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GEOMORPHOLOGY AND TEACHING-PEDAGOGICAL PRACTICES: CONTRIBUTIONS TO THE TEACHING OF GEOGRAPHY

GEOMORFOLOGIA E PRÁTICAS DIDÁTICO-PEDAGÓGICAS: CONTRIBUIÇÕES AO ENSINO DA GEOGRAFIA

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RESUMO
O trabalho exposto a seguir relata as vivencias na disciplina de Geomorfologia, do curso de licenciatura em geografia da UPE- campus Petrolina. Experiência esta vivenciada pelos alunos no o exercício da função de monitores durante as aulas ocorridas no semestre, auxiliando ao professor da disciplina, tendo assim um primeiro contato com o que futuramente irão exercer no exercício da docência.
Palavras-chave: Monitoria; Disciplina de Geomorfologia; prática de ensino; vivências.

ABSTRACT
The work presented below reports the experiences in the Geomorphology discipline, of the geography degree course at UPE - Petrolina campus. This experience is experienced by students in exercising the role of monitors during classes held during the semester, assisting the subject teacher, thus having a first contact with what they will perform in the future in teaching.
Keywords: Monitoring; Geomorphology discipline; teaching practice; experiences

INTRODUCTION

The present work aims to report the experiences lived during the monitoring of the Geomorphology discipline, part of the Geography course at the University of Pernambuco - UPE, Petrolina campus. The Geomorphology discipline took place in the 3rd semester of the course and addresses the theoretical-conceptual and methodological assumptions of this knowledge about the dynamics of the processes of the structure and functioning of the dynamics of the Earth's relief and its reflections on the nature-society relationship of its landscapes, especially through the anthropic interactions that imprint significant changes over time in this dynamic (GUERRA; LOUREIRO, 2022).

Monitoring is offered to students who have already taken the course and, therefore, already have a theoretical load about the contents that will be worked on during the discipline. Thus, they have a certain mastery to assist the students who will still take it, helping them with possible doubts along with the discipline's teacher (RODRIGUES; VIDAL, 2017).

MATERIAL AND METHODS

The course comprises a workload of 60 hours, with a weekly meeting lasting 4 hours and 15 minutes, held in person. It includes interactive-expository classes and activities posted on the Google Classroom virtual platform, providing basic and complementary digital reading materials. Additionally, to facilitate contact and communication with students, there is a class WhatsApp group with the monitors and the teacher, as well as institutional emails. Monitors also participate in-person during classes, assisting the teacher in executing the materials.

Methodological and didactic-pedagogical procedures were carried out using ludic, graphical, and audiovisual materials (maps, images, photographs, films, video documentaries, live sessions, and debates), along with directed studies, reading of books, articles, and other publications, as well as field and laboratory practices, such as didactic excursions and instrument training. Monitors supported students in clarifying doubts about the content. At the end of each class, there was a meeting between the teacher and the monitors for guidance and debriefing of the class.

Field activities included exploring the relief landscape of Sobradinho – BA, focusing on the dam and hydroelectric power plant, as well as land use and occupation in the municipality and neighboring territories. A highlight was the trail to the Sobradinho viewpoint, offering panoramic views of the landscape and its features typical of the morphostructural domain of the Sertaneja Depression, with flat surfaces and residual erosive formations such as pediments, ridges, and inselbergs, as well as the polygenetic plain of the Upper São Francisco Submedium with fluvial, fluvio-lacustrine, and aeolian accumulation forms, along with their anthropogenic relationships and derivations that influenced the socio-environmental context marked by irrigated agricultural activities and rural and urban spatial developments. The field practice enhanced the understanding of classroom content for the students present, allowing them to observe the relief forms discussed in class and clarify theoretical doubts.

During the fieldwork, GPS tools were used to accurately determine latitude and longitude, demonstrating to the students how they are used and emphasizing their importance in field practices. In the course planning, a class was dedicated to allow the monitors to conduct an activity on two provided themes: Glacial erosion processes and their geomorphological features, and Marine erosion processes and coastal geomorphology. Each monitor had 30 minutes to explain with the aid of slides, followed by an in-class activity on the topics covered.

RESULTS AND DISCUSSION

The results were obtained and analyzed through assessments, including evaluative activities and seminar presentations on the topics covered. The class performed well with a good approval rate. At the end of the course, the monitor, along with the professor, engaged in a dialogue about their monitoring experience with the other students, providing space for evaluating the course experience and its importance for their geography education.

Additionally, Google Forms questionnaires were distributed (with 10 responses out of 25, representing 60% of the class), considering the 7 students who were not attending classes, to evaluate the course and the monitoring, yielding significant results that confirm the satisfaction and importance of the course and its monitoring for the students. Four questions were asked, as detailed in the attached figure (Figure 01).

