

Maria Lucilda Nunes Barbosa: memories of her training and teaching career

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Abstract

The present work aims to biograph the retired teacher Maria Lucilda Nunes Barbosa, from now on Maria Lucilda. The study is anchored in the historiographic current of Oral History and methodologically in Oral History, in which it relies on the memory and the orality of the teacher. Based on the interviews obtained, we discuss pedagogical training in the perspective of the Logos Project and Telensino as a formative process within a certain period of time. Maria Lucilda was one of six daughters of a large family of twelve siblings in the city of Maranguape-Ce. Due to financial difficulties she transferred from private to public school, where she finished her studies and then graduated from the institution through the Logos Project's methodology and started her teaching career, highlighting Telensino. Her trajectory and practice are reported in order to value the impression of subjects in the constitution of local history.

Keywords: Maria Lucilda. Biography. Formative trajectory. Telensino. Logos Project.

Maria Lucilda Nunes Barbosa: memórias da sua formação e carreira docente

Resumo

O presente trabalho tem como objetivo biografar a professora aposentada Maria Lucilda Nunes Barbosa, doravante, Maria Lucilda. O estudo ancora-se na corrente historiográfica da História Oral e metodologicamente na História Oral, em que apoiou-se na memória e na oralidade da docente. A partir da entrevista obtida, é abordado acerca da formação pedagógica na perspectiva do Projeto Logos e sobre o Telensino enquanto processo formativo dentro de uma determinada época. Maria Lucilda foi uma das seis filhas de uma família numerosa sendo ao todo doze irmãos na cidade de Maranguape-Ce. Por dificuldades financeiras transferiu-se de escola privada para pública, onde terminou seus estudos e depois formou-se pela instituição mediante a metodologia do Projeto Logos e iniciou sua carreira na docência, tendo destaque no Telensino. Sua trajetória e prática são relatadas de forma a valorizar a impressão de sujeitos na constituição da história local.



Palavras-chave: Maria Lucilda. Biografia. Trajetória formativa. Telensino. Projeto Logos.

1 Introduction

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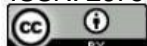
This article aims to biograph the teacher Maria Lucilda Nunes Barbosa with emphasis on her formative trajectory as well as her educational practices in institutions that her action was present, in addition, to investigate methodological processes of the Logos Project and Telensino, considering that these educational policies have permeated the life of the biography.

The biographer is currently 61 years old, retired, and has contributed significantly in public schools in her city, Maranguape - CE. From the interview obtained, it is approached about the pedagogical training in the perspective of distance education for training teachers able to work in the then called pedagogical level, the Logos, in its training perspective and the consequence of this for the teaching practice.

In addition, Telensino was also part of the discussion, bringing its methodological approaches, the predominant pedagogical current and the target audience, thus making a critical and thorough analysis of the teaching model of the time, which marked a generation of teachers and students, with its differentiated methodology due to the way the content was applied and how the classes were taught.

The research is based on theoretical and methodological aspects of Oral and Cultural History and biographical studies with theoretical assumptions that integrate contributions about the role of various educators with equally rich biographies such as Raquel Dias (FIALHO; SANTOS; FREIRE, 2020); Henriqueta Galeno (FIALHO; SÁ, 2018), Josete Sales (FIALHO; SOUSA; NASCIMENTO, 2020), and Célia Goiana (CARVALHO; FIALHO, 2017) as examples of articles already conducted at the State University of Ceará - UECE.

Thus, the above emerges as a form of data collection to investigate on memories previously lost in time, to rescue them and dwell on them to then understand how the





pedagogical training of years ago happened, This can be compared to the methodological model of teaching used during the pandemic, in which students at home had to watch the recorded lessons from TV Ceará, perform the proposed activity and, with the differential of digital platforms, send it to the teacher.

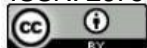
For better reading comprehension, we divided the article into four sections, being this one, therefore, the introduction, where we outline the directions that were taken the discussions presented; then the methodology, with discussion about the theoretical basis as well as the methodological aspects used to reach the results; the results and discussions, in which we point out aspects of life, training and teaching of Maria Lucilda and finally the final considerations, with the compilation of descriptions and elucidations of the theme under study.

