



Between “Survivors” and “Discoveries”: The Initiating Teacher in the First Years of Basic Education

Klinger Teodoro Ciríaco¹  <https://orcid.org/0000-0003-1694-851X>

Adriana Correa da Silva²  <https://orcid.org/0000-0002-9813-7317>

¹ Universidade Federal de São Carlos

² Universidade Federal de Mato Grosso do Sul

ABSTRACT

We discuss literacy teacher’s practices in her early years of teaching from her "survivals" and "discoveries" when acting in the 2nd year of elementary school. The objective of the research is to characterize elements that constitute professional identity, as well as to describe the challenges of pedagogical practice. The theoretical framework includes questions related to teacher training, early career and literacy practice. The methodological approach is qualitative, descriptive-analytical. We used data collected based on observation in the classroom and on a semi-structured interview script. Considering the objectives and bases of this study, it is possible to affirm that the intersection of information made it possible to carry out an analysis based on how the teacher organizes her practices and, at the same time, she becomes a teacher by teaching to read and write. The data also revealed that the first years of teaching are fundamental for the construction of identity, a period in which a lot of dedication and commitment is required to develop their skills in the literacy process and to stabilize their career. In addition, in the case studied, it was observed that the teacher constitutes her practice from the experiences of which she participated as a student of Basic Education. This makes it difficult to work with heterogeneity in the classroom and leaves negative marks regarding literacy, since it seems that there is a practice that children learn to read and write by copying the information transmitted.

KEYWORDS

Beginning of teaching. Literacy. Teaching practice.

Corresponding to Author

¹ Klinger Teodoro Ciríaco

E-mail: ciriocoklinger@gmail.com

Universidade Federal de São Carlos
São Carlos, SP, Brasil

CV Lattes

<http://lattes.cnpq.br/2947929641568853>

Submitted: 31 May 2019

Accepted: 09 Jul 2019

Published: 25 Sept 2019

 [10.20396/riesup.v6i0.8655561](https://doi.org/10.20396/riesup.v6i0.8655561)

e-location: e020017

ISSN 2446-9424

Anti-plagiarism Check



Distributed under



Entre “Sobrevivências” e “Descobertas”: A Professora Iniciante no Ciclo da Alfabetização

RESUMO

Discutimos práticas de uma professora alfabetizadora em seus primeiros anos de docência a partir de suas “sobrevivências” e “descobertas” ao atuar no 2º ano do Ensino Fundamental. O objetivo da investigação reside em caracterizar elementos constitutivos da identidade profissional, bem como descrever os desafios da prática pedagógica. O referencial teórico contempla quesitos ligados à formação de professores, início da carreira e a prática de alfabetização na perspectiva do letramento. A abordagem metodológica é de natureza qualitativa, de caráter descritivo-analítico, em que nos validamos de dados coletados com base na observação em sala de aula e em um roteiro de entrevista semiestruturado. Considerando os objetivos e fundamentos deste estudo, é possível afirmar que o cruzamento das informações coligadas possibilitou realizar uma análise a partir de como a professora organiza suas práticas e, ao mesmo tempo, vai se formando docente ao ensinar a ler e escrever. Os dados ainda revelaram que os primeiros anos de docência são fundamentais para a construção da identidade, sendo essencial muita dedicação e comprometimento para desenvolver suas habilidades no processo de alfabetização e se estabilizar na carreira. Além disso, no caso pesquisado, observou-se ainda que a professora constitui sua prática a partir de experiências das quais participou enquanto aluna da Educação Básica, o que dificulta o trabalho com a heterogeneidade em sala de aula, como também deixa marcas negativas em relação ao alfabetizar, uma vez que, ao que tudo indica, parece existir uma prática de que aprende-se a ler e escrever copiando as informações transmitidas.

PALAVRAS-CHAVE

Início da docência. Alfabetização e letramento. Prática docente.

Entre “Supervivencia” y “Descubrimientos”: La Profesora Iniciante en el Ciclo de la Alfabetización

RESUMEN

Discutimos prácticas de una profesora alfabetizadora en sus primeros años de docencia a partir de sus "sobrevivencia" y "descubrimientos" al actuar en el 2º año de la Enseñanza Fundamental. El objetivo de la investigación reside en caracterizar elementos constitutivos de la identidad profesional, así como describir los desafíos de la práctica pedagógica. El abordaje teórico contempla cuestiones relacionadas a la formación de profesores, inicio de la carrera y la práctica de alfabetización en la perspectiva del letramento. El abordaje metodológico es de naturaleza cualitativa, de carácter descriptivo-analítico, en que nos validamos de datos recogidos con base en la observación en sala de clase y en un guión de entrevista semiestructurado. Considerando los objetivos y fundamentos de este estudio, es posible afirmar que el cruzamiento de las informaciones recolectadas posibilitó realizar un análisis a partir de cómo la profesora organiza sus prácticas y al mismo tiempo se va formando docente al enseñar a leer y escribir. Los datos aún revelaron que los primeros años de docencia son fundamentales para la construcción de la identidad, siendo esencial mucha dedicación y compromiso para desarrollar sus habilidades en el proceso de alfabetización y estabilizarse en la carrera. Además, en el caso investigado, se observó que la profesora constituye su práctica a partir de experiencias de las cuales participó como alumna de la Educación Básica, lo que dificulta el trabajo con la heterogeneidad en el aula, como también deja marcas negativas en relación al alfabetizar, ya que, al parecer, parece existir una práctica que se aprende a leer y escribir copiando la información transmitida.

PALABRAS CLAVE

Inicio de la docencia. Alfabetización y letramento. Práctica docente.

1 Introduction

The article presents a research that aimed to characterize the constitutive elements of the professional identity of a literacy teacher in her early years, as well as to describe the challenges of pedagogical practice in relation to working with reading and writing in early years classes. of elementary school. To this end, we developed a qualitative, descriptive-analytical research, linked to the Federal University of Mato Grosso do Sul (UFMS), Campus Naviraí.

The approach to the theme was due to the fact that the first author was an integral part of the Institutional Program of Teaching Initiation Scholarships - PIBID / CAPES, in her initial formation process in Pedagogy, which focuses on contributing to the appreciation of teaching from intervention actions in a public school of the early years in the field of Literacy and Mathematics, which provides scholarship students with experiences of initiation to the profession.

In this context, for the development of the research we elaborated a theoretical framework that contemplates the characterization of the knowledge production of the area in order to understand how the literacy teacher develops professionally “surviving” the challenges of teaching her students to read and write, as well as The approach with the theme leads to the identification of elements that may compose scenarios of future investigations to improve initial teacher education and continuing education of acting teachers.

Many studies developed in the field of literacy, since Emília Ferreiro and Ana Teberosky, have been deepened from the learner's point of view, that is, describe how the child learns to read and write and the levels of writing in which they are. However, investigative work on the process of teaching the mother tongue is still little explored and when compared are more developed with experienced teachers in order to bring understanding of the routine of literacy classes, which points to the importance of this theme: the constitution of be a literacy teacher in the early years of her career.

2 The formation of the literacy teacher and the literacy process from the perspective of literacy

Research on teacher education in the area of education has had a significant growth in recent years. Studies have shown some deficits in initial training programs, such as: problems in the articulation between theory and practice, internships allocated and organized so that future teachers do not provide access to the knowledge necessary for teaching workload of both pedagogical and specific subjects, distributed in a way that does not meet the formative need of future teachers, among others (CANDAUI, 1987; MARQUES, 1992; DINIZ-PEREIRA, 2000; GATTI, 2010; LEITE, 2011).

In the case of the licensed teacher in Pedagogy, we encounter problems related to specific knowledge of content, because this student goes, during the years of his formation, through a set of disciplines that involve a whole theoretical knowledge, about Philosophy, Sociology, Didactics, History. Education, as well as the pedagogical disciplines that address the fundamentals of teaching, this in all areas, including the knowledge of the foundations and methodologies of literacy and for teaching Portuguese language.

Typically, subjects that address the content of these areas are more focused on aspects of how to teach (teaching methodology) rather than on the conceptual aspects of language content specifically, which becomes a challenge for teachers trained in this way, because when they begin to teach, they continue in their practices, with serious “flaws” regarding content knowledge (SHULMAN, 1986). However, they have the educational profile, pedagogical knowledge and use diversified strategies in an attempt to make their students learn what is taught.

The formation can be understood as “process of development and structuring of the person” (MARCELO GARCÍA, 1999, p.19), in which the subject acquires learning possibilities through lived experiences. From this understanding, becoming a teacher involves the combination of multiple stages of your professional life, encompasses an individual and collective learning cycle in peer interaction within the school.

For authors Ghedin, Almeida and Leite (2008, p. 23), “recent research has shown that teachers are not receiving sufficient initial preparation in educational institutions to face the problems encountered in classroom daily life”, much less in which refers to existing demands.

