

Reflection of a graduate student in mathematics on the impacts of fomentation programs on teacher training

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Abstract. Educators and specialists from different areas defend the idea of training the “teacher-researcher”, the term deals with the critical and reflective professional, autonomous and active, capable of reflecting on their practices and improve them. In this sense, research has the role of help in academic and professional training, in a liberating way, making the future professor capable of improve his/her teaching work more and more. The arguments in favor of the development of research are strong: a higher level of professional autonomy, increased ability to solve problems in the classroom; motivation for the exercise of teaching; development and improvement of curriculum; production of results communication, among others. “What a teacher has of a researcher is not a quality or a way of being or acting that adds to that of teaching. It is part of the practical nature of the teacher to ask, to seek, to research, what is need is that, in his permanent training, the teacher perceive and assumes himself, because a teacher, as researcher” (FREIRE, 1996, p. 32. Free translation). Stating these values, it is worth mentioning the importance of incentives and financing related to research during the academic training and professional performance of government and institutional programs. Without such incentives, research often becomes a reclusive practice, in which only those with greater capital are able to improve professionally. In this regard, I intend to cite incentive programs in which I participated and participle during my graduation, such as: Institutional Scholarship Program for Initiation in Teaching (PIBID), Institutional Scientific Initiation Scholarship Program (PIBIC), Scientific Technician, Technical Visit, among other. Reporting also, how much they added to my training. Since my second semester of graduation, I have been working in a line of research of inclusive education, with participation in two PIBIC projects I was able to develop methodologies and didactics material for the teaching of mathematics for visually impaired students, through PIBID I was able to have educational experiences in real environment, in order to apply the knowledge acquired and improve it. In calls for Scientific Technician in which I was awarded, I had the opportunity to disseminate the results acquired in others projects, as well as to socialize with other researchers, in the same way Technical Visits provided me work in other institutions, conquering new knowledge that I can disseminate in the research groups present at Federal Institute of Brasilia (IFB) – Câmpus Estrutural.

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