

Pedagogical Practice: Conceptions of Members of a Study Group

ARTICLE

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Abstract

Through reflections on pedagogical practices and education, the following research problem arose: What understandings are formed by members of the Research Study Group on Education, Knowledge and Teaching Learning (GEPESAD) about pedagogical practice? The main objective of the study is: To analyze what understandings are constituted by members of the Study Group for Research in Education, Knowledge and Teaching Learning (GEPESAD) about pedagogical practice. The methodology used was developed through a bibliographical research, of a qualitative nature, carried out in 2023, where data was produced in a study group at the Faculty of Education of Itapipoca (FACEDI). With this, it is noticeable through the subjects' responses the characteristics of the pedagogical practice, where dialogue is highlighted in intentional and participatory actions that generate and have their purpose/objective in obtaining knowledge for the students who participate in it.

Keywords: Pedagogical practice. GEPESAD. Learning.

Prática pedagógica: concepções de integrantes de um grupo de estudo

Resumo

Por intermédio de reflexões sobre práticas pedagógicas e educação, surgiu o seguinte problema de pesquisa: Que compreensões são constituídas por integrantes do Grupo de Estudos de Pesquisas em Educação, Saberes e Aprendizagens da Docência (GEPESAD) sobre a prática pedagógica? O estudo tem como principal objetivo: Analisar que compreensões são constituídas por integrantes do Grupo de Estudos de Pesquisas em Educação, Saberes e Aprendizagens da Docência (GEPESAD) sobre a prática pedagógica. A metodologia utilizada desenvolveu-se por meio de uma pesquisa bibliográfica, de cunho qualitativo, realizada em 2023, onde foi realizada uma produção de dados em um grupo de estudos na Faculdade de Educação de Itapipoca (FACEDI). Com isso, é perceptível por meio das respostas dos sujeitos as características da prática pedagógica, onde tem destaque no diálogo em ações intencionais e participativas e que geram e tem sua finalidade/objetivo em obtenção de conhecimento para os estudantes que nela participam.

Palavras-chave: Prática pedagógica. GEPESAD. Aprendizagem.

1 Introduction

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The experience of the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD), developed at the Itapipoca Faculty of Education (FACEDI), campus of the State University of Ceará (UECE), since 2017, with the interaction of the members, made it possible and led us to be interested in developing this research. The activity carried out made us realize the comprehension and understanding of pedagogical practices. As a result, this study is based on the following theme: Pedagogical practice: understandings of members of the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD). In relation to what is understood by pedagogical practice, it is stated that:

[...] pedagogical practices make teaching and learning processes more dynamic, and when the qualified teacher is willing to change, innovate and apply new trends in teaching and learning, whether through teaching methods or approaches between students, teaching and culture. (CARNEIRO et al, 2022, p. 10).

In other words, pedagogical practices can lead to better teaching and learning processes, more dynamic and constructive classes and more creative students. They also make it possible for students to be more interested and successful in their learning, as well as more willing and able to interact, participate and learn.

Despite today's capitalist society, education has opportunities to reinvent itself and build pedagogical mechanisms and practices that help students become critically involved in contemporary society. Thus, gradually deconstructing the learning process for the job market and the world of work.

Faced with this, "[...] the value of pedagogical practices that highlight situations and singularities attracts the interest of students, as they feel the desire to act directly in society." (CARNEIRO et al, 2022, p. 10). Based on this, we can see the importance and great relevance of pedagogical practices within the scope of systematized education, as well as the contributions they bring to the subjects involved. In addition to the need to reflect on the educational context and its development. In which: Pedagogical practice, "in this

transformative vision, is sustained by the actions of the teacher, so that their activities cause the student to establish meaningful relationships and appropriate socially constructed knowledge [...]" (PRIGOL; BEHRENS, 2020, p. 12).

Through reflections on pedagogical practices and education, this article was guided by the following problem: What understandings do members of the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD) have of pedagogical practice? We sought to focus on the theme of pedagogical practices in this study, as well as the numerous methodologies that are developed in order to better develop students' cognition, in addition to reflecting on these actions developed in search of a greater understanding of the subjects addressed therein.

In view of the question presented above, the study's main objective is to analyze what understandings members of the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD) have about pedagogical practice.

This article arises from studies and concerns about pedagogical practices, and the understandings that GEPESAD members have can be used to provide a better reflection and a path to follow in their training and actions as teachers. What's more, it's extremely important, because it allows those involved to have higher quality knowledge and gives them a better perception of the social context of those involved. This can also help teachers to find new ways of improving their practices and developing their teaching activities, so that students are more interested and successful in their learning.

