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CONTEXTUALIZED EDUCATION IN SEMIARID: WHAT GEOGRAPHY HAS TO DO WITH IT?

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Abstract

While school discipline, geography is one of the responsible for discussing issues related to the Brazilian semi-arid and must contextualize it, especially when working in schools that are located in the semi-arid region itself. In this sense, the work has the general objective of understanding the role of geography at school perception of semi-arid developed from discussions with students in the city of Novo Santo Antonio/PI. The specific objectives, they have: to understand how the semi-arid region is perceived and taught at the Educational Center José Marcelo Pessoa; identify the perspective of the Geography teacher with respect to semi-arid; analyze the pedagogical practice of Geography contributes to civic education and better living of students in semi-arid region. In order to achieve the proposed objectives, was established as a methodology, at first, the search for a theoretical framework that conceptually embasasse research, as Castrogiovanni, Callai and Kaercher (2004); Silva (2006); Lima (2010) and Reis (2010), among others. In a second step, a field research through interviews and finally took place, the collected data were analyzed. The research revealed the importance of contextual education and the Geography Teaching can help build awareness of the students about the environment in which they live.

Keywords: Education; Semi-arid region; Geography teaching.

EDUCAÇÃO CONTEXTUALIZADA NO SEMIÁRIDO: O QUE A GEOGRAFIA TEM A VER COM ISSO?

Resumo

Enquanto disciplina escolar, a Geografia é uma das responsáveis por discutir aspectos relacionados ao semiárido brasileiro,

devendo contextualizá-lo, em especial, quando trabalhado em escolas que estão situadas no próprio semiárido. Nesse sentido, o trabalho tem como objetivo geral compreender o papel da Geografia escolar na percepção do semiárido a partir de discussões desenvolvidas com alunos da cidade de Novo Santo Antônio/PI. Como objetivos específicos, têm-se: entender como o semiárido é percebido e ensinado no Centro Educacional José Marcelo Pessoa; identificar a perspectiva do professor de Geografia com relação ao semiárido; analisar se a prática pedagógica de Geografia contribui para formação cidadã e melhor convivência do aluno no semiárido. No intuito de alcançar os objetivos propostos, foi estabelecido como metodologia, em um primeiro momento, a busca por um referencial teórico que embasasse conceitualmente a pesquisa, como Castrogiovanni, Callai e Kaercher (2004); Silva (2006); Lima (2010) e Reis (2010), dentre outros. Em um segundo momento, foi realizada uma pesquisa de campo por meio de entrevista e por fim, foram analisados os dados coletados. A pesquisa revelou a importância da educação contextualizada e que o Ensino de Geografia pode contribuir na construção de percepção dos alunos sobre o ambiente em que vivem.

Palavras-chave: Educação; Semiárido; Ensino de Geografia.

EDUCACIÓN EN EL SEMINARIO; ¿QUÉ TIENE A VER CON ESO?

Resumen

En cuanto asignatura escolar, la Geografía es una de las responsables por discutir aspectos relacionados al semiárido brasileño, debiendo contextualizalo, en especial, cuando trabajado en escuelas que están ubicadas en el propio semiárido. Así, el trabajo tiene como objetivo general comprender el rol de la Geografía escolar en la percepción del semiárido a partir de discusiones desarrolladas con alumnos de la ciudad de Novo Santo Antônio-PI. Como objetivos específicos, tienen: Entender como el semiárido es percibido y enseñado en el Centro Educacional José Marcelo Pessoa; Identificar la perspectiva del profesor de Geografía con relación al semiárido; Analizar se la práctica pedagógica de Geografía contribuye a la formación del ciudadano y mejor convivencia del alumno en el semiárido. Con el sentido de lograr los objetivos propuestos, fue planteado como metodología, en un primero momento, a busca por un referencial teórico que embasase conceptualmente a la investigación, como Castrogiovanni, Callai e Kaercher (2004); Silva (2006); Lima

(2010) e Reis (2010), Entre otros. En un segundo momento, fue realizada un estudio de campo por medio de encuesta y por fin, fueron analizados los datos recolectados. La investigación reveló la importancia de la educación contextualizada y que la enseñanza de Geografía puede contribuir en la construcción de percepciones de los alumnos sobre el ambiente en que viven.

Palabras-clave: Educación; Semiárido; Enseñanza de Geografía.

