

THE PRESENCE OF CORDEL LITERATURE IN GEOGRAPHY TEACHING: CONSIDERATIONS BEYOND CONCEPTS

Presença da literatura no ensino de geografia: considerações para além de conceitos

La presencia de la literatura de cordel en la enseñanza de la geografía: consideraciones más allá de los conceptos

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SUMMARY

Due to its particularities, as a literary genre, cordel literature offers a range of reflections on the different histories and customs of a society, bringing to light knowledge, artistic manifestations and customs acquired by a region. Understanding the interdisciplinarity that this genre offers, this study aims to present how cordel literature can be used as an instrument or methodological and didactic resource for teaching Geography, contributing to the teaching and learning process. For that, the phenomenological method was used, with a qualitative approach and a descriptive research, using as a tool for data collection, semi-structured questionnaires with public school teachers from three states in the Northeast: Rio Grande do Norte (RN) and Paraíba (PB) and Ceará (CE). In this way, we perceive that cordel literature is present in Geography classes, promoting discussions and significant actions for the construction of geographic concepts as well as reflections on generative and cross-cutting themes, enhancing student learning beyond the curricular theorizations posed by the textbook. Thus, it is concluded that this genre makes contributions possible to the learning of different areas, contributing to the integral formation of students.

Keywords: Geography. Learning. Northeastern culture.

RESUMO

Por suas particularidades, enquanto gênero literário, a literatura de cordel oferece uma gama de reflexões sobre as diversas histórias e costumes de uma sociedade, trazendo à tona conhecimentos, manifestações artísticas e costumes adquiridos por uma região. Compreendendo a interdisciplinaridade que tal gênero oferece, este estudo tem como objetivo apresentar como a literatura de cordel pode ser utilizada como instrumento ou recurso metodológico e didático para o ensino de Geografia contribuindo para o processo de ensino e aprendizagem. Para tanto, utilizou-se do método do fenomenológico, com abordagem qualitativa e de uma pesquisa descritiva, utilizando como ferramenta para coleta de dados, questionários semiestruturados com professores de escolas públicas de três estados do Nordeste: Rio Grande do Norte (RN) e Paraíba (PB) e Ceará (CE). Desse modo, percebemos que a literatura de cordel está presente nas aulas de Geografia, promovendo discussões e ações significativas para construções de conceitos geográficos bem como reflexões de temas geradores e transversais, potencializando a aprendizagem dos alunos para além das teorizações curriculares postas pelo livro didático. Assim, conclui-se que tal gênero possibilita possíveis contribuições para o aprendizado de diferentes áreas, contribuindo para a formação integral dos educandos.

Palavras-chave: Geografia. Aprendizagem. Cultura Nordestina.

RESUMEN

Por sus particularidades, como género literario, la literatura cordel ofrece un abanico de reflexiones sobre las diversas historias y costumbres de una sociedad, poniendo en primer plano conocimientos, manifestaciones artísticas y costumbres adquiridas por una región. Entendiendo la interdisciplinariedad que ofrece este género, este estudio tiene como objetivo presentar cómo la literatura cordel se inserta en la enseñanza de la Geografía y su contribución al proceso de enseñanza y aprendizaje. Para ello, se utilizó el método del fenomenológico, con un enfoque cualitativo y una investigación descriptiva, utilizando cuestionarios semiestructurados con profesores de escuelas públicas de tres estados del Nordeste – Rio Grande do Norte (RN), Paraíba (PB) y Ceará (CE). Así, nos damos cuenta de que la literatura cordel está presente en las clases de Geografía, promoviendo discusiones y acciones significativas para la construcción de conceptos geográficos, así como reflexiones sobre temas generativos y transversales, potenciando el aprendizaje de los estudiantes más allá de las teorizaciones curriculares planteadas por el libro de texto. Así, se concluye que tal género trae posibles aportes al aprendizaje de diferentes áreas, contribuyendo a la formación integral de los estudiantes.

Palabras-clave: Geografía. Aprendizaje. Cultura del Nordeste.

