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PRACTICING GEO: DYNAMIC METHODOLOGIES FOR THE LEARNING OF GEOGRAPHIC KNOWLEDGE IN THE CONTEXT OF THE SEMIARID LANDSCAPE

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ABSTRACT
The present work is the result of a project that has been carried out in the E.E.M. Olímpio Sampaio da Silva, located in the municipality of Uruoca-Ce. In the construction of this research we consider works carried out to be presented in the "Ceará Científico", Science Fair that takes place annually in Camocim-Ce, organized by SEDUC / CE, aiming at dynamizing the classes and avoiding the monotony of the use traditional methods.
Keywords: Physical geography, practical class, landscape dynamism

GEOPRATICANDO: METODOLOGIAS DINÂMICAS PARA O APREDIZADO DO SABER GEOGRÁFICO NO CONTEXTO DA PAISAGEM SEMIÁRIDA

RESUMO
O presente trabalho é o resultado de um projeto que vem sendo realizado na escola E.E.M. Olímpio Sampaio da Silva, localizada no município de Uruoca-Ce. Na construção desta pesquisa consideramos trabalhos realizados para serem apresentados no “Ceará Científico”, Feira de Ciências que acontece, anualmente, em Camocim-Ce, organizada pela SEDUC/CE, tendo como intuito a busca de dinamizar as aulas e fugir da monotonia da utilização de métodos tradicionais.
Palavras-chave: Geografa física, aula prática, dinamismo da paisagem.

INTRODUCTION

The present work aimed to study the relevant themes of Geography through practical methodologies involving field classes, making models and laboratory experiments with samples of soil, vegetation, etc. Contributing to the construction of geographic knowledge of the semi-arid landscape. The school, as a space for the production of systematized knowledge, has the task of teaching students to share knowledge through a critical spirit. Practical classes are considered a methodologically very effective alternative in geographic science. The following question arises: Can Geography help students to understand the geographic space in a practical/dynamic way and seek ways to reduce environmental impacts?

MAIN GOAL

Propose methodological strategies that help students to arouse interest in geographic knowledge in a dynamic way.

Specific Objectives

- Awakening, through fieldwork, the capacity for practical apprehension of geographical phenomena;

- Make models involving different themes of physical geography;

- Show the morphological characteristics of the soil through laboratory experiments;

- Seek ways to minimize environmental impacts in the semiarid region.

METHODOLOGY

The methodological process consisted of three fundamental actions: conducting a field class to observe natural phenomena in the context of the semi-arid region, as well as collecting samples of soil, vegetation and other elements of nature to work with laboratory experiments, making models in the development of learning in Geography, and laboratory experiments with samples collected in field classes to verify the practical occurrence such as infiltration, erosion, morphological characteristics of the soil in its different textures, colors, porosity, consistency, etc. All the students of a specific class were involved in the realization of this project, the culmination took place through seminars involving the other students of the school as a way of socializing the successful experience.

RESULTS

One of the primary stages was the experiments carried out by the students, assisted by the teacher, it can be said that it was the moment when they acted more directly, since they had direct contact with several morphological characteristics of the soil so that they could analyze in practice. , for example, the granulometric analysis of the soil, the structure, among other factors, as well as the reproduction of a soil profile, highlighting the different horizons that it has, from the Rocha Matriz to the Organic Horizon, highlighting the characteristics of formation of the soil surface. organic matter, humus formation, according to geomorphological, climatic, environmental conditions, etc.

SOCIAL RELEVANCE OF THE PROPOSAL

According to the National Curriculum Parameters of High School – PCNEM (BRASIL, 2000), the Geography discipline aims to "seek to understand economic, political, social relations and their practices at local, regional, national and global scales; it focuses on and contributes to reality, to think of space as a totality in which all everyday relationships take place and social networks are established at the aforementioned scales" (BRASIL, 2000, p. 45). Thus, we emphasize the importance of knowledge of the local landscape, so that we can understand the unique characteristics that the semi-arid landscape of Ceará has, as well as all its contribution to the lives of the people who live in it.

Photo 1: Experiments with soil samples

Source: Francisco Ferreira

IMPACT ON THE DISSEMINATION OF KNOWLEDGE AT SCHOOL

The development of the project contributed to overcoming the difficulties in teaching a Geography in constant movement, making the student acquire a critical understanding of

space, societies and the environment; recognizing and understanding the role of the dynamics of nature, through concepts and geographic categories, thus enabling an approximation of the students to the lived reality, allowing the student to know and understand the world around them. Thus, students began to show a greater interest in learning the discipline, as well as awakening to the development of new activities.

Photo 2: Reproduction of a semiarid soil profile
Source: Francisco Ferreira

Photo 3: Field Class/ Açude Velho – Uruoca/Ce
Source: Francisco Ferreira

FINAL CONSIDERATIONS

There was a greater involvement of students in relation to the discipline of Geography due to the practical nature of the methodologies used in the project, contributing not only to classroom learning, but expanding these practices through exhibitions for the school community. Thus, the Geography teacher, when using dynamic methodologies as something concrete in practical classes in order to carry out a didactic reading of the natural and social elements that form the geographic space, facilitates the development of geographic concepts by the students.

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