1. INTRODUCTION

The outlook on education have undergone changes over the years in Brazil and worldwide. It is increasing the demand for a contextualized education, where the content learned make sense and have meaning for the students.

Nevertheless, there is still a large part in the school context that keeps apart of this evolution, which has set the traditional education permanence that expresses knowledge disconnected with reality.

This aspect becomes even more serious when it occurs in areas characterized by socio-economic fragility, where education should be an important instrument of transformation. This is the case of semi-arid regions of Brazil, which despite advances still prevail educational systems that reproduce the latest insight into these environments.

Geography as a school subject should present the reflection on the semi-arid region, to play an important role in building awareness and ways of acting students in relation to these spaces.

In this context, the work has the general objective of understanding the role of geography at school perception of semiarid developed from discussions with students in the city of Novo Santo Antonio/PI. As specific objectives we have: to understand how the semiarid region is perceived and taught at the Educational Center José Marcelo Pessoa; identify the perspective of the Geography teacher with respect to semi-arid; analyze the pedagogical practice of Geography contributes to civic education and better living of students in semiarid region.

2. METHODOLOGY

In order to achieve the objectives has been established as a methodology, at first, the search for a theoretical framework that conceptually embasasse research, as Castrogiovanni, Callai and Kaercher (2004), Silva (2006), Lima (2010) and Reis (2010), among others.

In a second step, a field research through interviews in which information was collected on the teaching practice was held in Geography and perceptions of semiarid a geography teacher who works in the school Educational Center José Marcelo Pessoa, only school of Primary Education the seat of the municipality of Novo Santo Antonio/PI, a city that makes up the Piauí semiarid region.

Finally, the data collected were analyzed in the search for better understand how geography as a discipline school, has ported the context of knowledge about the semiarid region in living areas of this natural environment.

3. RESULTS AND DISCUSSION

3.1. The daily Geography Teaching

Geography is a school subject that has always had its issues closely related to the daily life of students. It is a field of knowledge engaged in the pursuit of making the world more understandable, to assume great importance in the formation of a critical citizen.

According to the National Course parameters (1998, p. 29), the

[...] estudo de Geografia possibilita aos alunos a compreensão de sua posição no conjunto das relações da sociedade com a natureza; como e por que suas ações, individuais ou coletivas, em relação aos valores humanos ou à natureza, têm consequências (tanto para si como para a sociedade).

In this sense, the Geography Teaching must reflect on their classroom practices approaches related to the spaces of experiences of the students, especially in the final years of elementary school, at which the students are improving their thoughts about the world, through environment, human intervention, etc.

PCNs reinforce the function of geography when out that it has the “objetivo de estudar as relações entre o processo histórico na formação das sociedades humanas e o funcionamento da natureza por meio da leitura do lugar, do território, a partir de sua paisagem” (PCN, 1998, p. 26).

Reinforcing the importance of context, the Common National Base Curriculum states that geographical education should

[...] contribui para a formação do conceito de identidade, expresso de diferentes formas: na compreensão perceptiva da paisagem, que ganha significado à medida que, ao observá-la, nota-se a vivência dos indivíduos e da coletividade; nas relações com os lugares vividos; nos costumes que resgatam a nossa memória social; na identidade cultural; e na consciência de que somos sujeitos da história, distintos uns dos outros e, por isso, convictos das nossas diferenças (BRASIL, 2017, p. 359).

Interestingly, the view of contextualization of expressed geographical aspects PCNs 1998 are somewhat complemented by BNCC in 2017, demonstrating that this debate is not new, but it has already been proposed for a long time by official documents, even if unincorporated still full form by most school environments.

Through this understanding, there must be the direction of Geography Teaching to the place of work of the student, relating it to other spaces, but taking advantage of what is closer to their everyday reality. School Geography “[...] deve lidar com as representações da vida dos alunos, sendo necessário sobrepor o conhecimento do cotidiano aos conteúdos escolares, sem distanciar-se, em demasia, do formalismo teórico da ciência” (CASTROGIOVANNI; CALLAI; KAERCHER, 2004, p. 7).

Use the place as a space for reflection is important because “[...] lugar é sempre cheio de histórias e expressa/mostra o resultado das relações que se estabelecem entre as pessoas, os grupos e também das relações entre eles e a natureza.” (CALLAI, 2005, p. 234). Thus, it becomes extremely valid to use the experiences of students in the construction of geographic knowledge and contribute to that provided this new knowledge, can improve their relationship with the environment in which they live.

