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EXTRACURRICULAR REINFORCEMENT IN ELEMENTARY SCHOOL: REPORTS FROM EXPERIENCES IN RURAL AREAS IN MAMANGUAPE-PB

**O REFORÇO EXTRAESCOLAR NO ENSINO FUNDAMENTAL:
RELATOS A PARTIR DAS EXPERIÊNCIAS NO MEIO RURAL EM
MAMANGUAPE-PB**

**REFUERZO EXTRACURRICULAR EN LA ESCUELA PRIMARIA:
RELATOS DE EXPERIENCIAS EN ZONAS RURALES EN
MAMANGUAPE-PB**

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ABSTRACT

Education aimed at rural subjects is not always supported by particularities and, in this sense, from the recognition of the knowledge of the rural world. It is disregarded that an adequate quality educational service, in, of and for the subjects should be aimed at a meaningful formation of the peasant people. With this essay, we seek to present reflections linked to some of the activities developed during an application that was part of a research developed by a master's student of a Graduate Program in Education at a university, located in the northeast of Brazil. It was based on the defense of an education that considers it essential that students learn significant knowledge so that they can actively contribute to the sustainable development of the worlds they are part of. The theoretical contributions, we list Costa, Molina, Albuquerque, Rangel and Carmo, among others. To this end, a qualitative investigation was developed, with a research application. The results point out how significant it can be to consider aspects linked to the context, considering the reality of which the student is a part, including in extracurricular reinforcement, enabling the active participation of subjects from the rural world.

KEYWORDS

Rural Education. School Reinforcement. Research-Application.

RESUMO

A educação voltada para os sujeitos do campo nem sempre se respalda nas particularidades e, neste sentido, a partir do reconhecimento dos saberes do mundo rural. Desconsidera-se que um serviço educacional de qualidade adequado, no, do e para os sujeitos deve se voltar para uma formação significativa do povo campestre. Com este ensaio, buscamos apresentar reflexões atreladas a algumas das atividades desenvolvidas durante uma aplicação que foi parte de uma pesquisa desenvolvida por uma mestranda de um Programa de Pós-Graduação em Educação de uma universidade, localizada no nordeste do Brasil. Fundamentou-se na defesa de um ensino que considere essencial que os discentes aprendam saberes significativos para que possam contribuir, ativamente, para o desenvolvimento sustentável dos mundos que são parte. Como aportes teóricos elencamos Costa, Molina, Albuquerque, Rangel e Carmo, entre outros. Para tanto, desenvolveu-se uma investigação de cunho qualitativo, e com uma pesquisa-aplicação. Os resultados apontam como pode ser significativo considerar aspectos atrelados ao contexto, considerando a realidade da qual o educando é parte, inclusive no reforço extraescolar, possibilitando participação ativa dos sujeitos do mundo rural.

PALAVRAS-CHAVE

Ensino Rural; Reforço extraescolar; Pesquisa-Aplicação.

RESUMEN

La educación dirigida a los sujetos rurales no siempre se sustenta en particularidades y, en este sentido, desde el reconocimiento de los saberes del mundo rural. Se ignora que un adecuado servicio educativo de calidad, en, por y para los sujetos, debe estar orientado a una formación significativa del pueblo campestre. Con este ensayo, buscamos presentar reflexiones vinculadas a algunas de las actividades desarrolladas durante una aplicación que formó parte de una investigación desarrollada por un estudiante de maestría de un Programa de Posgrado en Educación en una universidad, ubicada en el noreste de Brasil. Se basó en la defensa de una educación que considera fundamental que los estudiantes aprendan conocimientos significativos para que puedan contribuir activamente al desarrollo sostenible de los mundos de los que forman parte. Como aportes teóricos, enumeramos a Costa, Molina, Albuquerque, Rangel y Carmo, entre otros. Para ello, se desarrolló una investigación cualitativa, con una investigación-acción. Los resultados señalan lo significativo que puede ser considerar aspectos vinculados al contexto, considerando la realidad de la que el estudiante forma parte, incluso en el refuerzo extracurricular, posibilitando la participación de sujetos del mundo rural.

PALABRAS CLAVE

Educación rural. Refuerzo escolar. investigación-acción.

1 INTRODUCTION

The reflections that supported the construction of this essay are linked to part of the results obtained during one of the stages of a master's degree, in a Graduate Program in Education of a Federal University located in the Northeast of Brazil. The main brand is to address part of some activities, results and analyzes linked to research-application that focused on the offer of extra-school reinforcement, in a non-school environment, in the rural world. Our reflections were based on authors such as: Rangel and Carmo (2011), Molina *et al.* (2010) and Costa (2018). In order to discuss rural and countryside education and to reflect on the contextualization of teaching within rural settings.