In addition, this study in the academic sphere enables students who will be future teachers to take another look, realizing that with such understandings, they may be changing their way of reflecting on pedagogical practices, as well as the teacher's performance in the classroom, which goes far beyond just passing on content. Rather, they should seek to develop different ways and innovative practices, so that students have greater interest and participation.

2 Methodology

The methodological approaches used in this article, produced in 2023, are based on a bibliographical study with research referenced by authors who deal with the subject of pedagogical practices. Thus, qualitative studies were carried out, in which:

Researchers who use qualitative methods seek to explain why things happen, expressing what should be done, but they do not quantify values and symbolic exchanges, nor do they subject themselves to the test of facts, because the data analyzed is non-metric (elicited and interactional) and uses different approaches. (GERHARDT; SILVEIRA, 2009, p. 32).

This study was carried out at the Itapipoca Faculty of Education (FACEDI), a campus of the State University of Ceará (UECE), through the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD), which holds its meetings at the faculty every two weeks and has as its audience teachers of Basic Education and undergraduate students.

In order to produce the data, we used participant research, which "[...] is characterized by interaction between researchers and members of the situations being investigated. [...]" (GIL, 2002, p. 55).

The action was carried out on June 20, 2023, and took place as follows: the first moment was the study of the text "Pedagogical practice and teaching: a look from the epistemology of the concept" by Maria Amélia do Rosário Santoro Franco. The mediators then discussed their understanding of the text. In the second moment, a dynamic took place, which resulted in the production of data for this article. Blank rectangular papers were distributed among the participants and they were asked to highlight their understanding of pedagogical practice, thus defining the following question: "What is pedagogical practice?".

The moment was then concluded with the participants reading what they had produced out loud and attaching it to a June balloon, as the event took place in June 2023. Thus, 43 papers were collected, and all those present responded. The results obtained will

be highlighted in tables, where the subjects will be identified with the initial letter P and the numbering that corresponds to the count from 1 to 43, as follows: "P1 - P2 - P3" and so on.

The 43 responses were divided up for a better understanding and analysis of the data. Of the total obtained, two subjects wrote only quotations from the text discussed on the day of the study group meeting; seven wrote down key points, i.e. characteristics of what pedagogical practice would be; and finally, 34 participants wrote down their opinion on the subject in an essay. Thus, this article will analyze 41 of the subjects' answers, leaving the two subjects who added quotes from the text for a better analysis of their writing.

3 Results and Discussion

The purpose of the educational environment has been transformed into a somewhat capitalist sphere, because for a long time the movements that were at the forefront of the country carried out attitudes and actions aimed at this end: the insertion of the labor market into educational institutions. This brought negative aspects to the subjects in the learning process, as well as the professionals who were inserted in these spaces, influencing their pedagogical practice.

The transformation of the educational environment into a process of industrialization and training for capital, has brought about a process of particularities that interfere with learning and the integral formation of the subject in a way that transforms the society in which they live, thus,

The educational industry is characterized by the invasion of the financial market in the field of education, through the appropriation of educational institutions, which means that the teaching and learning processes are altered to the extent that they are subjected to the logic of value and profit. The processes no longer have their own time and dynamics, but are absorbed by the logic of profit. (OLIVEIRA, 2021, p. 11-12).

In this sense, the educational environment has been transformed into a place of profit and, to this extent, it has altered the goals of each person who takes part in the learning process. Integral and critical training has been transformed into an action where

the main objective is to create labor for work. Given these considerations, it is important to emphasize that,

Although education is permeated and determined by capitalist logic, it is a space where it is possible to provide tools and means for exercising historical memory of events that have taken place. Education is a possibility for the critical elaboration of memory in which the subject is a participant in reality. A committed and responsible education leads to the emancipation of subjects, in the face of new challenges and contradictions present in contemporary times. (OLIVEIRA, 2021, p. 04).

With this, education has brought mercantilist aspects that for many years have solidified social, educational and political issues, but it can provide students with structures so that they take ownership of critical action and hold knowledge that brings reflections and debates to the issues pertinent to today's society. In addition, it proposes a dynamic that reorganizes structures and enhances aspects of the past, seeking in this context to analyze the conditions and processes of antiquity related to current attitudes of contemporaneity by conducting research, discussions and critical studies of society and education.