It is in this perspective that the semi-arid northeast of context can be better understood through the Geography Teaching through focused thinking to the process of social formation, economic, political and cultural aspects of this natural environment so unique.

To Lima (2008, p 98.):

[...] construir uma proposta de educação contextualizada no Semiárido exige que os professores procurem re-aprender a aprender para poder ajudar o seu aluno/a tornar-se um aluno-pesquisador de sua realidade. O aluno/a aprende refletindo sobre sua ação e interagindo no meio social, já o professor, amplia seu olhar sobre o mundo no momento em que se desafia a pensar sobre sua prática no processo de reflexão-na-ação.

The Geography Teaching should strive to enable learning conditions that bring the knowledge of the semi-arid region and its context with the reality of living of the students.

Making this link between the school and the Geography of students everyday content such as migration dynamics, interacting with the reality of their own where they live allows students to find “[...] cada um à sua origem, segmentos de sua identidade, e passam a ver a ciência como instrumento de compreensão da sua própria vida, da vida da sua família.” (DOWBOR, 2006, p. 02).

In the view of Reis (2010, p. 128), you need to change the curriculum logic, arguing that

[...] não se está propondo apenas trocar a uva pela maçã ou a caixa d’água pela cisterna ou pelo o que quer que seja. É o sentido e significação daquilo que está colocado nos livros didáticos. Não é, simplesmente, trocar a pera pelo umbu, não é isso! Mas é o sentido e o significado que o umbu tem na vida das pessoas, na relação daquele fruto com o meio ambiente, daquela árvore no ecossistema e na cadeia produtiva local, e muito mais.

Defending a more focused education to the local context does not mean isolating knowledge, on the contrary, the place is just the starting point for understanding more distant and complex spatiality.

The Geography Teaching done so contextualized directly influences the perception of students towards the environment in which they live. It is pertinent to note that perception is a complex and highly relevant to the geographical concept studies.

The concept originated in the United States in the 1970s, through discussions developed by humanistic geographic school. The geographer Yi-Fu Tuan is considered the precursor of the concept of perception, becoming a key reference for your understanding.

According to Tuan (2012) perception

[...] é tanto a resposta dos sentidos aos estímulos externos como atividade proposital, na qual certos fenômenos são claramente registrados, enquanto outros retrocedem para a sombra ou são bloqueados (TUAN, 2012, p. 18).

When considering the understanding of Yi-Fu Tuan, you can understand how significant is the concept of perception in the school context. Depending on how the (a) student sees the environment in which live action can occur in different ways. In this case, the Geography Teaching acts as a lens, helping the (a)

students in their perception of living space and making it more aware of reality and thus more able to work in the transformation of space.

For Del Rio (1996, p.3) the perception is a “processo mental de interação do indivíduo com o meio ambiente que se dá através de mecanismos perceptivos propriamente ditos e, principalmente cognitivos”. This process of perception is composed of representations, meanings and actions.

Contributing to discussion, Rocha (p. 1, 2003) argues that the perception

[...] formam-se imagens que têm significados diferentes para quem as capta, dependendo de sua cultura, tempo histórico, situação psicológica, entre outros. A tendência é levar em conta apenas os aspectos concretos, objetivos, das imagens. Porém, os seres humanos são duais, isto é, têm uma visão externa (mundo concebido) e uma visão interna (mundo percebido, mundo subjetivo) do mundo que os cerca.

Take into account the elements that help build the students' perception, whether external or internal, contributes greatly to that learning, especially when it comes to content closely linked to their daily lives.

Water, for example, can be a natural element of little importance to a region in which this feature is found in abundance, but has meaning and different perception to people living in the semiarid region where, in most cases, there are water shortages.

Other authors discuss the complex concept of perception, however, that article did not in-depth analysis, only listed the understanding aiming to guide the reflection on the role of school geography in the perception of the semi-arid, since different ways of perception of space imply therefore distinct representations in the semi-arid environment and analysis.

3.2. A look at education in semi-arid Piauí

The criteria that define a region, such as semi-arid, usually associated with climate aridity, water shortages, variability of rainfall and soils poor in organic matter. According to these characteristics, the definition of semiarid is linked to prolonged periods without rain and high temperature, which contributes to loss of water by evapotranspiration. (SILVA, 2006).