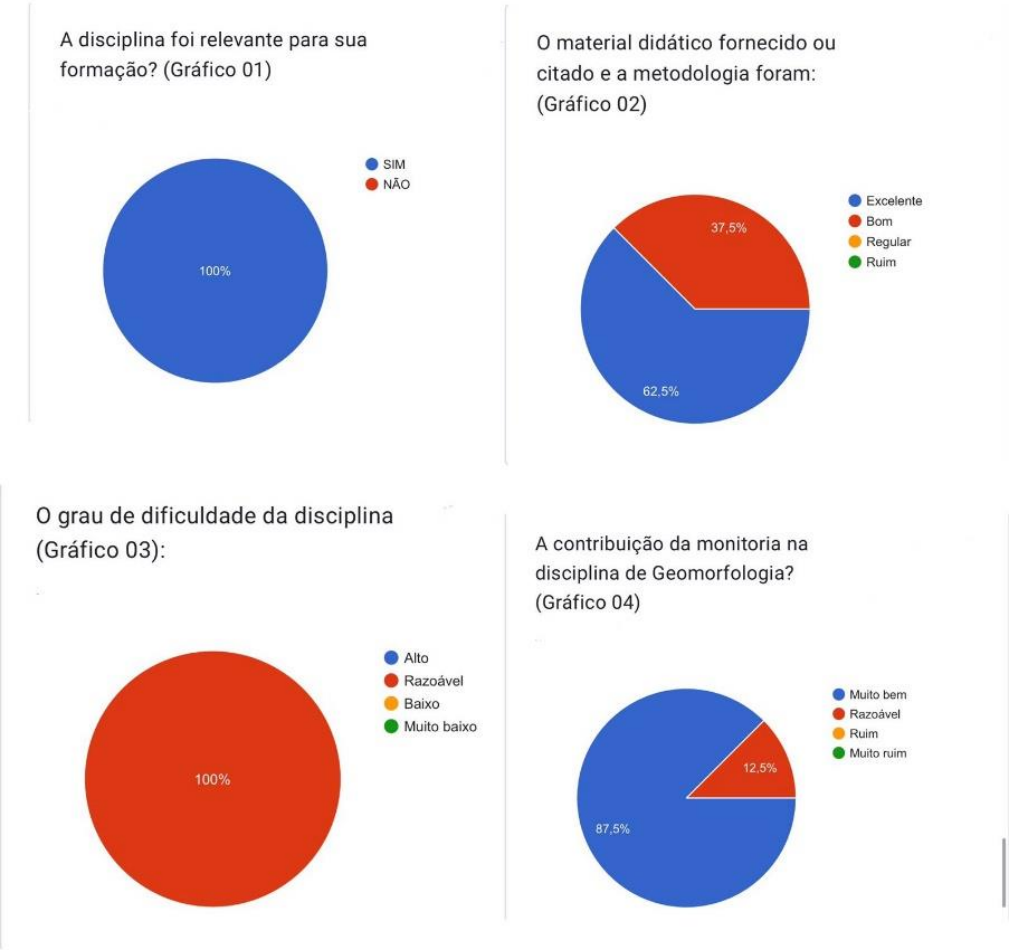

Figura 01: Resultados da avaliação dos alunos sobre a disciplina e a função dos monitores
Fonte: Autores (2023).

Therefore, despite the difficulties and limitations mentioned, such as larger laboratory spaces with interactive didactic-pedagogical resources and instruments, and above all, the

lack of transportation and resources for carrying out field activities considered essential for the practice of the discipline, students unanimously recognized the importance of the discipline in their formation.

The constraints of nighttime hours, both due to the limited time most students have to experience the content and practices, as they often work extensively and arrive exhausted from their workday, as well as the impossibility of instrumental fieldwork and observation of daytime landscapes, in addition to the limited interactivity skills in collective group activities due to communication and in-person contact limitations, the difficulty in reading the content and technical vocabulary of the discipline due to the geological-geomorphological terms used (GUERRA, 2011), as well as the complexity of some topics, especially the theoretical-conceptual and methodological framework of Geomorphology in its global and Brazilian context.

CONCLUSIONS

The dynamics of geomorphological agents and processes are fundamental for understanding geographical studies, i.e., the society-nature relationships, in any spatial unit and scale. Therefore, it requires a holistic and integrated view with the epistemological diversity produced within society for its theoretical-conceptual and empirical formulation, which effectively contributes to the sustainability of the environment and its inhabitants.

On another note, it is a discipline that enables students to acquire a more refined cognition of socio-environmental phenomena and contributes to their formation as active citizens committed to social policies, besides providing a future quality professional education. Thus, teacher trainees who will work in the basic education network should develop forms of knowledge transmission that involve theoretical and practical issues critically, and this mentoring project is an opportunity to deepen the understanding of the student-mentor regarding their role in teaching and, above all, to instruct them about the available didactic-pedagogical processes that will assist them in their teaching practice.

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