Education aimed at subjects in rural areas has historically emerged as a measure to prevent the migration of individuals from the countryside to the city and to meet the demands of agribusiness. Thus, it begins from a perspective that sought to adapt an educational system originally organized solely for urban contexts, and that, in a certain way, fails to meet even the formative needs of the subjects in the space for which it was designed, as highlighted by Rangel and Carmo (2011).

The establishment of education in this context occurred belatedly and without taking into account the specificities of the space and its subjects. This has led to a series of factors that reduce the quality of educational services and, as a consequence, the educational development of these individuals has been negatively affected, as emphasized by Molina *et al.* (2010).

Regarding the perspective of rural education, Rangel and Carmo (2011, p. 207) emphasize: "It is observed, then, that rural education, in its pedagogical, disciplinary and didactic aspects, has been conceived based on the idea that all students are equal, regardless of the specificities of the environment in which they live."

To structure this essay, we first present, in this section, the introduction that contextualizes the theme addressed. Subsequently, we provide a methodological description based on a master's research, particularly because it allowed for some reflections on moments of school reinforcement activities developed with students living in rural areas. Therefore, we will initially focus on the distance between education aimed at the subject of the rural world and its reality, with brief reflections on rural and countryside education.

Based on what the authors have presented, we can reflect on the importance of knowing the people of rural areas and understanding that the diversity present in the formation of their communities represents a rich space for the construction of knowledge. With this awareness, it becomes possible to create learning environments in which knowledge holds meaning for those involved. In describing rural communities, Costa (2018, p. 138-139) emphasizes:

And who are these subjects? They are farmers, quilombolas³, Indigenous people, fishers, settlers, landless workers, riverside dwellers, and caboclos⁴ from various rural territories. It is worth noting that, in the Northern region of Brazil, with its unique characteristics, the countryside is made up of waters and forests – alive and in continuous transformation.

³ Quilombolas (Afro-Brazilian descendants of escaped enslaved people who formed autonomous communities).

⁴ Caboclos (people of mixed Indigenous and European ancestry, typically from the Amazon region).

Offering an education that disregards this may not enable meaningful learning in their lives. Participating in research involving subjects from rural areas requires acknowledging that these are contexts rich in diversity and uniqueness, which may vary from one place to another. We understand that the rural education model tends to devalue the subjects, as emphasized by A. M. Rodrigues and A. C. S. Rodrigues (2018, p. 52):

It is important to understand that public policies for rural education emerge from the struggles of rural social movements for agrarian reform, as a means of ensuring the reproduction of existence in its cultural, ethnic, and identity-related dimensions. Such policies break with the processes of subalternization of rural populations historically constructed in Brazilian society. (p. 51)

Rural Education, in turn, is oriented toward capitalist interests—that is, it views the countryside and rural subjects as means of profit. Education devalues these subjects, because the values brought are external, urban, a traditionalist pedagogy that brings a fragmented teaching, without dialogue and without significance to the environment.

We cannot disregard the advances, for example, among the achievements made by the rural subjects in relation to school, we highlight article 28 of the Law of Guidelines and Basis of National Education:

Art. 28. In the provision of basic education for the rural population, the education systems will promote the necessary adaptations to their adaptation to the peculiarities of rural life and each region, especially:

- I - curricular contents and methodologies appropriate to the real needs and interests of rural students;
- II - a school organization of its own, including the adaptation of the school calendar to the phases of the agricultural cycle and to climatic conditions;
- III - adequacy to the nature of work in rural areas. (Brasil, 1996).

However, despite these advances in educational legislation, in actual educational practice, as pointed out by authors such as A. M. Rodrigues and A. C. S. Rodrigues (2018, p. 56), here are still factors that contribute to the exclusion of rural subjects and hinder their permanence in school. Among these contributing elements, the curriculum adopted in institutions often remains disconnected from their realities. As the authors state, it “generally produces stereotypical images and narratives of the region, portraying it as a place where life cannot be sustained and characterizing its people as ignorant, disregarding the numerous potentialities that the Brazilian countryside presents.”