Also according to Silva (2006, p. 16), in Brazil

[...] área de domínio do semi-árido teve, ao longo da história, outras denominações como Sertão e o Nordeste das secas. Oficialmente, a primeira delimitação da região foi estabelecida em 1936, com o Polígono das Secas. O conceito técnico de Semi-árido é decorrente de uma norma da Constituição Brasileira de 1988, mais precisamente do seu Artigo 159, que institui o Fundo Constitucional de Financiamento do Nordeste (FNE).

With the changes both in name and in the criteria that define the scope of the semi-arid area in Brazil, the map of the states and municipalities that make up the Brazilian semiarid region has been changing over time.

The Ministry of National Integration (MI), an important source of government data on the Brazilian semiarid region, was incorporated into the Ministry of Cities (MCid) in 2019 with new naming Ministry of Regional Development (MDR).

According to the former MI, the Brazilian semiarid region in 2017 now has over 54 municipalities in three states - 36 in Piauí, Ceará 15 and 3 in Bahia. The semiarid map composition thus came to 1,189 municipalities in nine states: Alagoas, Bahia, Ceará, Minas Gerais, Paraíba, Pernambuco, Piauí, Rio Grande do Norte and Sergipe (BRAZIL, 2020).

Specifically in Piauí, now part of the semi-arid region of the municipalities of Piauí: Alto Longá, Altos, Amarante, Arraial, Barra D'Alcântara, Barras, Batalha, Boa Hora, Boqueirão do Piauí, Brasileira, Cabeceiras do Piauí, Campo Maior, Capitão de Campos, Cocal, Cocal de Telha, Cocal dos Alves, Coivaras, Elesbão Veloso, Floriano, Francinópolis, Francisco Ayres, Jardim do Mulato, Jatobá do Piauí, José de Freitas, Nossa Senhora de Nazaré, Novo Santo Antônio, Parnaguá, Passagem Franca do Piauí, Pau D'Arco do Piauí, Piri-piri, Prata do Piauí, Regeneração, São Félix do Piauí, São Miguel da Baixa Grande, Sigefredo Pacheco and Várzea Grande.

Also according to information MI, the initiative to increase the number of semi-arid municipalities relied on the fact that the Northeast passed the worst drought in recent years. With this insertion of the municipalities they could rely on federal support on several fronts to stimulate regional development. These include access to investments in more favorable conditions for generating employment and income, as well as support for emergency actions to living with drought (BRAZIL, 2020).

Novo Santo Antonio, in the state of Piauí, was one of the municipalities entered in the Brazilian semi-arid region in the update of 2017. The city is about 116 km east of Teresina, Piauí state capital. It was founded on January 26, 1994 by Law 4680. It has an estimated population of 2,991 inhabitants and an area of 528.408 km² (IBGE, 2020).

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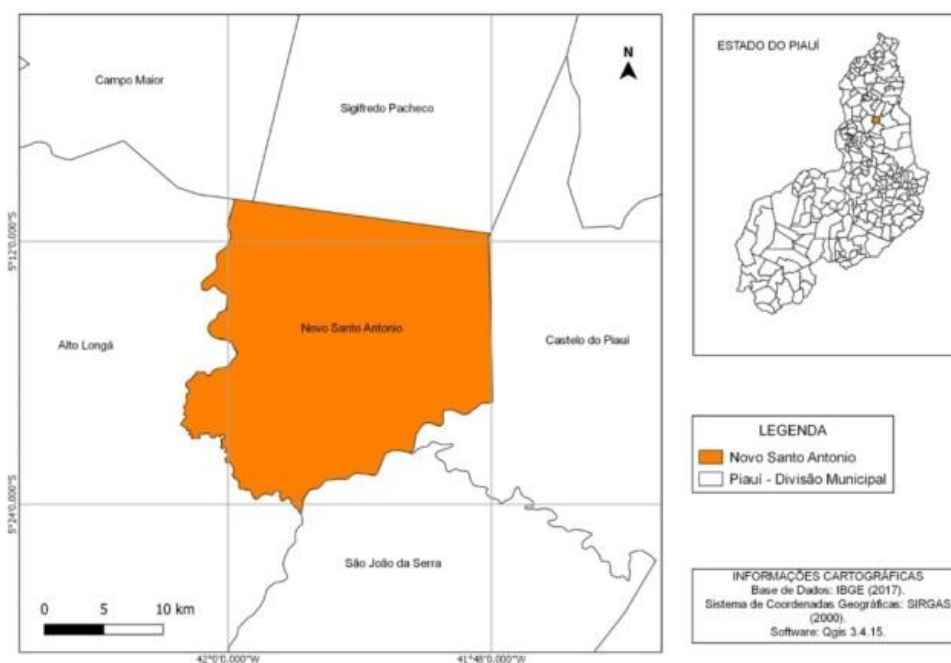