Gatti (2010), in studies on the characteristics and problems in teacher education in the country, states that only 7.5% of subjects are intended for the content to be taught in the early grades of elementary school, ie, the "what". teach. For the author, it is clear that the specific contents of the subjects to be taught in the classroom are not the object of the initial teacher training courses, showing that only a small part of the subjects is attributed to what to teach, thus leaving a gap in its formation, not allowing to identify which specific content for each area, contemplating very little the teaching practices, among them the literacy, the curricular components of the Portuguese Language, for example.

From this context arises the need to understand the constitution of a literacy teacher in the early years of the teaching career. The attempt to deepen the issue also involves the need to understand what knowledge, skills and competences the literacy teacher needs to make the literacy process possible from the perspective of literacy by involving the child, subject of learning, in the world of written culture through of everyday classroom practices.

Considering that our language is a system that aims to interact with each other verbally or in writing, it is important to understand the use of reading and writing in various social contexts, and for this purpose it is necessary the work of the literacy teacher to

encourage and provide the necessary means for the use of oral and written language as an object of human interaction and contact with culture.

Soares (2003, p.15), considers that “in a way, mother tongue learning, whether written or oral, is a permanent process, never interrupted”, but it is necessary to differentiate a process of acquisition of oral and writing a process of oral and written language development, never interrupting oral and written language development.

For the author, literacy means “acquiring the ability to decode the oral language into written language (write) and to decode the written language into oral (read)” (SOARES, 2003, p. 15). Based on this interpretation, the literacy process “would be a process of representing phonemes in graphemes (writing) and of graphemes in phonemes (reading)” (SOARES, 2003, p.15).

The term literacy:

[...] designates the teaching and learning of a technology for the representation of human language, alphabetic-orthographic writing. Mastery of this technology involves a set of knowledge and procedures related to the functioning of this representation system as well as the motor and cognitive abilities to manipulate writing instruments and equipment (SOARES; BATISTA, 2005, p. 24).

As the authors describe, we can understand this field as an area of knowledge and procedures, with alphabetic writing being a representation system like drawing; It represents certain properties of the linguistic sign and its use involves the automation of the relationship between writing and what it represents.

Regarding motor and cognitive skills, these refer to “reading and writing skills following the correct direction of writing on the page, skills of using writing instruments (pencil, pen, eraser, corrective, ruler ...), learning proper body posture in reading and writing, handwriting learning” (SOARES; BATISTA, 2005, p. 24).

As we have seen for the authors, the literacy process for reading and writing acquisition is indispensable. Thus, it is the responsibility of the literacy teacher to provide the child with meaningful learning, but for this assumption to become possible, initial teacher education needs to meet certain requirements for the child's teaching and learning in order to acquire competence and ability to develop their educational practice in the classroom with reading and writing, such as knowing how the child appropriates the alphabetic writing system, as each one has its own specificity; know how to diagnose and recognize the hypotheses of children's writing to organize the pedagogical work, these elements being important to the teacher.

To better understand the ability to read and write, Soares (2004) proposes that the child, besides being literate, also needs to be literate. The term literacy in the Brazilian context has been influenced by several authors who try to interpret and conceptualize it since the dissemination of the studies by Brian Street (1995) and Mary Kato (1986). However, in

this paper we adopted the conceptualization of Soares (2004, p. 97), for whom literacy can be “understood as the development of behaviors and skills of competent use of reading and writing in social practices”.

Therefore, it is not enough to learn to read and write, but rather to use these skills in everyday social practices, which is why we defend the position that the literacy teacher needs to literate by literacy. This assertion certainly for beginning teachers is extremely challenging, since working in the context of literacy involves the need to understand aspects that, many times, the teacher will gain greater confidence as he acquires experience in the profession.

Soares (2004), says as justification the emergence of the word literacy, which comes to broaden and give meaning to the concept of literacy. The researcher also warns that the terms literacy and literacy have been very confused today. Literacy means reading and writing (mastery of linguistic techniques), but literacy is associated with the process of using reading and writing in social practices, so literacy from the perspective of literacy requires reading and writing in the context in which we live. Thus, they are distinct concepts, but inseparable because they have their specificities, which we cannot escape from in the classroom.

Reading and writing becomes the basis for children's learning in all areas of school knowledge. Reading is an important mechanism for learning history, geography, mathematics, science, art, and other curriculum subjects. Without mastering this technique, the child is unlikely to succeed in both personal and professional life, because the subject who does not fit into the world of writing is unlikely to have a promising future in terms of insertion into the literate culture.

In this context, the responsibility of the literacy teacher to develop educational practices that promote children's access to written culture is great, but we know that this is not an easy task, it is arduous, especially if the teacher is still in early career. This is because the process of learning to teach is a not so smooth path (GUARNIERE, 1996). It will be up to this professional to plan a work with the language and organize practices of its use in an environment that will incorporate literacy processes in the school.

Beyond this school function, it is also promising to organize the pedagogical practice in the literacy environment that the teacher will offer to his class. Leal (2007, p.73) argues that the curriculum proposals that have been built since the last century in the 1980s have some important factors in what is attributed to the teaching of the Portuguese language, whose purpose is:

[...] 1) the development of text comprehension and production skills; 2) affirm the need for the use of authentic texts belonging to various types and textual genres; 3) propose teaching practices that bring school activities closer to language uses and functions in out-of-school environments, among others.

Considering these aspects pointed out about literacy strategies, Leal (2007) highlights basic axes to improve students' literacy level, such as reading practice, written texts production, linguistic analysis and oral language. and knowledge to help students appropriate the alphabetic system.

In summary, in the literacy cycle, children need to be in touch with various textual genres and activities that complement the understanding of the use of varied texts in diverse contexts. This is necessary to better understand the importance of reading and writing in your life and, in view of the problems raised by research on initial teacher education, working in this perspective of literacy, in line with literacy practices, becomes It is still a major challenge to the performance of the teacher at the beginning of his career, which justifies the importance of specific research on the identity of the literacy teacher at this stage of his life.

3 Literacy Cycle Teaching Initiation: Limits and Perspectives

The first experiences in this initial phase of teaching are understood as a unique moment, being a period of great learning of the profession and its knowledge, as stressed by Guarnieri (2005, p.13). "Professional learning occurs as the teacher becomes effective. the articulation between the theoretical-academic knowledge, the school context and the teaching practice". It is the moment that the student ceases to be a student and becomes the teacher, observing in front of him the great responsibility that he has before him as a professional, which is a phase of challenges to be overcome.

However, it is important to understand which factors contribute to grounding their trajectory in the educational field, because certainly each teacher has their specificity, which can influence their performance as a teacher. As historical and social subjects these characteristics are marked by experiences in which they participated throughout their lives until their arrival in school in this role.

As Cunha (2012) characterizes, the teacher was born at a time, in a place and in circumstances that affect his attitudes, his way of being and acting. Their life trajectory and experiences are elements that determine their daily behaviors.

To understand this initial phase of teaching, it is important to seek reflections on the subject, to understand more accurately the characteristics of career entry, as this moment is understood as the most important moment for the constitution of pedagogical practice and the structuring of knowledge and teachers' knowledge.

Tardif (2002, p. 11), argues that the entry into the teaching career "is a really important period in the teacher's professional history, including determining his future and his relationship with work".

On the other hand, Nono (2011) argues that at different times of the professional career it is initial education, beginning of teaching, when the teacher has stability or is approaching retirement, it is common to face different needs, problems, expectations, challenges, dilemmas. which ultimately contributes to the construction of his identity, as the forms of overcoming will result from the combination of his multiple experiences and the knowledge he had acquired over time.

As we can see, in different periods of profession, the teacher has his conflicts to be solved, and it is up to him to know how to conduct all this development process and innumerable learning to accurately conduct his craft.

The Swiss researcher Michael Huberman (1989) was one of the forerunners in defining the teachers' professional life cycle framework. This author has his contribution to the field of teacher education based on a study that made it possible for later researchers to understand the teaching career from the following stages: a) entry into the teaching career (up to 3 years of teaching); b) stabilization phase (from 4 to 06 years of teaching); c) phase of diversification and experimentation (7 to 25 years); d) phase of serenity and emotional distance (25 to 35 years) and; e) divestment phase (35 to 40 years of teaching).

Brazilian authors such as Guarnieri (2005), Nono and Mizukami (2006) and Ciriac (2016) broaden the understanding of the early teaching phase. For these authors, the newly graduated teacher who is entering the school is considered a novice until the 5th year of teaching, because the characteristics and the elements highlighted as hindering the organization of pedagogical work, class management and the relationship with the contents he teaches. They are very present even from their fifth year of experience. In this study, we worked with a beginner literacy teacher who is in her 4th year of profession.