1 INTRODUCTION

Cordel literature arrived in Brazil in the 18th century and became a characteristic of the northeast region, arising from a unique significance for those who transform social factors into art. Cordel, more than a literary “style”, permeates cultural expressions and translates into various educational and communicative possibilities (SEVERO; ARAÚJO, 2015).

In this social and educational scope, it is believed that cordel literature can be inserted in teaching, since it enables an interdisciplinary reflection. Fostering discussions in the

scenario of fantasies involving the imagination, as well as real stories of unique and relevant manifestations in the face of the social context.

When we refer to these axes, we are talking about factors that can be beneficial to society, such as love, prosperity and situations that bring us what we want for this world. Or, when we emphasize existential ills such as the political debate, social catastrophes, in which the less favored are the main protagonists and victims.

In the meantime, Silva (2016), categorizes the strings as:

Comical or satirical strings – address issues of human life in the form of social, religious denouncement or everyday facts; Social cycle cords – have as their central theme the organization of patriarchal society, cangaço, the injustices that favor social banditry, the periodic droughts in some regions of the Northeast; the thematic focus is human and social drama; Strings dealing with political issues, commenting on government actions in general; Strings that speak of love and fidelity, with emphasis on forbidden loves or successful and deceived husbands; it is noted that these are cordéis marked by male heroism and betrayal; Strings that retell stories from universal literature or present folkloric legends, as well as animals with human characteristics; Strings that point to the religious issue, discussing the ideas of divine punishment, the correction of misconduct, violence and disbelief in God; there is a strong presence of religious elements in Cordel Literature (SILVA, 2016, p. 3-4).

In view of the aforementioned categorization, cordel literature has several possibilities for teaching, giving freedom to the teacher and students to build knowledge through the reality placed in their scenario, through art. In this postulate, we will bring reflections of this pedagogical instrument, specifically, in the discipline of Geography.

In this regard, when we reflect on the current situation of teaching Geography in the school environment, it is clear that this meets some principles of the traditionalist approach, or even contentist approach that aims only at describing the world, without a reflection based on the critical social factors. To Lira (2014, p.299-300), “[...] it has been shown that traditional teaching remains predominant in the practice of the school subject [...]. A described teaching of geography, without any involvement with the reality experienced by the student, is still very strong today”.

Faced with the theoretical arguments of Lira (2014), it is notorious to realize that it is of paramount importance that we think of effective methodologies and bring teaching materials to the classroom so that we do not fall and/or copy a didactic that generates impotence teaching. In this sense, this study is justified by its educational social scope in the face of didactic pedagogical instruments and some experiences of the authors with the

theme in question, having the flexibility to have reflections and the possible contributions of literature to schools.

Thus, the present study, through reflections, seeks to answer the following question: Can cordel literature be used as an instrument or didactic-methodological resource for teaching Geography and contribute to the teaching and learning process? Seeking to answer this question, our general objective originated: To present how cordel literature can be used as an instrument or didactic-methodological resource for teaching Geography, contributing to the teaching and learning process.

With the intention of delimiting the study, the present work is structured in 6 (six) topics, having in the first, our initial considerations, presenting the problem, justifications, objectives and some reflective notes; the second, our theoretical-methodological path; the third, historical reflections on cordel literature and its contributions to teaching; the fourth, the characterization of geography teaching and the teaching and learning process; the fifth, the analysis of our investigation through reflections arising from the teachers' perceptions, and the sixth, our conclusions, which presents the main ideas of this study with new research horizons.

2 METHODOLOGY

This work is based on the phenomenological method, which aims to describe the lived experiences of several subjects about a concept or phenomenon, bringing to light the meaning and reflection of the problematic delimited in a study. In this regard, we intend to describe cordel literature as an instrument or methodological and didactic resource for teaching Geography in the face of the teaching and learning process, taking into account the experiences of professors and students in the analytical context. It is important to point out that the method in question uses questions that explore the meaning of the experience, from the collection of data from subjects who experienced the phenomenon in various instrumental ways of research (CRESWELL, 1998).