Figura 1 – mapa de localização do município. Fonte: Rocha (2020)

The municipal area is characterized by having a fairly dry weather conditions, with temporary rivers and vegetation where the predominant savanna of deciduous type, with low annual rainfall.

According to IBGE (1977) cited by Aguiar (2004, p. 10)

As condições climáticas do município de Novo Santo Antônio (com altitude da sede a 180 m acima do nível do mar), apresentam temperaturas mínimas de 18° C e máximas de 40° C, com clima quente tropical. A precipitação pluviométrica média anual (com registro de 922 mm, na sede do município) é definida no Regime Equatorial Marítimo, com isoietas anuais entre 800 a 1.400 mm, cerca de 5 a 6 meses como os mais chuvosos e período

restante do ano de estação seca. Os meses de fevereiro, março e abril correspondem ao trimestre mais úmido da região (IBGE, 1977).

The economic base of Novo Santo Antonio is focused on subsistence agriculture (rice, beans, cassava and maize) and extensive livestock (poultry, goats and sheep). In addition, the local economy is closely linked to income from public service, pensions and income transfer programs of the Federal Government as the Bolsa Família (CEPRO, 2020).

According to the Atlas of Human Development in Brazil (2020), the municipality of Novo Santo Antônio features a Low

Human Development rate of 0.528 in 2010. The dimension that contributes the most to IDHM the municipality is longevity, with 0.702 index, then Income, with 0.536 index, and Education, with 0.392 index.

You can see the data that the municipality of Novo Santo Antonio presents socioeconomic weaknesses and its location in a semi-arid region makes the neediest local conditions of a coherent development plan that takes into account their specific regional potential. A social change project, in this case, goes especially for the pursuit of a quality education.

The municipality of Novo Santo Antonio has only two primary schools in the last years, one at headquarters (Educational Center José Marcelo Pessoa) and another in the countryside (Municipal School João de Matos).

The original intention of this work was to research the two schools to draw a parallel and find out if there would be large disparities between them. However, there was some resistance teacher who teaches at the rural school in contributing to the work. Thus it was established as a target of search Educational Center José Marcelo Pessoa School and Professor of Geography engaged in it. The main intention is to seek to better understand what role the Geography Teaching has on the perception of the students of Novo Santo Antonio on the semiarid region to which they belong.

The Educational Center José Marcelo Pessoa was founded on September 29, 2001 and opened on March 5, 2002 with capacity for 600 children. The school was one municipal initiative to meet school elementary school demand which at the time was still provided by the state. Currently serves the student body of Elementary Education 2nd to 9th grade in regular mode and Youth and Adult Education - EJA.

In 2020, the school caters to an audience of 346 students and 142 in the morning shift, 184 and 20 in the afternoon on the night shift. In the daytime shifts, works in the school type of education Elementary and night EJA mode.

In the survey, the interview of the direct type was used, visiting the school and direct contact at the time of the questions with the interviewee. The interview was conducted with the unique geography teacher who works in Educational Center José Marcelo Person, seeking to collect information on issues related to semi-arid.

According Kauark, Manhães & Medeiros (2010, p. 64), "the interview is one of the most widely used techniques in the collection of primary data. The primary sources are the documents that will generate analyzes for subsequent creation of information." The interviews of this survey were exploratory, in which they are allowed any inquiries or data collection and information that is not included on the form.

The interview had taken place according to the teacher's time availability, which accounted divided questions in two stages: the first on the overall profile of the teaching and the second time with directed inquiries to the school's curriculum, continuing education, textbook, concepts and difficulties related to the topic semi-arid in Geography Teaching.