In effect, education provides the knowledge necessary for a person to be able to socialize in all environments, and also makes it possible to reflect on oneself and the processes that occur during life in the present day and in every situation that can be synthesized as other processes. As a result, according to Gomes and Guerra (2020, p. 09) "The process of knowledge is therefore continuous and dialogical, and the educational act should be exercised based on the interaction between the actors in this process, putting an end to the existing contradiction between educator and student. [...]". Thus, education is solidified by the exchanges that take place during learning, outlining aspects that need to continue throughout training and beyond, as well as needing to be aligned with dialog, the conversation between the parties, the side of the teacher who teaches, and the student in their learning.

In this educational and knowledge-building process, the role of the teacher is essential for this mediation, from Early Childhood Education to the final moments of High School, but it extends to Higher Education with more complex procedures that are inherent

to societies, subjects that stand out in social and educational practice. Thus, according to the authors Gomes and Guerra (2020, p. 07)

It is an essential part of teaching to encourage students to problematize the knowledge they have acquired, relating theoretical knowledge to the social context. Critical teaching of content requires educators to value students' previous experiences, thus developing a critical view of reality. In this pedagogical relationship, teacher and student must walk together towards a universe of knowledge to be explored.

In this sense, education mediated by the teacher needs to be reflective and problematizing, in which the teacher seeks to relate the knowledge proposed by the educational environments as well as the knowledge arising from the social environment in which the student participates and is part of their experience and trajectory.

In this educational environment, the teacher sees the educational process and is part of it, as a result of having already experienced all the modalities of Basic Education and Higher Education, as Prigol and Behrens (2020, p. 21) point out:

Before becoming an education professional, teachers have passed through the school benches from childhood to professionalization; there has been a lot of learning and experience throughout their lives. However, professional teacher training is in flux and requires continuous updating, in other words, a paradigm shift that keeps pace with the demands of society at every historical moment.

By experiencing the actions and knowledge of the educational institution, the teacher can closely visualize the articulations and discussions for the best appropriation of knowledge, by having diversified experiences in these environments, being able to go through their career in a continuous way to appropriate mechanisms that enhance education.

With the discussions so far, it has been possible to engage in a dialog between the category of education and that of teacher action. With this, it is worth highlighting pedagogical practices, as it is the axis that permeates these issues so that they are developed in educational institutions in a way that provides students, the subjects who actively participate in it, with contributions to learning and that they can experience this process in a dynamic and pleasurable way, which in many moments these practices become negative and consequently an experience from a negative point of view.

Thus, Franco (2016, p. 536) in his writings discusses pedagogical practices, and how they are identified and bring relevant characteristics to the discussion on the subject, where

Thus, a lesson or an educational meeting will become a pedagogical practice when it is organized around intentions, as well as the construction of practices that give meaning to those intentions. It will be a pedagogical practice when it incorporates continuous and collective reflection, in order to ensure that the proposed intentionality is made available to everyone; it will be pedagogical to the extent that it seeks to build practices that ensure that the directions proposed by the intentionalities can be carried out. (FRANCO, 2016, p. 536).

Given these perspectives, pedagogical practice is understood as being full of formative intentions, stemming from a proposal that aims to achieve and concretize learning. It is a process that seeks integration in such a way that all those present can participate, seeking a process that takes place on an equal footing.

Under these conditions, it's worth pointing out that today, with society experiencing a capitalist form of production, the concept of pedagogical practices has come to the educational environment in a way that is disconnected from what should be explored by teachers in the classroom

In this way, the pedagogical practices installed in the school prevent the capacity for self-reflection, autonomy and individuation from developing, with the main result being the deformation of consciousness. The classroom experience is transformed into something that perpetuates semi-formalization, in which the space for differentiated dynamics that indicate a way of instigating critical thinking ends up being underestimated, thus perpetuating adaptation. (OLIVEIRA, 2021, p. 23).

A practice carried out in such a way that the teacher does not problematize and does not have a pedagogical purpose is an action "thrown" at the student to fill the lesson plan, without any pedagogical perspective aimed at the student's learning. Under these conditions, they lead to setbacks in the learning acquired by the students and a regression in the production of knowledge.

In addition, a practice based on theoretical research that aims to build a practice based on proposals that intensify teaching and student learning becomes a relevant pedagogical practice for the teacher's activity in their training environment and professional performance.