With a qualitative approach which aimed to present how the cordel literature inserted in the teaching of geography, and how it contributes to the teaching and learning process, ensuring the precepts that lead students to reflect and carry out actions beyond the curricular theories offered by the discipline in question. In this instance, the study worked with the universe of meanings attributed by licensed teachers and active geographers. Given this,

the qualitative approach has the objectivity of understanding reality through the senses and meanings posed by the subjects who are members of the investigation (PÁDUA, 2002).

Field research was present because we entered the academic scope of the Postgraduate Program in Teaching, in partnership with the Postgraduate Program in Planning and Territorial Dynamics in the Semiarid (PLANDITES), of the State University of Rio Grande do Norte (UERN), Pau dos Ferros Advanced Campus (CAPF), in 2019, in the subject "Interdisciplinary Teaching in Human and Social Sciences". In this space, it was possible to collect information to structure our study, so that this research is used with the objective of obtaining information and/or knowledge about a problem, for which an answer is sought, or a hypothesis, which one wants to prove. , or even discover new phenomena or the relationships between them (LAKATOS, 2003).

The descriptive research came with the intention of presenting reality in an impartial manner, highlighting the issues outlined in our problem and prescribed objectives. It has characteristics to determine a population/phenomenon, or the establishment of relations between variables (GIL, 1999). Thus, the instrument for collecting information for this study was a semi-structured questionnaire, consisting of 5 (five) questions, applied to 32 teachers; of that universe. We carried out analyzes with only 3 (three) teachers who were participants in the analysis of this writing, this is justified, because they teach the discipline of geography in Basic Education on public schools, in the Pau dos Ferros-RN, Sousa-PB and Milagres-CE cities.

In this sense, the questionnaire made it possible to analyze the perception, beliefs, feelings, interests, expectations, situations experienced by teachers, taking into account what is advocated by Gerhardt and Silveira (2009), which is the objectivity of this instrument. Thus, data analysis took place through segmental means, allowing us to describe and present the subjectivities of the subjects surveyed in this research. It is worth mentioning that a pseudonym was used for each professor, in order to guarantee their identity. We used as pseudonyms, Professor Luiz Gonzaga, Professor Maria Bonita and Professor Lampião.

In addition of seeking to establish a social and scientific relevance of the work, we present a theoretical reference, also of a qualitative nature, being dissolved in the discussions of the presented topics.

3 CORDEL'S LITERATURE: FROM HISTORY TO CONCEPT

Cordel literature, also known in Brazil as leaflet or popular literature in verse, or simply cordel, is a popular literary genre often written in rhyming form, originating in oral reports and written and then printed in leaflets (ABREU, 2006). Cordel is a widespread textual genre, mainly in the northeast region.

Cordel arrived in Brazil with the Portuguese, and is still present today, mainly in northeastern Brazil, taking the form of a literature made by the people and for the people, with its own characteristics, having its own classics and masters (SILVA, 2016). This genre began to climb paths until it established itself in the struggle for resistance and the formation of the cultural identity of the sertanejo and Brazilian people. There are several cycles that this popular literature went through until its arrival in Brazil. Initially, introduced as colonial literature, it brought a portrait of the Portuguese metropolis with European themes, which narrated epics of bravery and conquests. Subsequently, it began to be influenced by the existing ethnic groups in Brazil, indigenous and African, with a great tradition in orality. Finally it, was identified with the northeastern songbook that also made use of oral tradition and expressed its poetry in emboladas, today known as repente. (SILVA, 2016).

Cordel literature, according to Meyer (1980) has its genesis and representativeness in the Northeast region, since there are controversies that surround the inconsistent conceptualizations on the subject.

When understanding cordel literature as popular poetry, it is important to highlight that it follows some specificities in its construction; the rhyme is strong characteristics, as there is no specific axis for the production of the text, they are written in the form of rhymes and/or in poems, they have woodcuts, art associated with the cordel, the stanzas are usually of 6, 8 or 10 verses; organizations are usually in colorful leaflets (OLIVEIRA; FILHO, 2013).