In summary, these phases or stages, as the author puts it, are experienced by teachers from the moment they begin their work, and the first phase (entry into the career), the period in which this study is located, is marked by “survival”. and “discovery”, because the teacher experiences the “reality shock”, ie, “the initial confrontation with the complexity of the professional situation” (HUBERMAN, 1989, p. 39).

For Huberman (1989, p. 38) “career development is thus a process and not a series of events. For some this may seem linear, but for others there are thresholds, regressions, dead ends, start-ups, discontinuities.” From this perspective, it is clear that the first contact and the first experiences lived by the beginning teachers have a great influence on their decision regarding the continuity of their professional choice. It is a phase of countless feelings, marked by a period of “survival” and “discoveries”, enabling the learning and improvement of their teaching knowledge.

Thus, the beginning of the profession is seen as a complex phase of the career because it is a moment of transformation from student to teacher life, implying new experiences and knowledge. As Marcelo García (1999, p.113) states, “the early years of teaching are

especially important because teachers must make the transition from students to teachers, and therefore, doubts, tensions arise”. For the author “the first year is characterized by being, in general, an intense learning process - of the trial / error type in most cases - and characterized by a principle of survival and a predominance of practical value” (MARCELO GARCÍA , 1999, p.14).

According to Huberman (1992, p. 36), this phase is characterized as “initial enthusiasm, the exaltation of finally being in a responsible situation (having your classroom, your students, your program), feeling determined professional body”, to be really inserted in its context of action.

Therefore, this is an important moment for teachers because they are conquering their professional space, but, however, difficult because they are facing the challenges imposed on them, for example, in the case of this specific research in which Beginner teacher has to deal with literacy from the perspective of literacy.

This undoubtedly implies the need for knowledge of and about the Alphabetical Writing System (SEA), as well as the components of the Portuguese language as an area of the school curriculum, which requires specific knowledge and knowledge of the content of the subject. teaching that novice teachers often get in touch only when they enter their careers.

The lack of knowledge of the mechanisms of structuring teaching and the organization of pedagogical work with literacy may, in some cases, lead the teacher to feelings of fear, insecurity causing embarrassment, and may hinder his work in daily school life. What was often envisioned by the teacher during his training, does not happen in school reality causing discontent within, and may cause problems in the construction of their professional profile.

Silveira *et. al.* (2006, p. 44) emphasize that “teachers come to school and encounter a clientele that is not present in our training courses. We are trained to deal with an “ideal student” who learns everything without the slightest problem”. However, we know that in reality the ideal student does not exist, what exists are students who carry their specificities, each with their own culture, that need to be understood and accepted, since the process of literacy has taken place in an environment where heterogeneity is the rule rather than the exception.

Therefore, given the many situations experienced, it is important that the teacher has the discernment to conduct his work, seeking to survive this early phase of teaching. We have seen that many times their unpreparedness ends up reflecting on their educational practice, making their work insignificant and even what they learned at school, in their time as a student, the teaching practice can often have been fragmented, leaving its shortcomings and repeating again. in the teacher's life at the beginning of his career, having serious consequences for his professionalization.

Feiman-Nemser (2001) quoted by Nono (2011, p.19), states: “The early years of the profession represent an intense period of learning and influence not only the permanence of the teacher in the career, but also the type of teacher who beginner will become”. By the way, Nono (2006, p. 383), in agreement with the author, considers that “for some teachers, initial enthusiasm makes the beginning of teaching easy; for others, the difficulties make the period very difficult.”

Thus, it is important to understand the entire professional development process of the teacher, trying to understand the pertinent characteristics of each one, because each person experiences different phases in life (whether personal or professional). In this perspective, the beginning teacher, is building his professional identity, acquiring experiences through his teaching practices, which justifies the need for research investments on what teachers do and no longer on what they "should" do.

4 Methodological Design

The methodology adopted in this research, of qualitative nature, is descriptive-analytical, which can be considered as a rational and systematic procedure aiming to provide answers to the intrinsic questions to the investigated situation: the understanding of the phase of professional initiation in the cycle. of literacy.

Gil (2007) considers that this type of research develops from several phases, being combined with a theoretical framework, carried out with a broad bibliographic research, problem formulation, hypothesis raising, presentation of discussion of data collected in the environment in which what you want to study in detail occurs.

In qualitative research in education, authors such as Bogdan and Biklen (1994), understand that the subject who is conducting the research (the researcher) is a fundamental piece for the good development of the work, and the environment is essential to correlate all the objectives that you want to reach.

Given the principles of structuring and operationalizing the collection of information pertinent to the research described in this article, we focus on the theme with a view to achieving the following objectives and analysis indicators:

Table 1. Objectives and research indicators for data analysis

OBJETIVES	INDICATORS
<i>General:</i> To characterize the constitutive elements of the professional identity of a literacy teacher in her early years, as well as to describe the challenges of pedagogical practice.	- General events that marked the moment of entry into the career;
<ul style="list-style-type: none"> • Raise feelings from the beginning of teaching and observe how the literacy teacher sees herself in the context of her performance; 	- Routine pedagogical work with literacy;
<ul style="list-style-type: none"> • Identify and describe what are the challenges of the pedagogical work of beginning teachers in the field of literacy; 	- Support from the school institution regarding the pedagogical work;
<ul style="list-style-type: none"> • Describe the resources and materials adopted for teaching reading and writing; 	- Professional socialization.
<ul style="list-style-type: none"> • Characterize the initial formation of the teacher in relation to the literacy in the Pedagogy courses of which it is graduated. 	

Source: [The Authors (2017)].

In an attempt to reach them, we direct the fieldwork in the following steps:

a) Literature review

We seek to constitute a thorough theoretical framework to enrich the research development process. Readings of articles, theses and dissertations were carried out that had as theme three centralizing axes: a) initial teacher training; b) literacy and literacy and; c) teaching initiation practices.

According to Alves (2013, p. 55) “it is the familiarity with the state of knowledge in the area that makes the researcher able to problematize a theme”. We also used the reading of several documents, in order to corroborate the acquisition of knowledge and facilitate proximity to the object of study. Gerhardt and Silveira (2009, p. 37), consider the “bibliographical research is made from the survey of theoretical references already analyzed and published by written and electronic means, such as books, scientific articles, web site pages”.

b) Approach and identification of the literacy teacher

The criterion for choosing the collaborating teacher involved an initial mapping from the process of implementation of an extension project, linked to the Federal University of Mato Grosso do Sul, Campus Naviraí, entitled "Sharing knowledge in geometry in the early years", in which the Most of the members are teachers in their initial phase. Thus, we identified the beginning teacher of the early years in the literacy cycle and, consequently, invited the volunteer to participate in the study.

Once accepted, we begin the process of characterizing your profile, as shown in the table below:

Chart 2. Characterization of the research collaborating teacher

CONTRIBUTOR	AGE	TRAINING / PERIOD	TIME / PERFORMANCE
TEACHER	30 YEARS OLD	PEDAGOGY / 2013	4 YEARS OLD

Source: [The authors, 2017].

The teacher attended Pedagogy at the Federal University of Mato Grosso do Sul, in Naviraí. She has a Lato Sensu postgraduate degree in early childhood education and early grades and, at the time of the research, taught in two schools: one from the municipal school system and the other from the state school, both in classes of the 2nd year of elementary school, and started working in a 4th grade class in 2013, and in 2014 started with literacy.

From this perspective, we chose to study the case by checking the teacher's work in both schools, trying to observe how this teacher develops her teaching methodology in two school environments, as she becomes a literacy teacher.

c) Observation of teaching practice and the interview

Following this, the observations were started in the classroom. The circumscribed period for this phase of the research was from June to August of the 2017 school year, in both classes of the second year of elementary school.

Lüdke and André (1986, 26) point out that:

[...] Observation allows a close personal contact of the researcher with the researched phenomenon, which presents a series of advantages. First, direct experience is undoubtedly the best test for verifying the occurrence of a given phenomenon.

Based on the data from this collection instrument, were produced by the researcher reports of the observed classes, as well as recorded in photographs some of the activities prepared by the teacher and developed by the children.

At the end of the observations, we elaborated a script with 10 (ten) questions for the semi-structured interview that, according to Lüdke and André (1986, p. 34), is a technique that has an advantage over the others because “it allows the immediate and desired information, practically with any kind of informant and on the most varied topics”.

The objective of the interview was to obtain information on the constitutive elements of professional identity and the challenges of pedagogical practice with literacy in the early years of teaching. Thus, the teacher was asked questions about her perceptions of career entry, expectations for working with literacy, difficulties in the classroom due to professional inexperience, ways to overcome the challenges of teaching practice, grounds for class

organization, support pedagogical, criteria to know if your students are literate, and also about their process of initial and continuous formation.

d) Analysis and interpretation of the collected data

At this stage, already nearing completion of the study, we started to analyze and interpret the data collected through observations and interview with the teacher. The attempt was to cross such information in order to understand how professional initiation occurs in the literacy cycle and the main difficulties in structuring the pedagogical practice in this environment.