With this in mind, the following are the results of a survey carried out with members of the Research Study Group on Education, Teaching Knowledge and Learning (GEPESAD), in which they answered the following question: *"What is pedagogical practice?"*, an action that first discussed the text *"Pedagogical practice and teaching: a look from the epistemology of the concept"* authored by Maria Amélia do Rosário Santoro Franco, and in the second the application of data production. A total of 43 responses were obtained, two of which only quoted part of the text that was discussed at the time of the study, and seven of which explored key points in their writing. At this point, only 41 answers will be explained, not using the ones that were written in quotes.

Among the seven responses that followed the criterion of scoring some characteristics of what pedagogical practice would be, dialog was found to be the most important way of working with pedagogical practice, in the writings of P1 where she comments: "Adaptability to the environment; new paths whose function is to destroy plastered/archaic concepts of teaching; dialogical education, a demythologizing of banking education; always being open to change", P2: "Mutual relationship; didactic transposition; empathy; active listening" and P4: "Seeking new ways to 'demudify' the learner; creating innovative practices." (emphasis added)."

In this vein, pedagogical practice is part of this perspective of dialogical action, as it allows both subjects of the educational process, teacher and student, to communicate and express their opinion on the adjustments that are designated in the learning process, strengthening the environment in which they are inserted and providing better advances in the practices of education professionals. As Freire (2021, p. 111, emphasis added) points out, "[...] The educator who listens learns the difficult lesson of transforming his sometimes necessary speech to the student into a speech with him." In this dialogical relationship, learning is perpetuated and choices and opinions are taken into account.

Another concept mentioned by the research subjects was the understanding that pedagogical practice is based on conscious and participatory actions, portrayed in the responses of three subjects, who brought up key words in their writings in which they emphasize: "Didactic practice; organization of teaching work; conscious and participatory

actions that aim to meet the educational expectations of a given class" (P3); "It's not just limited to teachers; it's a conscious and participatory action; it's something subjective - pedagogical practice is something subjective". (P6); "They are participatory actions that aim to meet educational expectations; they are instruments that help to achieve learning objectives." (P7).

In this dimension, these characteristics are in line with Franco's thinking (2016, p. 536), when he points out that "In this respect, a pedagogical practice, in its sense of praxis, is always configured as a conscious and participatory action, which emerges from the multidimensionality that surrounds the educational act. [...]". Thus, pedagogical practice provides thoughtful actions that provide those present with participatory action that involves the whole community. From this perspective, the action of praxis is also mentioned and articulated in one of the subjects' writings, which states that,

It's something that doesn't just belong to teachers, it's something subjective; it can be considered a social practice; it's organized in the form of intentions; it's the relationship between teacher and student; it's based on praxis, which is the constant dialogue between (the theologian and practice), it's theory next to practice. (P5).

Pedagogical practice is part of a praxis, which allows theory and practice to come together. In this way, pedagogical practices constitute this aspect of praxis, since it is necessary to study relevant subjects theoretically and practically so that they can become practices with intentions aimed at student learning.

The following are the responses of the subjects who expressed their opinion in an essay, totaling 34 responses. In this respect, of the 34 subjects, three portray teaching practice as a study in which a purpose is achieved, an objective and involves planning, in the following responses: "For me, pedagogical practices are those that are carried out with a purpose, planning, to meet a certain expectation of a social community" (P10); "Pedagogical practices are actions planned with the intention of achieving an objective" (P11); "Actions that enhance teaching knowledge, and that, when carried out, are realized in a positive way, in accordance with planning and expectations." (P27). (P27).

In line with this perspective, the author Franco (2020, p. 2) points out that, "When we refer to pedagogical practices, we are referring to social practices that are carried out with the aim of realizing pedagogical processes." In this context, the idea of the purpose of procedures involving pedagogical action is strengthened. In the subjects' writings, it is possible to see how pedagogical practice is identified as a process that exerts purpose throughout their educational process by planning and implementing actions to meet certain objectives and/or expectations. Thus, when thinking about pedagogical practice, certain purposes are established so that the action is not developed in a neutral way, or without any formative action.