The musicality of the strings and verses and the approximation of cultural elements with the students' reality are elements that contribute a lot to the cultural and citizenship formation of each subject (MARINHO; PINHEIRO, 2016). In addition to the multiplicity of topics that are addressed, they provide subsidies to develop various skills and competences that can be developed with Cordel Literature, such as orality and the student's criticality in the face of the social scenario; propagation of popular culture; power of understanding of diverse subjects; stimulus to the imagination and development of the student's reasoning (SILVA, 2016).

Thus, Cordel is considered a popular communication resource, since it addresses situations that happen in people's daily lives and, above all, portrays cultural aspects of a certain region (Silvio et al, 2009). It is a resource that can contribute significantly within the learning process, since it has several aspects that can be explored. The fair, the markets and, the moments of festivity were the exhibition spaces of the cordel. These were the places where the leaflets were distributed, which served as points of sale (OLIVEIRA; FILHO, 2013). These environments were meeting spaces and were seen with galleries of leaflets and declamations of the cordéis.

4 TEACHING GEOGRAPHY AND CORDEL LITERATURE: SOME NOTES

Teaching presupposes providing learning strategies to students, from the organization and systematization of content to techniques for exposing the material used to achieve the objectives. Student and teacher are integral parts of this process, which is interdependent. Within the classroom, teachers and students play different roles, but each has its functionality within the field of teaching and learning.

Geography, as well as several other social sciences, is seen as a theoretical-methodological set that enables the formation and critical-social development of citizens in/for society. In addition, because it is a multidisciplinary science, it provides several analyzes of studies based on its aspects, present in the old dichotomy of Physical Geography and Human Geography, but both provide the understanding and analysis of the dynamics and interaction of man within the geographic space. (BRAGELONE, 2016).

In this context, the National Curriculum Parameters (PCN) of Geography, (BRASIL, 1998) defends and presents the referred discipline as a curricular component of great relevance in/for the formation of citizens, providing the development and understanding of the geographic space construction of relations, since that, the same is constructed and constituted through of social relationships. The PCN of Geography becomes, at times, incoherent to what the forms and content of teaching refer to, that is, the example of Elementary School, it is expected that students have a more conceptual learning, "build a set of knowledge referring to concepts, procedures and attitudes related to Geography" (BRASIL, 1998, p. 34-35), not directly leading, considering the student's experience as a prior knowledge, being able to establish the contextualization of teaching, instigating a

construction of meaningful knowledge between the experienced environment and school knowledge. In the PCN of Geography,

[...] the objective of teaching is thus restricted to the learning of phenomena and concepts, disregarding the learning of fundamental procedures and attitudes for understanding the methods and explanations with which Geography itself works. [...] the teaching of Geography can lead students to understand reality more broadly, allowing them to interfere in it in a more conscious and purposeful way. To do so, however, they need to acquire knowledge, master basic categories, concepts and procedures with which this field of knowledge operates and constitute its theories and explanations, so that they can not only understand sociocultural relations and the functioning of nature at to which it historically belongs, but also knowing how to use a unique way of thinking about reality: geographic knowledge. (BRASIL, 1998. p. 25).

As seen in the quote above, the teaching of geography, at times, is restricted to conceptual teaching, not allowing innovation and/or contextualization in/for teaching, requiring the teacher to contextualize the concepts and phenomena, in order to later understand the students' experience as a means of enhancing the teaching of geography, bringing tools to the school environment that enable this contextualization. This is the case of cordel literature, which often describes phenomena linked to the physical, human and historical geography of a given space, in addition to other aspects of geographic knowledge.

It is necessary to observe the teaching practices, in line with the contents of school geography, so as not to maintain a traditional teaching methodology, based only on the teaching of concepts, which results in a gap between the student's experience and the acquisition of school knowledge (VESENTINI, 2009). On the contrary, school geography, through the contextualization of teaching, seeks to go beyond conceptual classes, making use of active methodologies for understanding what is taught during and after classes, since the construction of knowledge is continuous and progressive.