On this issue, Lüdke and André (1986, p. 06) point out that “in order to perform the act of research it is necessary to promote the confrontation between the data, the evidence, the information collected on a given subject and the accumulated theoretical knowledge about it.”

Therefore, the observations report and the interview transcript, based on the relationship with the theoretical framework, made it possible to organize the obtained data and find two analytical axes: a) what the teacher does and; b) what she says she does. Such elements will be further detailed in the next sections.

5 Data Description and Analysis

5.1 What does the teacher do? Understanding Your Pedagogical Work Routine

From the observations made during the classes it was possible to verify the pedagogical work routine of the teacher. In the context of the classes in which she works, she performs daily practice in both schools daily at the beginning of the day: exploring the calendar, the combined¹ reading of the numbers “0” to 50. Once this is done, the teacher goes to the activities. programmed from the subjects to be studied that day.

An observed fact that caught the eye is the transcript of the upper and lower case alphabet that the teacher performs at the beginning of any proposed activity. We can see that the teacher seems to use this medium for the purpose of enticing her students to memorize both the letters and the sequence of the alphabet.

Regarding the reading practice, it can be seen the presence of collective and individual readings of the contents proposed / developed in the classroom, such as small texts, dictation of words that at the end are corrected on the board, she transcribes the correct form of the word on the board and, at this moment, each child checks what was wrong and makes the correction in their respective notebooks, this practice can be observed in both schools.

¹ Combinations refer to the words: "Good morning," "Good afternoon," "Excuse me," "Please," "Excuse me," "Thank you."

Another example of a proposed activity is the word bank, where the teacher transcribes words such as: bee, bouquet, crop, ticket, bee, louse, mesh, knee, rabbit, old phone, old, straw, wet, among others, he asks which word is written on the board, while the class responds and when a student does not know, he / she tries to help him / her by writing on the board the word in capital (upper case), at this moment he / she calls the student until the blackboard and guides you to write.

Speaking about the organization of the work of reading and writing in the early years of schooling, Silva (2010) emphasizes the importance of being in tune with what is proper to this age group, taking into account the previous experience of children with the world. of writing, in their family, social and school spaces, as the particularities of its development, elements present and observable in the structuring of the practice of this beginner teacher, because in several moments it was possible to verify, in the observation, that she uses the vocabulary words of their students and also, that encourages them to know new words, even without presenting a systematic reflection on the language.

In this sense, Silva (2010, p. 42-43) discusses:

[...] The elaboration of a proposal of teachers' literacy needs to privilege the creation of meaningful contexts of teaching and learning that derive, for example, from the work with themes of interest of the infantile universe and with models of activities that privilege the playfulness. and that challenge children to deal with the diversity of texts they know and others they need to know, such as literary texts, without losing sight of the contents to be taught.

We can note the importance that the practice of organizing the teaching work of the literacy teacher has for the learning and involvement of children in the world of written culture. For this reason, acquiring competences and skills necessary to provide students with meaningful learning becomes the basic assumption for the development of their actions.

From this perspective, it is relevant to mention that at the moment the child is being literate, it is pertinent to be literate, since literacy is "understood as the development of behaviors and skills of competent use of reading and writing in social practices". (SOARES, 2004, p. 97). Thus, in addition to written activities involving the phoneme-grapheme relationship, the teacher needs to incorporate issues of the social use of writing in school, in an attempt to help his students to develop in the field of reading and writing in the context of social practices. these were not so present in the practice of the collaborating teacher of this investigation.

In both schools, the work occurred without differentiation, which stands out are the photocopied activities and the use of the notebook for the activities mentioned above. To work with the reading and writing of children, the teacher explained that seeks to work the same methodology in both schools, which differentiates the clientele, because she does not see the need to use different methodologies, in her view believes to support both classes. The

teacher also mentioned that she adopts the textbook, but during the observations she did not use it. In informal conversations, we noticed that there are children in both schools who have learning difficulties in reading and writing. According to the teacher, this group of students are naturally invited to participate in the school reinforcement in the counter shift, as well as in their classes accompany them in more detail, guiding them differently from the rest of the class, precisely because they observe that they have a level of learning that requires their more active participation with them.

However, in both cases the teaching pattern and the predominant work routine is restricted to the adoption of the blackboard, textbook and printed activities, mostly taken from the internet, that is, it was not possible to verify more comprehensively. a systematic work in which the written language had been the object of children's reflection.

Still in informal conversation she explained that students with greater learning difficulties, she performs separate activity, this student has his notebook for these activities. Thus, the teacher adds different activities in order to improve the learning process of their students.

In one of her classes, in which she had worked with the letter “D”, the novice teacher had been questioning about which words began with the respective letter, placed the syllables as follows: “DA” - “da”, “DE” - “de”, “DI” - “di”, “DO” - “do”, “DU” - “du” (upper and lower case). At this moment, the class gradually continued to participate in the class speaking some words such as: Dice, Lady, Finger, Tooth, Deivid, Day, Money, Candy, Two, Domino, Double, Dulce, etc. It can be seen that words with complex syllables² could not enunciate, words with two consonants followed by "double", at this moment the teacher repeated the word so that the students "memorize" the word, which leads us to believe that the process reading did not occur naturally.

Although this teacher's effort is valid for the attempt to teach reading and writing in the early years, it must be noted that it is not the repetitive practice of verbalization / utterance of a word that will lead the student to literate, on the contrary, it takes a movement of linguistic analysis of this, that is, to analyze the word from the context of its unit, and then compare it with other similar words and thus identify it in short texts and, later, long texts. A work that privileges such questions undoubtedly takes into account the importance of the literacy teacher training, as already highlighted in the theoretical reference section of this text.

The observed practice demonstrates, in a way, that there is a concern with the literacy process of students, but professional inexperience, due to the short time in teaching, ends up leading the teacher to reproduce models usually observed during her internship and experiences while student of Basic Education, statement is possible from the interview data: *“Much of what I do today I observed that maybe it could work because I always saw it in my*

² Complex syllables: “lha”, “him”, “lhi”, “lho”, “lhu”; “Nha”, “nhe”, “nhi”, “nho”, “nhu”; “Bla”, “ble”, “bli”, “blo”, “blu”, among others.

internships in college, the way of thinking routine, I always saw the teachers of the schools that I observed doing this way and I also remember that my school teacher, when I was a student, also did so, so ... I think it might work, it could work well to start like this” (literacy teacher).

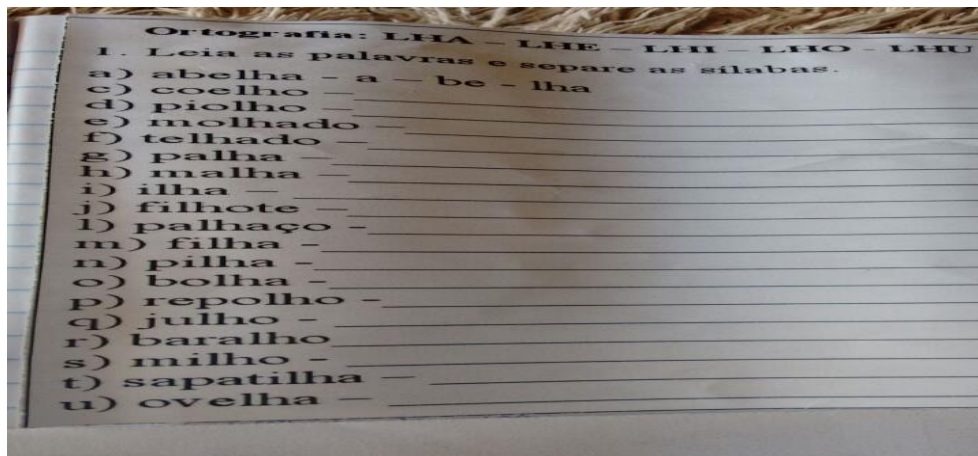
Silva (2010, p. 54), considers that to develop a systematic work with the literacy knowledge, “needs to be associated with creating opportunities for the student to interact within the classroom and to participate in reading and writing situations”, corresponding to those we all experience wherever written language is the object of everyday use.

A positive aspect was the interaction between the teacher and the children, which indicates the potentiality of the proposed practices if the tasks had as their central object an analysis and reflection on the language, which does not seem to be due to lack of understanding. of these aspects by the teacher.

There is a commitment to practice and it is visible the effort to try to articulate written activities with the desire that the class can read and write as soon as possible, but it is undeniable that there are serious difficulties and problems in organizing a work proposal with literacy in the classroom. perspective of literacy.