From this perspective, it is also worth noting that 13 of the 43 subjects understood pedagogical practice as a process that involves educational and formative intentions: "They are practical actions in education to meet certain educational expectations; it is linked beyond the school, but in practices that involve, an intentionality and learning." (P12); "Pedagogical practice is a planned, directed and purposeful social practice. They are practices with learning objectives." (P19); "Pedagogical practices are actions carried out by teachers in a reflective way with the intention of building meaningful teaching for the student." (P22); "They are systematized practices, loaded with intentions and which consequently have a purpose. Pedagogical practice is organized around student learning." (P23); "Pedagogical practices are conscious practices in pursuit of a purpose, which in this case is the education of students." (P25);

"Pedagogical practices are the set of educational practices that have the intention of promoting human formation and that dialogue with the society of their time" (P30); "Pedagogical practices would be the moment in which the teacher, based on an understanding of their social function, conducts their practice based on intentionality and critical reflection." (P31); "Pedagogical practice is what the teacher does in the classroom, intentionally with a pedagogical objective. It is also a complex practice, in different spaces and times in the school." (P34); "They are actions that socialize educational, participatory activities between student and teacher where there is intentionality and reflection." (P39); "Pedagogical practices are methods, forms or ways of working on something with the

intention of educating, interacting with the community." (P43); "Pedagogical practices are practices that aim to consolidate pedagogical actions, better articulating the teaching and learning dimensions, with the aim of materializing training processes and systematized educational intentions." (P38);

They are social practices endowed with intentionality that mobilize actions in a given socio-historical context, responding to the expectations of a certain group that exerts influence over the subjects and spaces where these practices are carried out. (P35)

As discussed in the text, pedagogical practices have intentionality, it is a conscious and participatory action by the teacher not only in the classroom, but for reality. Pedagogical practice aims to reflect on the teacher's performance in the face of working conditions, thinking and acting according to the needs and subjectivities of the students. (P21).

Before pedagogical practice can be practice, there needs to be a formative intentionality for teachers to review their environment and their activities. With this in mind, pedagogical practices "are practices that are intentionally organized to meet certain educational expectations requested/required by a given social community." (FRANCO, 2020, p. 4). Thus, they are conditioned and inserted by processes made necessary by society. In view of the subjects' responses, it is noticeable in all the writings, the relationship they establish between pedagogical practice and intentional actions, in which the teacher when carrying out any practice in the classroom, seeks to transform these actions into something to build pedagogical subsidies and with the insertion of some implicit or explicit learning so that the student can form and learn consequently with this activity. Thus, before the practice, it is necessary to establish objectives and intentions for those who will be part of the teaching process.

Another perspective of pedagogical practice put forward by seven subjects in the survey was the inclusion of the student in this sphere, an action articulated for the student and making them part of the process. In the answers outlined below: "They are actions/strategies that help the teacher and consequently the student" (P13); "Pedagogical practices go beyond didactic practices, they enable the student to learn in an equal way, they are methodologies that the teacher does to facilitate the teaching-learning process". (P28); "Actions and practices with educational principles, which can extend beyond the

school environment with a view to learning and being meaningful for students." (P15); "Pedagogical practices are actions applied in teaching practice with the aim of meeting the student's need to learn" (P29); "Methods aimed at the dynamism of teaching are educational constructions aimed at teaching the student, understanding the particularities and social changes, seeking interaction, understanding and educational involvement with the student". (P16);

These are measures designed by the teacher, in agreement with the management team, to improve student learning in the classroom. Many teachers follow practices that sometimes don't work for certain students, so it's important that teachers adapt their practices to suit their students, so that they can better absorb knowledge. (P14)

Pedagogical practices are social practices carried out with the aim of realizing pedagogical processes, for example, planning the learning process, teaching content and fundamental activities to students, among others. (P24).

The subjects surveyed placed the student as a participant in this pedagogical action. From this perspective, it is important for the teacher to have an understanding of the student's action in this pedagogical practice environment, as it will be the teacher who will subsidize the intentions of this procedure in the school institution.

Thus, Franco (2016, p. 544) points out,

[...] The teacher can't give up on the student; they have to insist, listen, redo, do it differently; follow the student's logic; discover and understand the relationships this student establishes with knowledge; change the didactic approach, the interaction approaches, the paths of dialog.

The student who takes part in the learning process brings with them different conceptions, and both are different from each other. It is up to the teacher to visualize the differences and trigger mechanisms that involve them as a whole; if this stops negatively, the teacher needs to insist on the learning process and new teaching practices, as well as on their student, because it is part of their practice.

Another issue raised by the subjects in the survey was their perceptions of society and the processes that affect them. It should be noted that three subjects mentioned these aspects: "I understand pedagogical practice to be a permanent action of social experience".

(P18); "For me, pedagogical practices are the links that occur through participation, both inside and outside the educational institution. Organized, grounded and dialogued." (P41);

Pedagogical practice is a conscious and participatory action' [...] they walk between resistance and giving up; in a dialectical, pulsional, totalizing perspective. These practices go beyond what the teacher teaches, they are mediations between society and the classroom. (P32).