We know that Geography, through its various aspects of knowledge, is directly linked to sociocultural conditions, enabling the student to understand the dynamics of the process of (re)modification of geographic space, being active agents in this process. However, geographic science is concerned with contemplating, through its axes and teaching methodologies, cultural plurality, as confirmed by the following quote:

[...] it can be said that cultural plurality is practically contemplated in all the axes proposed by Geography. However, the axes that deal with the socio-spatial formation of the countryside and the city are those in which the

teacher will be able to deal in greater depth with the contents proposed in the Plurality document, such as space and plurality, time and plurality (BRASIL, 1998, p.44).

From this, work on the categories of analysis in teaching geography, namely: i) space; ii) region; iii) territory; iv) landscape and v) place, facilitates the use of methodologies that enable the insertion of multicultural understanding in the teaching and learning process, where each category of analysis allows a study with analyzes of different aspects, instigating and allowing contextualized teaching, especially when it makes use of the analysis category of "Place" (CALLAI, 2009).

The analysis categories that allow Geography to be taught through contextualized methodologies, making the student the main protagonist of the contents presented, is the Place and the Region, where the first is inserted in the concept of identity, that is, "when building their places, men also construct representations about them. Their level of permanence in living with things, in relationships with people, defines their adherence to these places" (BRASIL, 1998, p. 18). Therefore, with the generalization of these constructed identities, taking into account the physiographic conditions of the place, it provides the emergence of signs that go back to the characterization of a larger scalar unit, that is, the region, obeying or not the political limits, since the analysis of studies/research complies with pre-established objectives (IDEM, 1998)

In this sense, the geographic space, in its entirety, is built from the dynamics of interactions between man and the natural environment, and because it is a continuous action, at every moment this space is transformed, easily gaining new representative signs when these do not become stereotypes (SILVA, J. et al. 2017). In the teaching of Geography, the teacher must provide opportunities for the student to understand the transformations in/of the geographic space (MENEZES, 2015). Changes are constant and it is necessary to encourage the student to perceive these changes in a critical manner.

We know that traditional methodologies still prevail in many classrooms, impregnated with memorization and accumulation of information, without a critical discussion about it. According to Oliveira (2008), for most students, learning geography is reduced only to memorization, without reference to socio-spatial experiences, as it is recurrently perceived, the excessive use of textbooks, by the application of contents in a way that is detached from the local social reality, as well as through the decontextualized and stereotyped use of the underlying cartographic arsenal. For Menezes & Chiapette (2015), the teaching of

Geography is important for the formation of subjects, so that they recognize the social dimension of their participation in the appropriation of space, which is built from the assimilation of geographical concepts, from their experiences in that said space. The feeling of belonging and ownership of the space, combined with participatory, facilitating and reflective teaching of geographic content, contributes to comprehensive training and learning.

A critical reflection on the social reality in which students are inserted, not just passing on the content that is expressed in textbooks, as Oliveira (2008, p. 73) points out: “the construction of knowledge takes place, effectively, in the lived and perceived space of the subjects, in which the social, political, economic and scientific unfold”.

In this way, the teacher can seek attractive methodologies that involve the students within the historical and social process that is inserted, subsidizing the range of information that the student brings as baggage, developing practices that encourage the student's criticality and creativity. Several didactic resources and strategies have been explored by professors, in the practice of teaching Geography, seeking to make its exercise much more pleasant and effective (MENEZES, 2015). Thus, teachers need to be committed to meaningful teaching, always seeking training and improvement of their educational practices, since teaching knowledge consists of the instrumentalization of political, ethical, reflective, critical practice and the character of knowledge above all, in addition to constant research and the emotional quality, which can be understood as an aggregating element of competences and skills of these professionals (MENEZES; CHIAPETTE, 2015).

