thus did not perform their social role satisfactorily. As a result, due to the overload of activities, job instability and anxieties related to the organization of pedagogical work, the teaching work in schools with multigrade classes became tiring, boring and most of the time ineffective. In multigrade schools, the teacher worked alone in classes that have students from several different years, which have students from preschool to the early years of Elementary School.



In addition to teaching, these teachers were also responsible for making and distributing school meals, cleaning the school, enrolling among other activities that should not be assigned to them. Most of these professionals are temporary, for this reason they were subjected to this intense routine. Rural schools in the Amazon River have developed responsible and conscious actions regarding the protection and restitution of the environment. It was found that the reorganization of the school occurs in a critical and constructive way, using all collective effort to advance and expand the possibilities, hastening the changes that are necessary for the improvement of the school community;

It was found that the knowledge of the countryside, production, cultural socialization, has stimulated new knowledge in the school community. The activities with the students are focused on the scientific, social and technological knowledge of a collective process of diagnostic evaluation of all the activities foreseen in the Annual Plan of each educational unit. Schools have been configured as a place of debate, dialogue based on collective reflection, promoting the integration of school x family x community. The educational practices and the learning process in multigrade classes in the riverside zone of Manaus, materializes from the pedagogical journey process at the beginning of the year, the educational practices proposed by the municipal secretariat of Manaus, have contributed to the learning process in multigrade classes in the riverside zone in an effective and efficient way.

Therefore, it was found that from the theorists the educational practices that influence the teaching-learning process in multigrade classes in the riverside area of Manaus. Finally, the schools surveyed demonstrated that they seek to achieve their social political purpose by forming the individual for political participation that implies rights and duties of citizenship.



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