Regarding the data collected in the first place on the overall profile of the teaching, it was identified that is male, has 28 years old, graduated in Geography from the Federal University of Piauí in 2015 and there serves four years in teaching. The teacher has graduate-level specialization in the field of education and management.

After this general framework with teacher profile, the second part of the interview was directed to the role of Geography Teaching in building the awareness of students about the semiarid region, its context and main difficulties in working this subject in Geography classes.

When asked how is established the Geography curriculum in the school operates, the teacher replied that

o currículo é baseado totalmente no conteúdo do livro, pois a escola onde trabalho visa o repasse de conteúdos acima de qualquer outra coisa, entretanto, eu como professor, sempre busco relacionar os conteúdos de Geografia a própria Geografia da nossa região e da nossa cidade, sempre mostrando aos alunos que apesar dos pesares, nossa região é muito rica culturalmente, historicamente, geograficamente e no que diz respeito ao nosso povo, que é muito acolhedor, dentre tantas outras qualidades do Nordeste e do nordestino.

According to the teacher talk respondent was revealed that still prevails in schools a more strong vision linked to the content of that knowledge. Lima (2010, p. 155) argues that "[...] a concepção de currículo que prevalece em muitas escolas ainda está limitada à compreensão de currículo enquanto atividade técnica e organizacional dos conteúdos".

Without a consistent and reflective debate, the curriculum no longer makes sense in conducting the educational process, is separating from the local reality and becoming only a methodical instrument and bureaucratic nonsense to civic education.

The teacher's response regarding its way to contextualize content with the place of living of students, including highlighting its potential represents a break with the traditional stance. This may indicate an improvement in the qualification of degree courses. The graduation time teacher is relatively recent, it leaves the impression that this might be one of the indications for this change of educational traditionalism still has a strong presence in schools.

The second question asked sought to know if there is continuing education of teachers in the school and if any of them has addressed issues directly or indirectly related to the semi-arid. The teacher reported that "*há formações sim, mas geralmente não aborda temas relacionados ao semiárido, pois a formação não é individual de cada disciplina e no caso da minha escola, as formações são mais voltadas para temas como: Ensino e Aprendizagem, Avaliação e aumento do IDEB.*"

The answer given reflects the weakness in continuing education provided by the departments of municipal education. These formations are more in the service of external elements, as the IDEB quoted by the teacher, than the demands for teaching enhancement that spot where it operates the school aims.

In this regard, Reis (2010, p. 121) adds that

[...] em muitos municípios, as jornadas pedagógicas, quando existem, resumem-se a um planejamento realizado por assessorias externas que chegam à escola com tudo pronto, reúnem o professorado uma vez no início do semestre, passam a receita e vão embora, não demonstrando qualquer compromisso com a mudança da educação.

The third interview question probed the teacher about their perception of the Brazilian semiarid region. In response stated

that “o semiárido brasileiro é uma área muitas vezes subestimada, em minha opinião. Muito disso deve-se ao preconceito que as pessoas têm contra a seca, sem ao menos tentar entender essa sub-região do Nordeste que pra (sic) mim tem muito potencial, o que falta são políticas públicas de apoio às pessoas que moram nessa região.”

Interestingly the design expressed by the teacher and the semi-arid because pierces the applicant view that the main problems of the region are due only climate, understanding that much of it is more linked to social and political issues, historical legacies from exploratory colonization of this ecosystem.

The fourth question asked wanted to find out if the school's educational project in which it operates takes into account social and environmental elements of the semi-arid region. The teacher reported that “não, pois o projeto educacional da escola não abrange a interdisciplinaridade que poderia ajudar nesse maior enfoque da região do semiárido, sendo assim cada disciplina cuida dos seus assuntos, cabendo a Geografia fazer com que o semiárido não passe despercebido na escola, que faz parte dessa região”.

Without a project that integrates actions, the practice is disjointed teaching and the student ends up getting disconnected information. In the case of semi-arid place where the school is located, it is of fundamental importance to be undone this structure of "islands" of information and establish an interconnected network between the areas of knowledge.