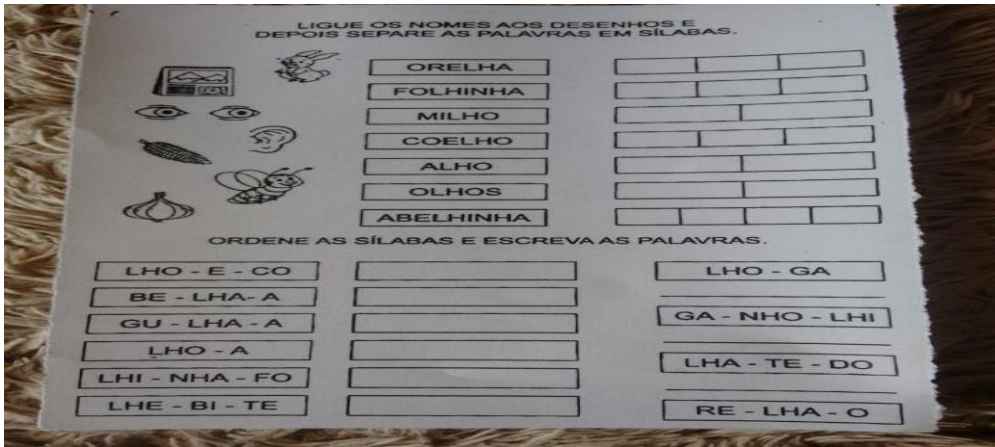
Below are some pictures of the activities that were proposed by the teacher, which demonstrate a conception of literacy still based on the understanding that one learns to read by "training" decoding and coding skills.

Figure 1. Work activity presented to students



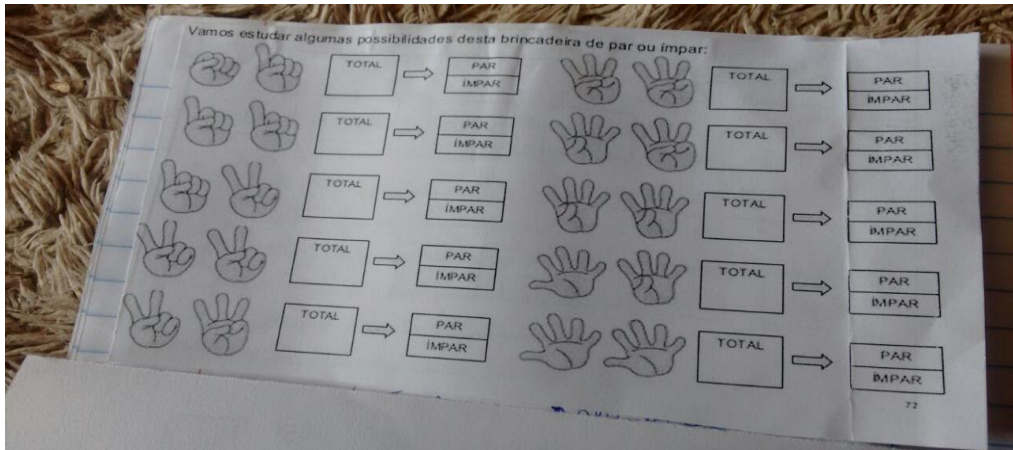
Source: [Researchers Photographic Collection, 2017].

Figure 2. Work activity presented to students



Source: [Researchers Photographic Collection, 2017].

Figure 3. Work activity presented to students



Source: [Researchers Photographic Collection, 2017].

Figure 4. Work activity presented to students



Source: [Researchers Photographic Collection, 2017].

In the proposed activities, no literacy practices were observed in the sense of children's interaction with readings and texts in the social context, such as stories, children's booklet texts, newspaper and magazine work, and textual production and interpretation. In addition, a practice based on trying to get children to read words out of context, isolated from a function, was noticed.

In summary, below we structure a table that tries to relate what was verified in class with the data analysis indicators:

Table 3. Arrangement of research indicators related to observations

INDICATORS	MUNICIPAL SCHOOL	PUBLIC SCHOOL
<ul style="list-style-type: none"> • Organization of pedagogical work; 	<ul style="list-style-type: none"> • Exploration of the posters of the room; • Collective reading of the alphabet and numerals; • Exploration of the calendar. 	
<ul style="list-style-type: none"> • Routine pedagogical work with literacy; 	<ul style="list-style-type: none"> • Upper and lower case alphabet; • dictation with words / phrase; • Word bank activity; • Collective and individual reading of short texts and databases. 	
<ul style="list-style-type: none"> • Difficulties in teaching / learning reading and writing; 	<p>Working with textual genres, given the lack of this practice during the observed period;</p> <ul style="list-style-type: none"> • The presence of texts circulating in social use; • Reflection activities on written language; • Reading and storytelling by the teacher. • Students with learning disabilities; 	
<ul style="list-style-type: none"> • Materials adopted to explore aspects of the alphabetic writing system. 	<ul style="list-style-type: none"> • Orality and repetitive writing of words and phrases; • Photocopy activities taken from the internet; • Use of the board; • Handwriting notebook; 	

Source: [The authors, 2017].

The data show that there does not seem to be much difference between literacy practices in the two networks in which the beginning teacher teaches. There is a teaching pattern in which the speech in class focuses more on the teacher's action than on the child-child-writing interaction.

The structuring of the pedagogical practice, in the researched case, proves to be incipient and fragmented, that is, literacy has been carried out dissociated from an attempt to literate the children of the second year of elementary school, which may generate remnants and obstacles to learning and learning. of reading experience in later years.

5.2 Career Entry

Given that the early circumstances of the teaching profession are often striking, as truly a “reality shock” within the school environment, with this teacher no different from what the beginning teacher literature has been pointing out. When asked about her insertion in the educational field, she replied that she started this work in a class of the 4th grade of

elementary school in the school year 2013, when, even feeling unprepared, she accepted the challenge:

(...) As a beginner teacher, I anxiously said: 'I accept!'. But it was hard, it wasn't easy, it was an afternoon, I spent the whole morning studying and woke up early, all morning researching studying because the content was difficult. So I spent that semester just studying, so I could get in class and do my best. But it was not easy, because I had never entered a classroom, just to make the observation, conducting, I had no experience (...) so at my first meeting I don't even know what I said, I was very nervous, however, I'm even a little shy about it, but we get the hang of it (teacher).

We can see that the teacher, even knowing that it would not be an easy task in her early career, did not hesitate to accept the challenge, even without having the ability to master the specific contents of the subjects she would work with.

Given this situation we see that there is a distance from the degree course in relation to the understanding of the work dynamics in school. This data allows us to question the extent to which initial education provides the necessary knowledge for future teachers to start their profession with more confidence. As Ciriac and Morelatti (2016, p. 271) explain:

[...] future teachers learn many teaching strategies, know some curricular trends related to each of the subjects they will have to teach and the ways of learning of children, but specific knowledge of the content is almost always left behind for lack of time.

We also noted, in the teacher's speech, that interaction / socialization with other colleagues was essential during this period. She says she received help, the support of the other teachers during this period was very important: "the school I joined, they helped a lot, a lot, because I had no experience".

Thus, we understand that the support of experienced teachers was essential to support, because all the knowledge baggage of these with more autonomy in their work, was a relevant aspect to contribute to the resolution of problems and difficulties that the beginning teacher encountered early in the study. career.

5.3 Working with Reading / Writing and its Identity with the Literacy Cycle

Continuing, we questioned his expectations at the beginning of his work with literacy, to which we obtained the following statement:

(...) As in the 4th year was very new for me, literacy was also very new. But when I made my observation I realized that day care, preschool [referring to internships] was not for me, my business was literacy (...) I had the help of many people, I also fell into 2nd year class, student with a lot of difficulty, in the school I worked at they shared the rooms, for example, it was three second years, so 2nd A was the good, 2nd intermediate B and 2nd bad and I fell right in the 2nd C, but , for me it was very difficult, but thank God with help I got it and it's been since then, I only get 2nd year (teacher).

The excerpt from the interview above allows us to infer that, although the initial phase in the 4th year of elementary school was a complicated career period for her, currently being in the 2nd year has been a comfort zone precisely because the teacher identifies with the teacher. literacy cycle.

This is a situation that deserves reflection to analyze the procedures that should be adopted by literacy teachers, in order to minimize the lack of knowledge in practice with literacy, so that the doubts are not discouraging, but serve as stimuli in the search for improvement for pedagogical actions.

We also emphasize that all experiences experienced by beginning teachers are factors that can contribute to the construction of their professional identity, both positive and negative elements.

Nóvoa (1989, p.16) states that “identity is not taken for granted, it is not a property, it is not a product”, but that the teacher's identity can be seen as an environment of struggles and conflicts that involves the whole space. and the ways of a being, which can be understood as a complex process that each one appropriates according to their personal and professional history.