Teaching from contextualization is a laborious activity, as it often requires leaving the comfort zone, seeking to bring moments through teaching practice for the student to be a protagonist, as well as being prepared for difficult moments to happen in this path that will be up to the teacher to seek balance and try to direct students to understand some situations. Albuquerque (2019, p. 7) emphasizes:

However, despite recognizing the relevance of contextualized situations, it is necessary to remember that the classroom is composed of individuals from different backgrounds

and realities, characterizing a notorious heterogeneity. Thus, the contexts presented may represent different meanings for each of them, so that what is interesting for some will not necessarily be so for others.

Contextualized teaching enables students to participate in classes, as it opens space for them to reflect and express their knowledge and expertise. It enhances the construction and sharing of knowledge, thus contributing to the subject's full development (Melo, 2018). This author highlights the importance of understanding contextualization in the teaching process when he states:

Understanding the importance of contextualized teaching practice corroborates the promotion of identity and culture of the subjects of law, as it is possible to live with quality of life and food sovereignty, due to the wealth that the land has (the land can give anything), from the relationship of man with the fertile soil, there are many possibilities for sustainable development, this premise must be fostered in the classroom so that the subjects of law can feel they belong to that context and understand that they can live well. (Melo, 2018, on-line).

Thus, we understand that teaching from the context of the students does not mean closing themselves within a reality, but the possibility of reflecting on their knowledge and expertise before other realities, understanding that singularities are part of the construction of humanity. Also in relation to the development of learning from the Albuquerque contextualization (2019, p. 5):

Although contextualization favors the acquisition of new learning, this is not an easy task, as it requires going beyond the usual and putting into practice strategies that streamline teaching, contributing to the student's training, in order to make it critical and reflective. It is also essential for the teacher to have some knowledge of their students' life histories, as certain remarks may cause discomfort or have an impact. This can lead to disengagement if the teacher is unable to involve the group in the learning process or does not know how to respond appropriately to such situations.

In the following paragraphs, we refer to the paths taken in and through the description and analysis of results, particularly those related to the interventions carried out during extra-school reinforcement classes. It is important to emphasize that our study is linked to a qualitative investigation which, according to Minayo (2001), seeks to answer questions that cannot be answered by what is quantifiable.

Due to the specificities related to the theme of our study, we chose to carry out an Intervention-Based Research (IBR), which "can be advantageously used to encompass a multiplicity of research modalities characterized by articulating, in some way, investigation and knowledge production with action and/or intervention processes," as stated by Teixeira and Megid Neto (2017, p. 1056).

Thus, as part of a study conducted during a master's program, the results and analyses presented in this subsection focus on some aspects drawn from a set of sixteen school reinforcement sessions held between November 13 and 11, 2023, all of which took place from 8:30 a.m. to 10:00 a.m., during the period of the Intervention-Based Research (IBR).

Thus, a type of research-application was decided, which according to Plomp (2018, p. 32): “aims to develop project-based solutions to complex problems in educational practice or to develop or validate theories about teaching and learning processes”.

As a locus, we chose, for convenience, to apply the investigative actions of reinforcement classes in the non-school space in a rural community in the city of Mamanguape-PB. As for the participants, there were four children, all of whom were from the same rural community. Three were 9 years old and one was 8 years old. The latter is, at the time, in the 2nd year of the Early Years of Elementary School. The remaining three were enrolled in the 4th grade, all of whom studied in the same class.

We highlight how significant the support of the children’s guardians was for the successful implementation of this stage, particularly because they provided space for us to carry out the school reinforcement activities within the rural community. This support was essential from the very first week of November 2023, when we created a WhatsApp group with them, which was used as our main communication channel, for example, to inform them about our first visit to the house where the reinforcement activities would take place.

We will present in our discussions a brief report on the interventions we carried out through the reinforcement classes in the construction of a study on this craft in the rural world and some reflections on the importance of contextualizing teaching for the development of learning.

As for the extra-school reinforcement activities, we emphasize that they were planned and carried out based on the choice of areas and themes addressed in the “homework” brought by the participants. To help our records, we used a field diary, supported by Libâneo (2013), we need to deal with articulated subjects such as what the participants studied at school. Below we cite some of these, in particular the one we address in this essay.

Although they also stated that they receive help from relatives, during the first activity with the children, they stressed that they are not all the activities they can perform at home. As recorded in the field diary, they had several overdue assignments that needed to be completed. Therefore, we initially prioritized making guidelines so that they could carry out and, consequently, update their “duties”, as in the following image.

Image 1 – Record of the first reinforcement class



Source: Researcher’s file (2023).