Regarding to think how satisfying aspects of the semi-arid region are covered in the textbook of Geography, which is the fifth interview question, the teacher replied that

São satisfatórios no momento em que o livro mostra aos alunos que o semiárido não é só seca, mas tem toda uma conjuntura de fatores socioambientais e políticos que influenciam essa região para o bem e para o mal. Além disso, o livro demonstra que o semiárido é uma área de solos férteis onde se plantando tudo dá, desde que haja projetos de irrigação como é o caso das áreas nas margens do rio São Francisco.

Until recently, it checked up discourses on the semi-arid as space only poverty and misery, building an imaginary about this region that was not always consistent with reality. In recent years there has been an increase in discussions about the content covered by textbooks, noting the concern regarding the narratives that are produced and disseminated by them. This is reflected in teacher talk.

The sixth question of the interview approached the teacher about the main challenges to work on issues related to the semi-arid geography lessons. In response wrote that

Os principais desafios são quebrar os preconceitos que muitas vezes os alunos têm contra o semiárido, além de ter que fazer isso de forma individual, pois não se tem projetos na escola que visem fazer com que outras áreas de ensino, não só a Geografia, tem que ter todo esse trabalho que deveria ser de toda a escola, pois nós vivemos essa realidade no nordeste e no semiárido.

The result of a model teaching decontextualized, settled in the student an insight into the very place where he lives, distorted reality. He can not confront the colonial vision that has settled on the semi-arid region, building a prejudice against their own local

identity. Geography should then articulated or not with other areas, take the leading role to break with this alien perception of the semi-arid region.

To Lima (2010, p. 153), schools have contributed to spread a vision of destoaada semi-arid reality when “[...] caracteriza as pessoas dessa região como ‘coitadinhas’, ‘pobrezinhas’, ‘incultas’, construindo caricaturas e estereótipos de sertanejo carregado de preconceito [...]”. We need to change this characterization and Geography undoubtedly plays a fundamental role in order to contextualize the knowledge and develop in students a critical view of the space is living, or even residing in other regions.

To conclude the interview, was asked the teacher about the pedagogical practice of Geography applied in semi-arid schools can contribute to civic education and better living the student in that space. The answer was that the respondent

Falando por mim, sim. Pois, eu sempre busco fazer com que os alunos entendam que o semiárido e o Nordeste como um todo não possuem apenas aspectos negativos, mas que tem muito mais aspectos positivos, tentando passar aos alunos um senso de pertencimento e de respeito por essa região tão nobre e que tem tanto potencial para crescer, e que são eles, os alunos, que no futuro virão a ser os agentes de transformação da nossa sociedade, principalmente na Região Nordeste e na sub-região do semiárido.

Fortunately, the teacher's attitude is extremely significant for social change in the place where the school is located in which it operates. It takes the articulator function of ideas, enabling students to feel part of a conflictive social reality, but full of potential and that they, the students, are the key to this change as agents of transformation of space.

4. FINAL CONSIDERATIONS

The survey revealed how important and urgent to invest in a contextualized education. When related to the semi-arid, context becomes even more necessary and geography is one of the fields of knowledge that has more power to help in building a real understanding of the students on this environment.

The Geography Education can contribute significantly to break the stereotypes and prejudices that have taken root in the curriculum of schools and that blind students the real possibilities that permeate the Brazilian semi-arid region, site often house them.

Through research also identified that there are still major weaknesses in the school's semi-arid environments, such as the Educational Center José Marcelo Pessoa, which despite being located in the headquarters of the municipality of Novo Santo Antonio/PI, addresses a clientele which largely comes from the countryside.

In a municipality with socioeconomic weaknesses as striking as Novo Santo Antonio, invest in a contextualized education to present an image of possibility for students where they live is to help reduce the high rates of adult and youth migration to large urban centers, subjecting themselves to work often in precarious and humiliating situations.

The interview with the teacher showed very encouraging results as their professional attitude, perception of the Brazilian semi-arid and understanding the role of geography in the social context in which it appears.

Textbooks, according to the survey, begin to show a vision more positive semi-arid, but be careful not to limit talk about the semiarid only when approached by the book as content regionalization of Northeast sub-regions. It is a theme that should be present throughout the year, seeking associate scientific knowledge and everyday life.

With all this, it was possible to better understand the importance of context in the semiarid region in classes, especially geography. This theme is still little explored and shows that much remains to be researched. The Geography Education can greatly contribute to the populations living in the Brazilian semiarid region, making them aware of the value and importance, strengthening its identity and empowering them as critical agents of social transformation.

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