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2 Methodology

Aiming to raise assumptions and considerations through the memory of the biographer in question, the research presented here has a qualitative approach (BOGDAN; BIKLEN, 1994; MINAYO, 2001) and is based on the theoretical current of Cultural History which, according to Burke (2010), allows an in-depth study of historical aspects from the considerations of new subjects and new approaches, expanding the possibilities of using different historical sources. It is also worth noting the relevance of the sociocultural character inserted in historicity research reiterated by the author, as opposed to deterministic research models that disregard reality as part of the construction of historical knowledge.

Furthermore, biographical studies form another important part of this process, given the need to seek information with the biographer Maria Lucilda to then "reconstitute a version of history that is not neutral and that recognizes its limitations" (LEVI, 1992). Thus, it allows highlighting the role of the teacher within the educational context of Ceará, specifically in the city of Maranguape, and to ensure social visibility and recognition, in contrast to the notions of traditional lines of research in History.





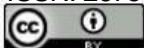
The work arose from the proposal of the subject of History and Geography I - Early Childhood and Elementary Years, taught by Professor Lia Fialho in the Pedagogy course - morning - of the State University of Ceará, in which the proposal was based on interviewing a teacher, preferably a retired one, in order to understand her pedagogical practices throughout her career.

A priori, other retired teachers were called, two of whom are sisters and one is the interviewee's sister-in-law, but for reasons of unavailability of time they could not participate, thus arising the possibility of interviewing Maria Lucilda, who readily agreed to contribute to the study, although at first she was afraid to say that she did not know if she remembered everything that could be asked, nor the details. About this, Le Goff (1990, p. 423) asserts that "memory is the property of preserving certain information, a property that refers to a set of psychic functions that allows the individual to update past impressions or information, or reinterpreted as past". It is important to highlight that the interview, which started a little shy, soon turned into a delightful, pleasant conversation, rich in memories and telling everything with a slight smile of nostalgia and satisfaction.

The research developed here has as methodological support the Oral History, which, as stated by Fialho, et al (2020, p. 5) "[...] this methodology that works mainly with testimonials, testimonies or oral interviews, allows the researcher to prepare individual and collective analysis and develop specific understandings, with greater richness of detail".

The interview was recorded on May 29, 2022 at her mother's home at a time and day (Sunday afternoon) chosen by the interviewee herself. After carefully reading the Free and Informed Consent Form, the recording was started, with an average duration of 20 minutes. Afterwards, the interview was transcribed, textualized, and validated by the interviewee. Therefore, making light to Oral History, focused on memory and the form of registration of these, which is mentioned above, and that understands in a very particular way significant aspects of training and teaching of Maria Lucilda.

3 Results and Discussion





Maria Lucilda Nunes Barbosa is currently retired. Daughter of a farmer father and a housewife mother, she was born in the city of Maranguape-Ce, where she also graduated with the help of the Logos Project I and II. This initial education allowed her to enter the teaching career, mainly in public schools in her town, until she retired.

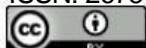
Maria Lucilda and her 11 siblings grew up in a simple home, but were always encouraged to study and help with the household chores. Maria Lucilda entered the schooling process when she was seven (7) years old in the so-called "weak first year", which corresponded to the current literacy period, in a private school, as she reports: "I did the strong first year and the second year in the same year. In the third year, I went to a public school where I finished my studies and did until my high school at Colégio Estadual Anchieta" (BARBOSA, 2022).

Having finished this period of studies with a nursing technologist, he realized that this was not his vocation. Thus, with the arrival of a project in the city, she saw an opportunity and decided to migrate to the area of teaching and be a primary school teacher, as she reports: "it was an opportunity, here in Maranguape, a distance learning course called Logos, where we had the right to teach from first to fourth grade" (BARBOSA, 2022).

Given the large number of lay teachers in the middle of the second half of the 20th century, some government policies were instituted to help eradicate or reduce the exorbitant amount of untrained teachers who were working at that time. From this, the Logos Project emerged, which according to Costa, Mendes, and Fialho (2019, p. 203), "the Logos Project stood out in two moments, Logos I and II; the first was considered a pilot project, an adequacy test, so that they would maintain a continuity, with greater depth and refinement, in Logos II".

Still on the dynamics and modality of the Logos Project, André and Candau (1984, p. 23) point out that:

The modules are organized in series corresponding to disciplines, for a total of 204 modules, which must be completed within a period of 28-30 months (on average 7 modules per month). Each module consists of a 20-40 page issue covering general education subjects such as Portuguese Language, Mathematics, Physical and Biological Sciences or special education subjects such as Educational Sociology, General Didactics, History of Education, and others.