Some of the days on which we conducted school reinforcement activities, and from which we will present some of the results here, include the following:

- 11/13/2023, when the researcher and students were presented and the home activities were first carried out;
- 11/14/2023, when the performance of current and overdue home activities was prioritized, together with the beginning of the reading and illustration activity of the text: “The Town Mouse and the Country Mouse”;
- 11/17/2023, the fourth activity, in which we continued to support the completion of homework and, more importantly, proceeded with the reading activity of the text “The Town Mouse and the Country Mouse”, including text analysis and a group task focused on identifying elements of urban and rural settings;
- 11/21/23, in the sixth class, in which the activities of the previous class were continued.

On November 14, 2023, in an unoccupied house located in the backyard of the home of the mother who initially offered her house for the activities, the space, consisting of a living room, a kitchen, and a bathroom, was used exclusively by the 4th-grade students. On that day, they completed two mathematics activities: one in their notebooks involving problems related to the monetary system, subtraction, and division; and another, previously overdue, on probability.

One issue that caught our attention throughout the activities was the lack of contextualization in the activities that the participants brought from school, the homework. We assume in the study that the teaching offered in the school of the locality is aimed at a rural education and, therefore, does not take into account the particularities of the space and the subjects when observing the “home activities”.

Once again we are faced with the challenges associated with a form of teaching that fails to understand the singularities of the individuals and the context to which they belong. It is also important to highlight that this lack of contextualization is not limited to schools in rural areas. Reflecting on the contextualization of teaching Kato and Kawasaki (2011, p. 36) emphasize that:

Regarding the principle of contextualization of teaching, despite being present in the most recent official curriculum documents, its meaning, for teaching in general, is not recent and does not originate in these documents either. Curricular proposals, official or not, prior to these, already recommended it under different terms and forms. The need to contextualize teaching arose at a time of formal education in which school contents were presented in a fragmented and isolated way, separated from their contexts of scientific, educational and social production.

According to Kato and Kawasaki (2012, p. 2): “The term ‘contextualization’ is derived from the word ‘context’, whose literal meaning comes from the Latin contextus and can be understood as a chain of ideas within a text—that is, the way in which different parts of an organized whole are connected to one another.”

In the after-school reinforcement on November 14, 2023, we worked with the fable “O Rato do Campo e o Rato da cidade” (Aesop, 2023). To this end, the title, who the author was and some elements of a book were explained: cover, text, illustrations. We also informed them that they would draw

to illustrate the parts of the text, the story, as well as write what they thought would happen in the end. Regarding the comprehension of texts Val (2006, p. 21) highlights:

Children's comprehension of texts is the main goal of reading teaching. Reading with comprehension includes, in addition to linear comprehension, the ability to make inferences. Linear understanding depends on the ability to build a "thread" that unifies and interrelates the contents read, composing a coherent whole. For example, when you finish reading a narrative, being able to say who did what, when, how, where, and why. The ability to produce inferences, on the other hand, refers to "reading between the lines", understanding the subtext, the 'unsaid', performing operations such as associating different elements, present in the text or that are part of the reader's experiences, to understand information or interrelationships between information that is not explained in the text.

We emphasize that usually first the participants sought to answer questions among themselves about the activities they were doing and, if they could not solve them, only then did they turn to the researcher, asking her about questions that they could not answer in the tasks. It is worth mentioning that on November 17, 2023, 4 (four) students participated in the reinforcement class, who first performed the "home activities".

Image 2 – Illustration of part of the text: "The City Mouse and the Country Mouse"



Source: Researcher's file (2023)

Image 2 shows an illustration of one of the parts of the text: "The City Mouse and the Country Mouse" made by one of the participants. Although they showed interest in carrying out the illustrations in the text, there was some resistance in carrying out the reading. The students said they did not want to read but only to draw.

The sixth class took place on November 21, 2023, everyone was present. We started our activities with the completion of the "homework". At the end of the "homework", we rescued a little bit of the story: "The Country Mouse and the City Mouse" and asked the students about some differences in the city and the countryside. They cited elements existing in the countryside and in the city such as: trees, dams, shops, houses, buildings.

After this moment, we continued with our extra activity, in which we took some word cards with elements of the countryside and the city, asked the children to sit on the floor in the form of a circle and placed on the floor the cards with the words: countryside and city, the other cards (with elements of the city and the countryside) were drawn and each of the students read the word and identified where the element would be from. We asked the other colleagues if they agreed on what space that element could be found in, that is, in the city or in the countryside. Regarding the word industry, they said that it should be between the countryside and the city, as there was also industry there and used as an example the plant close to the community.