For Ciriaco and Morelatti (2014, p.5 or 1844), “A teacher's career is a practical and empirical level that is validated by the results obtained in his educational action”. Thus, the teacher graduates during his daily experiences in the school context, through his pedagogical practice, being understood when the teacher begins his teaching professional career.

When the teacher reports about the room they put in for her, being “the 2nd year C” and still considered as a “bad room”, this question calls attention to why this challenge is posed to the novice teacher, often leaving him with students with learning difficulties, “the repeating” and even “the undisciplined”, because there is this segregation, is a matter that deserves a reflection, a closer look, or does it originate a certain prejudice with the beginning teachers who are Arriving with all the enthusiasm and expectations to work in the desired profession? Here we have professional initiation rites, is this a phase? Does everyone have to go through trials to stay in their careers? Anyway, these are still open questions in the research field.

Silva (2012, p. 06) points out that the “interaction between children with different levels of knowledge in the same activity can be a promoter of different learning”. Therefore, the coexistence, sharing and exchange of knowledge of children only bring positive results in the process of developing literacy, for example, the exchange of experiences among children stimulates the interest in seeking new learning alternatives, enabling the construction of knowledge.

About the biggest difficulties in working with literacy, she reported being the first months with the class of the 2nd year, because she was faced with a group of children with the responsibility to teach reading and writing.

He mentions that the biggest difficulty he has to date is with the students who are in the scribble³, highlighting the fact that they leave the first grade and do not know how to write or even their name, do not even recognize the letters of the alphabet. Thus, reports that there is a need to do a different work with these children when exposing difficulties with their first class:

(...) when I took this class, this my first class, I almost despaired because it was already two months, I had already started classes and I was desperate I had never seen that, because my thought of the 2nd year, already has know how to read and write, but that's not how it works, so my biggest difficulty is this, when the 2nd year student arrives, they have this difficulty (teacher).

The presented situation of the student arriving in the second and not being able to read or write, allows to relate this finding with the assertion of Silva (2012), when the author explains that students who are in the same room, although they are close in age, do not They all learn the same way and at the same time. For the author, each student has its specificity, however, there is no homogeneous room that everyone learns at the same time and the heterogeneity of knowledge is natural and inevitable and should not be seen as something negative (SILVA, 2012).

Silva (2015, p.58), argues that planning and different strategies in the classroom, is a student right that can lead to significant results in the learning process and the development of activities with the classroom in addition to being Students' rights, "Planning and implementing differentiated strategies enable access - to content, school activities, games, among others - and learning".

Silva (2012), speaks of the teacher's work with students who arrive in the second year without having the knowledge and skills of the alphabetic writing system, it is necessary that the teacher develop a pedagogical work with the goal that these students appropriate of such knowledge, conducting a survey to know what children already know about the alphabetic writing system, so the teacher set goals and plan literacy practices to be developed with their students.

As Tardif (2002, p. 86) quoted by Ferreira (2017) says that "much of the profession is learned by practice, by experience, groping and discovering, in short, in one's own work", so we can understand that teaching should be seen as a process that is always under construction, with innumerable contradictions that serve as the foundation to structure and consolidate the career.

³ Scribble: first "doodles" made by the child as a way of developing writing.

When asked what is the basis of her classes, she explained that at the beginning of each year she observes the room to know the group of students and, thus, makes a diagnosis to check what level of knowledge they are still looking for at the beginning of the year. I hope to work more with the ludic, although we did not observe this kind of practice during the observations:

(...) I start from there from the vowels, the alphabet and so on and then I get into the same content, which is the content proposed by the school, content proposed by the state, but it is so at first, it is with the playful itself, because we realize that they learn a lot from the playful.

About this type of practice, Borba (2007, p.43) argues that:

[...] There are countless possibilities to incorporate playfulness in learning, but for a pedagogical activity to be playful it is important to allow the enjoyment, decision, choice, discoveries, questions and solutions by children and students. Teenagers, otherwise, will be understood as just another exercise.

Therefore, it is up to the teacher to effectively provide playfulness in their educational practices, thus discovering new possibilities of teaching and learning with children, making their classes enjoyable. As considered by Borba (2007, p. 43), “tongue twisters, rhyming games, word lotions, memory games, crossword puzzles, tongue and other languages that can be invented, among other activities”, interesting forms to learn by playing or to play by learning.

About the support of the school when working on literacy, it was highlighted that when she will develop some kind of project, she has the support yes, but what often makes it difficult is the lack of materials “*in one school we have enough material, in another no, you have to “turn around” as best you can,*” seeking coordination help to provide.

As we can see, the lack of material resources in one of the schools does not appear to be a determining factor for the teacher not to develop some activities in the classroom, as reported not limited to the difficulties that arise in everyday school, this does not. Since it is impossible to make a different proposal in the context of literacy, it is clear that it seeks in some way to solve the situation in support of coordination.

From the reported reality, we understand that, in the interpretation and critical reading of the situation, the lack of resources, observed in the contexts of action in the literacy cycle, is a challenge overcome in pedagogical practice in an attempt to develop its own teaching style. What for Marcelo García (2010) gives meaning to the experiences of the novice teacher and puts him in motion to break with previous beliefs and images, which, in this case, lacking materials could represent an impeding aspect of working aspects of literacy.

Regarding this issue Silva (2010, p. 54) stresses that the “development of a systematic work with the literacy knowledge needs to be associated with the creation of opportunities for the student to interact within the classroom”, experiencing situations in the which refers to reading and writing in any environment where written language is the object of everyday life.

Teachers' planning with literacy should be centered on moments of accessibility to various types of materials that favor reading and writing. For Silva (2010) the school must present means, contexts and materials capable of stimulating arousing the interest and attention of its students.

We asked the teacher how she reflects her practice in the first year of teaching and how she assesses herself today, which aspects need to be reviewed / improved and which needs to be reinforced. The teacher reported that when "*when we start, it starts with many doubts it starts with uncertainties, it does not know if it will work out then during the year, as I said is wrong that we learn*".

During the talk of the teacher we can observe that the beginning of teaching begins with many doubts, uncertainties, not knowing if it will work, but that throughout the year, situations will take a direction, and learning from their action in the context in which is inserted, the teacher says that "it is wrong that we learn", citing as an example the development of her work from one year to the next:

If I worked a methodology and I saw that it didn't work, I try to improve it this year, then all, because whether or not, the classes are different from each other, just like if I gave an activity last year, if I worked syllables complex last year one way, and I saw that it didn't work, it didn't work, this year I'm working the other way (teacher).

The speech above shows that, apparently, the teacher tried to evaluate her teaching methodology, checking if the class was really able to assimilate the proposed contents. In our interpretation, the literacy teacher should provide meaningful learning situations, providing the necessary mechanisms to encourage his student to learn, trying to analyze and reflect his teaching methodology, if he is really meeting the formative needs of the year in which he works. children need to be encouraged to exercise reading to ensure good literacy outcomes.]

5.4 Elements of Initial and Continuing Education: Influences on Pedagogical Practice in Early Career

Following the interview, we asked about his initial formation in the Pedagogy course, some of his memories, if he had any specific discipline related to literacy, as was the dynamics of this discipline, among other elements. Recalling aspects of his education, he points out that there were subjects in the curriculum that focused on aspects of the written language and how the child appropriates it. He mentioned that the lessons were pleasurable, beyond theory, but he did not remember studied texts, but the playfulness had more emphasis on this subject.

Perhaps that is why, at least in the speech, the teacher recurrently in the interview, highlighted playfulness as being an important work axis with literacy, although we have no illustrative observation items to report in this investigation.

When we questioned your opinion about the teacher training courses, we asked what should have to better prepare the literacy teacher so that this professional does not have more difficulties when entering the career. In response, we obtained statements that led us to

understand the importance of a movement of articulation between initial formation and continuing formation, because there is a vacuum between them.

Examples of these formative moments were highlighted as the presence of more formative meetings between municipal and / or state teachers, highlighting the National Pact for Literacy at the Right Age - PNAIC⁴ -, implemented by the Federal Government in 2013, which participated and believes to have contributed greatly to their ongoing formation.

He also highlighted the fact that innovative practices in the field of literacy are relevant, as it seems that most training programs treat “more of the same”.

There are teachers who do not practice, now there are those who really practice that way, sometimes we try to improve a little, but we think it had to be more current, innovative things, because sometimes these courses are just more theoretical, we will for the courses, then we have to teach, most of them, so get there expose a lot of handout and tell the groups to read and expose what you understood, so it gets more tiring [...] these are things we have been seeing for a long time, whether we like it or not we are always learning, but I believe it, well not only me, there are many, we talk a lot with teachers, then the pact again, the pact will come again, with those methodologies so it's complicated (teacher).