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Thus, because it is part of people's daily lives, the social environment and the activities that take place in it are automatically included in students' teaching and learning processes. The activities that are carried out outside the school institution interfere with the students' learning and consequently with the teacher's actions, as they will bring together aspects among the students through the action of the social to reassemble a practice that involves these fundamentals: what are built outside the school. This insertion into practice by teachers is noticeable, or at least should be, because it visualizes the scope of the student and their reality outside of school. Faced with this,

[...] pedagogical practice, with its theoretical modal, offers the teacher a qualification of knowledge to be developed in the face of school activities, and reflection on the school space and the present social reality, which varies greatly in the face of social and economic inequalities. (CARNEIRO et al, 2022, p. 4).

This reflection needs to be articulated among the school's subjects, as it allows for discussion of the knowledge and know-how needed for teachers to be able to achieve an intentional and pedagogical activity.

The final highlight, with a total of eight respondents, reinforced the idea of pedagogical practice based on acquiring knowledge and facilitating the teaching and learning process for students in order to meet certain educational expectations. The answers were: "It's about dynamically seeking interaction with the whole public, where they can acquire knowledge, always seeking to include everyone, with actions that are aware of the diverse reality." (P17); "A teaching action with the aim of teaching, using means and instruments that attest to this intention." (P20); "Pedagogical practices are practices that aim to facilitate the teaching and learning process." (P33); "Teaching actions with the aim of developing the teaching-learning process" (P40); "Actions planned with the aim of passing on knowledge and meeting demands in a clear and effective way". (P42); "These

are actions that are not just restricted to the classroom, but contribute to learning." (P26); "that 'It is the teaching practice whose main objective is education, taught in educational environments such as schools and outside them. To my understanding. Actions aimed at understanding educational expectations." (P36); "Pedagogical practice is delimited and defined to serve a certain social community, considering the social reality; inserted with the purpose of planning and monitoring the entire learning process." (P37).

Faced with these questions from the subjects above, learning and the development of knowledge is the purpose of education and, consequently, of the teacher's work in relation to their object of study. Teachers need to be active and attentive to every manifestation between their students and the educational situations that lead to their development at school and, consequently, in society. Thus, "The teacher who chooses a repetitive pedagogical practice remains an executor, where he does not develop any stimulus in his students, does not value what each one already knows, their culture and does not stimulate creativity and does not build knowledge" (GOMIDE; GIMENDES, 2018, p. 140).

In this sense, by choosing teaching methodologies and practices that encourage the perspective of repetition and even memorization, the teacher triggers setbacks in learning, or even a standstill in cognitive development, as it does not allow innovation and transforms students' learning without the possibility of diversified experiences.

In addition, it was possible to observe among the subjects' responses characteristics that are relevant to the study of pedagogical practice, worth highlighting the potential to develop practices that strengthen the integral development of the student, where it involves the social, cognitive and biological spheres, so that it can meet the educational and social expectations that are demanded by educational institutions and different environments that the school is integrated with.

4 Final considerations

Throughout this study, the GEPESAD members' understanding of pedagogical practices in the context of education was clear. Among these is the fact that pedagogical

practice seeks to develop greater articulation and integration in the teaching and learning processes, enabling students to have greater interest and success in their learning, as well as developing different ways and innovative practices to increase student interest and participation.

Through the research carried out, the subjects highlighted the characteristics that surround pedagogical practices, as well as the numerous teaching methodologies that need to be developed in order to achieve better all-round development for students, meeting their needs and expectations, both in the social and educational spheres. It is clear to see that these practices are built with significant intentions for the teaching and learning of students, where they can achieve and acquire other knowledge.

Pedagogical practices have numerous contributions, stimulating students in their development. What's more, when these practices are carried out, they should enable students to improve their teaching and learning, based on the relationships that are established, as well as having the function of meeting the needs that they present. However, pedagogical practices need to be dynamic, preparing subjects for the reality of society.

As a result, the answers given by the subjects show the great importance of studying teaching practices. We highlight the characteristics that make us understand what pedagogical practice is, as well as the understanding that it needs to be based on conscious actions and participation, in order to consolidate the appropriation of knowledge. And finally, pedagogical practice is portrayed as a study in which a purpose is obtained, an objective and involves planning, as well as being a process that involves educational and formative intentions..

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