Image 3 – Students performing activity on identification of elements of the countryside and the city



Source: Researcher's file (2023).

According to our records from the field diary, Student 3 pointed out that the city had more houses, shops, and a market. However, she noted that where they live, there are also some features found in the city. As an example, she mentioned the small shops in the community, although there are more of them in the city. The other students agreed with her, and Student 2 added that their community now has a sports court and a small square. In this conversation with the children, we can understand that they identify elements that exist in the spaces, countryside and city, and highlight similar elements in the two spaces.

We seek to bring reading and writing practices closer to the context experienced by children. When writing, the students asked their colleagues what they had put in the activity, because according to them they wanted to present different elements. Also during the activity, the students wrote the words and exchanged the cards with their colleagues to perform the reading and identify the space belonging to the elements.

It is important to emphasize that, historically, the knowledge of economically disadvantaged individuals has been devalued and silenced as a result of an imposed educational model that recognizes only certain forms of knowledge as valid. However, the ongoing efforts to value diverse spaces and

subjects have sought to change this reality, and carrying out this task in a contextualized manner remains one of the challenges for education in Brazil (2013, p. 16):

Understanding and carrying out education, understood as an individual human and collective right, implies considering its power to enable the exercise of other rights, that is, to enhance the human being as a full citizen, so that they become able to live and coexist in a given environment, in its planetary dimension.

Still regarding the relationship between subjects and school education, Rangel and Carmo (2011, p. 208) highlight: “It is also worth noting that, despite all the difficulty and precariousness of teaching conditions in schools in rural areas, it can be seen that education is seen by most parents as a way for their children to “escape” from the deprivations and difficulties of life”. Although there is the possibility of broadening the vision of the locality and its importance for the subjects when we try to contextualize teaching, we need to keep in mind that these actions are not related to providing the subjects with only limited knowledge that space, but as a means for them to be broadened about it Melo (2018, p. 105):

In this sense, the context in which knowledge is embedded also influences its expansion rather than its reduction. Some may believe that addressing reality is redundant; however, this statement is not entirely accurate, as it is through understanding local realities that one can comprehend the global.

Regarding the contextualization of Albuquerque activities (2019, p. 7), it draws our attention to: “The simple act of using everyday issues during teaching practice does not mean that discussions relevant to the student’s training are worked on, nor does it provide in isolation the students’ motivation and interest in the contents”.

Corroborating the definitions Melo (2018, p. 104) points out: “Contextualization is the joining, reunion, assembly, intertwining, weaving and weaving of knowledge such as the construction of the fabric that is constituted from the loom of several threads and its intertwining dimensions”. For Lobato (2008, p. 2) “Contextualization has a lot to do with the student’s motivation, for making sense of what he learns, making him relate what is being taught to his daily experience. Through contextualization, the student bridges the gap between theory and practice”.

When we reflect on education in rural areas, it becomes clear that the contextualization of teaching is a way to highlight rural subjects within the schooling process. Their unique characteristics can contribute to the construction of knowledge that strengthens their communities. When the school works in this direction, it becomes an ally in supporting the struggles of the people who inhabit these spaces.

2 FINAL CONSIDERATIONS

Initially, during our interventions, there is a certain distance between the knowledge addressed in school spaces and the knowledge that permeates the reality of the subjects. The reading process has often been marked by moments when we encountered students bringing in “home activities” that showed no connection to their lived realities. In light of this, the present text aims to reflect on the importance of contextualizing teaching in order to foster meaningful learning for students in rural areas.

When analyzing the path of implementation of schools in the rural world, we can understand that the school space, when thought of for the rural peoples, did not take into account the singularities of spaces and individuals and this had consequences for school development. An education with meaning for the lives of the subjects of the rural world can contribute so that when they enter the walls of schools they feel part of the schooling process and realize that outside them school knowledge is valid, for this it is necessary that teaching is contextualized.

When working with the contexts of the rural subjects, there is the possibility of opening spaces for them to understand the importance of their peoples and localities, understanding the value they have for society, thinking of solutions to improve their experience in the rural world and being able to think of staying in this space if they want.

Based on the reflections presented in this article, it can be understood that the contextualization of teaching promotes the active participation of students in their own educational process, respecting their knowledge and integrating it into the learning experience. Contextualizing teaching is not reducing the subjects’ knowledge to a local reality, but makes it possible to open spaces for them to reflect on their reality and also understand the world around them.

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