Referring to continuing education courses, she points out that they are based on many theoretical aspects, which allows us to infer that the relationship between theory and practice, regardless of the career phase in which the teacher is, seems to be the biggest challenge, since that many are looking for "recipes". Given this, it is essential for us to understand the importance of theory for teacher education, both have an inseparable relationship, because one enriches and justifies the other, there is no practice without theory and no theory without practice, what happens is that many actions of the literacy teachers seem to be rooted in a practical knowledge of the action that, when analyzing, in the light of a theoretical framework, it is possible to find theoretical elements and models that translate the teaching knowledge.

From this context, we consider of paramount importance the program mentioned by the teacher, which seeks to leverage as main axis the continuing education of literacy teachers, contributing to its development.

⁴ Created in 2012, the National Pact for Literacy at the Right Age (PNAIC) is a formal commitment by the federal, federal district, state and municipal governments to ensure that all children are literate by age eight by the end of the year. 3rd year of elementary school. We would like to point out that it is not the purpose and object of this article to make efforts to discuss PNAIC comprehensively. However, the actions of this continuing teacher education program had a great impact nationally, we cannot deny its existence and contributions to literacy work from the perspective of literacy. For this reason, the teacher interviewed mentioned the program and its learnings, which were significant to her, since, as we have seen, the initial formation for the period destined to the base-specific content formation seems unable to articulate theory and practice of desirable way. We also reinforce that, in the researched case, the pact was the only formation in which the teacher had participated.

In this direction, the PNAIC provided opportunities that meet the aspects we have discussed in this research, although it is not the object of analysis of this text, but it was an important formative element in the teacher's career. The program aims to ensure that all children are literate, ensuring their full development in reading and writing. We also emphasize that during continuing education the teacher has the opportunity to reflect and rethink his teaching practice, interaction and socialization with other teaching professionals, which can contribute significantly to change of culture and conception of what is literacy from the perspective of literacy.

As pointed out by Nono (2011, p. 61) “initial education does not end with the receipt of the diploma of the training course”, so the continuing education of beginning teachers needs to be the object of reflection on their practices. Being a teacher is a process that occurs throughout the professional career, is a learning every day, because all the theoretical knowledge that is acquired during training is essential for professional development, in the sense of contributing to educational practice as also for the expansion of the teacher's knowledge.

As stated by Gatti (2013) training for the practice of literacy and other subjects is precarious in the country, as there is also precariousness in training for teaching work in the final years of elementary and high school.

Based on this research data, it is important that the initial formation provides necessary alternatives for an action that aims to meet the school demand, as Nóvoa (1992, p. 13) states. the means of autonomous thinking that facilitates the dynamics of participatory self-formation”, as the author says, is a personal investment, a free and creative work of the teacher's trajectory and future projects, considering that the construction of his professional identity will be constituting with the course of its learning as educator.

In short, as we can see the beginning teacher's report shows that the first years of teaching are primordial for the construction of their professional identity. This is a period full of situations in which the teacher is not prepared to face, but it takes daily effort and commitment to stabilize in the career, as well as develop more successful skills and means in the literacy process.

This undoubtedly requires an articulation between initial and continuing formation. In other words, we need to find a third space for teacher education that we are still looking for.

6 Final Considerations

During this investigation it was possible to report aspects related to the constitution of a teacher in her early years of teaching and the challenges of working with literacy. For this, we used data from observations made in the classes of the 2nd year of elementary school in which she worked and a semi-structured interview developed with the literacy teacher.

The theoretical studies conducted on the subject made it possible to understand some issues related to the characteristics of the beginning of the teaching career and the role of the literacy teacher, since this subject is increasingly attracting the attention of researchers.

The initiation to teaching is a phase marked by countless situations, in which the teacher goes through difficulties and many discoveries, but that in some way serve as a learning for the construction of his professional identity in the process of learning to teach.

The data analyzed allow us to say that the beginner teacher encountered, in her career, some difficulties in entering the teaching career, which are the act of teaching to read and write children with learning difficulties, the lack of resources and teaching materials for literacy. and the incorporation of aspects of literacy in the context of their classes, given the latter very noticeable when we observe its performance, because there is still a conception that the child learns to read and write by exercising certain skills by repeatedly performing isolated writing activities, especially.

In the interview it was clear that, as a beginner teacher, there is a phase of adaptation in the career trades and that it is important to respect the teachers' identity, since the specificities of the classes require a professional who feels well in this context of action. In the case of this teacher, the identity seems to be based on the practice with classes of the literacy cycle.

Another point to be highlighted in this research were the expressions of support that the teacher obtained from the experienced teachers and the coordination in the school space of which she is part, which elements differ slightly from what the specialized literature on the novice teacher concludes in previous studies. This undoubtedly demonstrated the importance of articulation between the other agents of the school, as it enabled the teacher to exchange experiences, a fact that makes the beginning teacher's work less embarrassing and frustrating, culminating moments of sharing, as well as reflection on the educational practices developed in the school context.

Regarding the work with literacy, early in the teaching career, we also found difficulty in terms of the heterogeneity of knowledge of their students, resulting from different stages of learning, a deadlock that brought feelings of discomfort with the reality found in the classroom. such as also the lack of experience and skill of what to teach.

In this sense, it is important that the teacher has in mind the goal and what intention he wants to achieve with his teachings, what his student seeks with the development of reading, what is the meaning of the appropriation of the alphabetic writing system.

Therefore, the professional knowledge of beginning and experienced teachers requires the search for new knowledge to teach, meeting the requirements that the profession determines.

Finally, we observe that the training courses still present some fragility in a practice that seeks to make the reality of the teacher less worrying, especially at the beginning of the professional career, a period idealized during the initial formation, so that it does not meet the initial expectations at the beginning. moment of the teachers' insertion in the school. The data collected and analyzed also allow inferring that becoming a teacher is not an easy task, there are numerous questions and it seems that over the years with the exercise of the profession is that the teacher is discovering and acquiring more confidence and autonomy regarding their role towards the child.

We also highlight that the research brought a significant learning for the formation of the first author of this article, made it possible to acquire new knowledge about the role of the educator facing the challenges of teaching reading and writing in the literacy cycle, as well as the question of which to deepen studies. and reflections on this theme contributed to forward the future pedagogical practice while in the condition of beginning teacher.

We know that the way to go in the path of becoming a teacher is long, but undoubtedly, we have finished this process of initial teacher education with the certainty that studying, reflecting and analyzing the practice itself is the first aspect of what you want to do. the difference in the life and learning of their students, characteristics that we want for future professional activity.

References

ALBUQUERQUE, Eliana Borges Correia de. Concepções de alfabetização: o que ensinar no ciclo da alfabetização. *In*: BRASIL, Ministério da Educação. Pacto Nacional pela Alfabetização na Idade Certa. **Currículo na alfabetização: concepções e princípios**. Unidade 1/ ano 1. Brasília: MEC, SEB, 2012.

ALVES, Alda Judith. A " revisão da bibliografia" em teses e dissertações: meus tipos inesquecíveis. **Cadernos de Pesquisa**, n. 81, p. 53-60, 2013.

BOGDAN, Robert; BIKLEN, Sari. - Características da investigação qualitativa. *In*: BOGDAN, Robert; BIKLEN, Sari. **Investigação qualitativa em educação: uma introdução à teoria e aos métodos**. Porto, Porto Editora, 1994. p.47- 51.

BRASIL. Ministério da Educação. **Pacto Nacional pela Alfabetização na Idade Certa: Alfabetização e Letramento: conceitos e relações**. Belo Horizonte: Autêntica, 2007.

BRASIL, Ministério da Educação. **Ensino fundamental de nove anos: orientações para a inclusão da criança de seis anos de idade**. Brasília: Secretaria de Educação Básica, 2007. 135 p. Available on: http://portal.mec.gov.br/seb/arquivos/pdf/Ensfund/ensifund9_anobasefinal.pdf. Access on: 08 out. 2017

BRASIL, Ministério da Educação. **Pacto Nacional pela alfabetização na Idade Certa: Currículo na alfabetização: concepções e princípios**. Ano 1: unidade 1, Secretaria de Educação básica, Diretoria de apoio à Gestão Educacional – Brasília: MEC, SEB, 2012.

Available on: http://pacto.mec.gov.br/images/pdf/Formacao/Ano_1_Unidade_1_MIOLO.pdf.
Access on: 02, jul. 2017

BRASIL, Ministério da Educação. Pacto Nacional pela alfabetização na Idade Certa. **A heterogeneidade em sala de aula e os direitos de aprendizagem no ciclo de alfabetização**: ano 2: unidade 07/ Secretaria de Educação básica, Diretoria de apoio à Gestão Educacional – Brasília: MEC, SEB, 2012. Available on:
http://pacto.mec.gov.br/images/pdf/Formacao/Ano_2_Unidade_7_MIOLO.pdf. Access on:
15, out. 2017

BORBA, Ângela Meyer. O brincar como um modo de ser e estar no mundo. *In*: BRASIL, Ministério da Educação. **Ensino fundamental de nove anos**: orientações para a inclusão da criança de seis anos de idade. Brasília: Secretaria de Educação Básica, 2007. 135 p.:il.
Available on: <http://portal.mec.gov.br/seb/arquivos/pdf/Ensfund/ensifund9anobasefinal.pdf>.
Access on: 08, out. 2017.