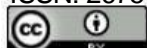
The biographer concluded the course through modules, which consisted of the student picking up the study material at the institution, studying it at home, and going on the days scheduled for exams. At the age of 19, Maria Lucilda was already taking her first class in a public school in her own neighborhood. About this she comments:

"And then the opportunity arose here in Maranguape, it was a selection, by the state and it started as a contest, but when we took the test, when the results came out, it came out as a selection for teachers. Then I took on, passed, and entered the first class, which was the Winning Project. Then I entered and worked for many years in the first year" (BARBOSA, 2022).

However, some time later she experienced problems with her vocal cords and had frequent hoarseness, so she had to leave the primary school and stayed away for a while on medical leave to treat the illness. When she returned to the classroom she took over the TV system, after taking the required course for the "training of TV system instructors" with the right to certification, and went to work in the seventh grade with the Telensino in classes of teenagers between 12 (twelve) and 13 (thirteen) years old, as reported below:

So, at that time, we worked in only one class and they were all subjects. The broadcast was on TV, on channel 5, we would watch it and when the TV class was over we would work with our students, solve doubts. Then they had the modules from the books they had and we worked, did the exercises, I corrected them and the class was all in teams. The boys were all organized by team (BARBOSA, 2022).

According to Vieira (2002), the Telensino attended an audience that entered the regular elementary school through television and it stood out in several Brazilian states from 1966 on, however, in the state of Ceará it was only implemented in 1974. This teaching modality occurred mainly due to the lack of qualified teachers to attend high school. Later on, the Telensino was remodeled, divided and started to be offered by areas for each teacher. Soon, the biographer takes on Exact Science classes, since, according to her "I always liked the math area a lot and worked many years in math, (...). So I divided our workload, in two, three classes". It is important to note that the areas of knowledge were Languages and Codes, Exact Sciences, and Society and Culture.





4 Concluding remarks

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The research sought to understand, through biography, the memories of the formative and teaching trajectories of the teacher Maria Lucilda Nunes Barbosa, a retired educator who contributed to the education of the city of Maranguape, located in the metropolitan region of the state of Ceará, considering that her trajectory as a student in the early years, training to work as a teacher and performance all occurred in this city.

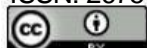
Having done the first year of her literacy studies in a private school and then having studied the rest of her student life in a public school, Maria Lucilda shared rich aspects for this research, not only about the difficulties that many people of her time had to keep up with their studies, but also about the gains she had for studying in a public school and how this was preponderant for her education and pedagogical practice.

We reiterate here the course of this research, which is based on the concepts of Oral History, Cultural History, and biographical studies, which are essential to investigate aspects of a micro-history of a civilian, through oral reports that could be supported by theoretical foundations and other reports that add to this discussion.

Thus, it was possible to evaluate two very important themes: Logos, an institution focused on the formation of professionals to actively work in classrooms; and Telensino, a teaching methodology from the 1990s. Regarding Logos, there are aspects that encompass a wealth of possibilities to understand the formative processes of the time in question, to ponder on how this training reverberated in practice and how it led to studies to evaluate this formative system under a critical perspective.

Telensino, on the other hand, which was very present in schools all over the state, marked a period in which the need to fill teaching gaps was sought and, thus, trained teachers through courses to meet this demand, since it was also something transcendental for the time due to the use of a technological resource to aid teaching, the TV.

It is valid, therefore, to highlight the role of women with a trajectory similar to Maria Lucilda's, to dialogue with so many other reports that collaborate with the understanding of a pedagogical formation of more than two decades and the performance of these





professionals, seeing this trajectory through the eyes of the one chosen for this work in order to support this perspective to explore the aspects presented in an oral form and registered in the form of an interview.

Thus, through this type of biographical study, it is possible to value the subjects that make up the history of a time, of a place, and to give visibility to those people who, many times, end up being forgotten and their stories lost. The purpose was to approach the importance of historiography around teachers who are invisible, mainly regarding the valorization of individuals who add so much to their environment and make possible the recognition of people, especially women educators, who somehow contributed to the educational scenario, as is the case of the teacher Maria Lucilda.

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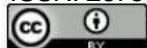
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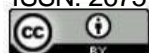
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