CANDAU, Vera Maria (Coord.). **Novos rumos da licenciatura**. Brasília: INEP, 1987.

CIRÍACO, Klinger Teodoro; MORELATTI, Maria Raquel Miotto. M. Problemas experiências por professores iniciantes em aulas de matemática. **Revista eletrônica de educação**. v. 10, n. 3, p. 267280, 2016. Available on:
www.reveduc.ufscar.br/index.php/reveduc/article/download/1719/526
. Access on: 24, set. 2017.

CIRÍACO, Klinger Teodoro; MORELATTI, Maria Raquel Miotto. A pesquisa ação-colaborativa com professores iniciantes: perspectivas para o desenvolvimento profissional no processo de aprender a ensinar matemática. *In*: CONGRESSO NACIONAL DE FORMAÇÃO DE PROFESSORES, 2.; CONGRESSO ESTADUAL PAULISTA SOBRE FORMAÇÃO DE EDUCADORES, 12. 2014. **Anais do...** Available on:
<https://repositorio.unesp.br/bitstream/handle/11449/141805/ISSN2357-7819-2014-1841-1853.pdf?sequence=1>. Access on: 29 nov. 2017.

CIRÍACO, Klinger Teodoro. **Professoras iniciantes e o aprender a ensinar Matemática em um grupo colaborativo**. 2016. 334 f. Tese (Doutorado em Educação). Faculdade de Ciências e Tecnologia – Universidade Estadual Paulista “Júlio de Mesquita Filho” – FCT, UNESP, Presidente Prudente, SP.

CUNHA, Maria Isabel da. **O bom professor e sua prática**. 24. ed. Campinas, SP: Papirus, 2012.

DINIZ-PEREIRA, Júlio Emílio. **Formação de professores**: pesquisas, representações e poder. Belo Horizonte, MG. Autêntica. 2000.

FERREIRA, Andréa e LEAL, Telma. Avaliação na escola e ensino da Língua Portuguesa: introdução ao tema. *In*: MARCUSCHI, Beth; SUASSUNA, Livia. **Avaliação em língua portuguesa**: contribuições para a prática pedagógica. Belo Horizonte: Autêntica, 2006.

FERREIRA. Lúcia Gracia. Desenvolvimento profissional e carreira docente: diálogos sobre professores iniciantes. **Acta Scientiarum. Education**, Maringá, v. 39, n.1, p. 79-89, Jan.-Mar., 2017. Available on:

© Rev. Inter. Educ. Sup.	Campinas, SP	v.6	1-30	e020017	2020
--------------------------	--------------	-----	------	---------	------

www.periodicos.uem.br/ojs/index.php/ActaSciEduc/article/download/29143/18019. Access on: 29 nov. 2017.

GATTI, Bernadete Angelina. Formação de professores no Brasil: características e problemas. **Educação & Sociedade**, Campinas, v. 31, n. 113, 2010. Available on: <http://www.scielo.br/pdf/es/v31n113/16.pdf>, Access on: 30 nov. 2017.

GATTI, Bernadete Angelina. A formação inicial de professores para a educação básica: as licenciaturas. **Revista USP**, São Paulo. n. 100, p. 33-46, dez./jan./fev. 2013-2014. Available on <https://www.revistas.usp.br/revusp/article/viewFile/76164/79909> Access on: 29 nov. 2017.

GERHARDT, Tatiana Engel; SILVEIRA, Denise Tolfo. **Métodos de pesquisa**. Plageder, 2009.

GHEDIN, Evandro; ALMEIDA, Maria Isabel de; LEITE, Yoshie Ussami Ferrari. **Formação de professores: caminhos e descaminhos da prática**. Brasília: Líber Livro Editora, 2008.

GOULART, Cecília. A organização do trabalho pedagógico: alfabetização e letramento como eixos orientadores. *In*: BRASIL, Ministério da Educação. **Ensino fundamental de nove anos: orientações para a inclusão da criança de seis anos de idade** – Brasília: Secretaria de Educação Básica, 2007.

GIL, A. C. **Como elaborar projetos de pesquisa**. 4. ed. São Paulo: Atlas, 2007.

GUARNIERI, Maria Regina. **Aprendendo a ensinar: o caminho nada suave da docência**. 2.ed. Campinas, SP: Autores associados; Araraquara, SP, 2005.

HUBERMAN, Michael. O ciclo de vida profissional dos professores. *In*: NÓVOA, A. **Vidas de professores**. Porto: Porto Ed., 1989. p. 31-61.

LEITE, Yoshie Ussami Ferrari. **O lugar das práticas pedagógicas na formação inicial de professores**. São Paulo: Cultura Acadêmica, 2011.

LUDKE, Menga; ANDRÉ, Marli E. D. A. **Pesquisa em educação: abordagens qualitativas** – São Paulo: EPU, 1986.

MARCELO GARCÍA, Carlos. **Formação de professores para uma mudança educativa**. Porto: Porto Ed., 1999.

MARCELO GARCÍA, Carlos. Pesquisa sobre a formação de professores: o conhecimento sobre aprender a ensinar. **Revista Brasileira de Educação**, Rio de Janeiro, n.9, set./dez. 1998. Available on: http://anped.tempsite.ws/novo_portal/rbe/rbedigital/RBDE09/RBDE09_06_CARLOS_MARCELO.pdf. Access on: 30 jul. 2017.

MARQUES, Mário Osório. A reconstrução dos cursos de formação do profissional da educação. **Em Aberto**, Brasília, DF, n. 54, p. 7-18, 1992. Available on: <http://webcache.googleusercontent.com/search?q=cache:uK0zZhOa5cYJ:rbe.inep.gov.br/index.php/emaberto/article/download/1844/1815+&cd=1&hl=pt-BR&ct=clnk&gl=br>, Access on: 20 Fev. 2017.

NONO, Maévi Anabel. **Professores iniciantes**: o papel da escola em sua formação. Porto Alegre: Mediação. 2011.

NONO, Maévi Anabel; MIZUKAMI, Maria da Graça Nicoletti. Processos de formação de professoras iniciantes. **Revista brasileira de estudos pedagógicos**, Brasília, v. 87, n. 217, p. 382-400, set./dez. 2006. Available on: <http://rbep.inep.gov.br/index.php/rbep/article/view/812/787>, Access on: 08 out. 2017.

NÓVOA, Antônio. **Vidas de professores**. Porto, Portugal: Porto, 1989.

NÓVOA, Antônio. Formação docente e profissão docente. Available on: http://repositorio.ul.pt/bitstream/10451/4758/1/FPPD_A_Novoa.pdf. Access on: 08 out. 2017.

PICCOLI, Luciana. **Práticas pedagógicas em alfabetização**: espaço, tempo e corporeidade. Erechim: Edelbra, 2012.

SILVA, Rosane Aparecida Favoreto da. Educação Inclusiva e práticas pedagógicas no ciclo de alfabetização. In: BRASIL, Secretaria de Educação Básica. **Currículo na perspectiva da inclusão e da diversidade**: as Diretrizes Curriculares Nacionais da Educação Básica e o ciclo de alfabetização. Pacto Nacional pela Alfabetização na Idade Certa. Caderno 01, Diretoria de Apoio à Gestão Educacional. Brasília: MEC, SEB, 2015. p. 56-67.

SILVA, Ceris Salete Ribas. O processo de alfabetização no contexto do ensino fundamental de nove anos. In: RANGEL, Egon de Oliveira; ROJO, Roxane Helena Rodrigues (Org.). **Língua Portuguesa**: ensino fundamental. Brasília: Ministério da Educação, Secretaria de Educação Básica, 2010.

SANTOS, Carmi Ferraz; MENDONÇA, Márcia. **Alfabetização e letramento**: conceitos e relações. Belo Horizonte: Autêntica, 2007. 152p.

SOARES, Magda Becker. **Alfabetização e letramento**. São Paulo: Contexto, 2003.

SOARES, Magda Becker. **Alfabetização e Letramento**: caminhos e descaminhos. 2004. Available on: <https://acervodigital.unesp.br/bitstream/123456789/40142/1/01d16t07.pdf>. Access on: 15 out. 2017.

SOARES, Magda Becker; BATISTA, Antônio Augusto Gomes. **Alfabetização e letramento: caderno do professor**. Belo Horizonte: Ceale/FaE/UFMG, 2005.

TARDIF, Maurice. **Saberes docentes e formação profissional**. 2. ed. Petrópolis, RJ: Vozes, 2002.