In this perspective, the teacher must be reflective, based on the awareness of the ability to think, seeking creative contributions and not as a mere reproducer of knowledge and actions. To reflect on what is postulated is to promote space of discussions mediated by dialogue that allows questioning and analysis in the face of experiences and the context in which each one is inserted (ALARCÃO, 2005).

In this thinking, the classroom should be understood as a space where one learns to think, elaborate and better express their ideas, re-invent their conceptions, when introduced into the universe of already elaborated knowledge and in the interpretation and transformation of society. The task of teaching already elaborated knowledge goes through a previous process in which students learn to better think, to problematize, to value knowledge and to commit to the investigative search (GARRIDO, 2008). The teacher

encourages students to question and seek to reflect critically and openly on the contents. With regard to geography at school as a discipline, it is

capable of enabling “reflective and critical readings of the world”, or yet, capable of forming the “critical-transforming citizen” derives from the very movement of constitution of Geography as scientific knowledge that seeks, ultimately, to unveil the conditions or the “constructions” logics of the present (STRAFORINI, 2018, p. 177)

Therefore, Geography presents itself as a reflective, questioning discipline with enormous transforming potential. It takes effort and persistence from the teacher to leave the level of narrative and description (ALARCÃO, 2005) and encourage critical thinking in students within the development of autonomous thinking. The contents and disciplines are instruments through which teachers and students use to develop criticality, problematizing and questioning, teaching can generate a new conception of citizenship, as it challenges subjects to reflect on reality (PITANO; NOAL, 2015).

In this sense, Geography has a unique role in the reflective and critical reading of the current world, when its concepts and methodological procedures are triggered by students and teachers (STRAFORINI, 2018). Geography as a mandatory curricular component in schools shows that one cannot ignore the role that spatial dynamics have been assuming in the current stage of globalization, which presents itself as technical, scientific and informational (Idem, 2018).

These changes permeate the classroom, so that the new current demands require that the teacher seek to know and how to use tools that mediate the learning process. Therefore, geography as a social science must be able to explain the local reality through its concepts, through the contextualization of teaching of the student in the globalized and capitalist society, consciously and critically (PITANO and NOAL, 2015).

In fact, it is necessary for teachers to be able to create or put into practice new teaching methodologies, since it is identified that the traditional model, based on the denial of student autonomy during the teaching/learning process, has proved to be fruitless (FERREIRA ; OLIVEIRA; AIRES, 2015).

In the search for these methodologies, cordel literature presents itself as a tool that can boost creativity and criticality in an interdisciplinary way in all contents, but within geography it is possible to explore space, culture, groups and relationships between man and society that are established. In addition to containing a language of strong expression

and regionalist appreciation, it can bring together historical, cultural, social, political, artistic elements, among others, which can be analyzed in the teaching of Geography, making its practice more valued (MENEZES, 2015).

Because it is a resource that has aspects that can be explored, and contribute significantly to the learning process. By linking the string to the teaching and learning process, the objective is to change the traditional emphasis given to didactic resources (SILVA, et al. 2010). For the use of cordel literature in the classroom, as well as every resource or methodological didactic instrument, before its use, it is necessary to observe that it can be used in the classroom. In addition, a deep analysis of the context in which it's verses were created is also necessary, since the cordel, being a product of a time and a place, can be a means of unnecessary or inappropriate ideological links for the school space (MENEZES, 2015).

Cordel literature consists of a resource for representing reality, almost always approached critically by the school, leading the student to reflect on the most diverse aspects of the reality that surrounds it. By dealing with the most authentic experiences of the people, cordel literature reaffirms the values of Northeastern culture, and from the point of view of Geography, allows us to perceive the materiality of a space rich in meanings and a fertile field for reflection and teaching of Geography (MENEZES, 2015).

In addition, we describe in the next chapter, discussions built from teachers' speeches, collected during the construction of the research, showing how the teaching of geography works by them and what contributions that the use of cordel literature can bring to the construction of the teaching and learning process.

5 THE CORDEL LITERATURE AND ITS CONTRIBUTIONS TO THE TEACHING LEARNING PROCESS IN GEOGRAPHY TEACHING

In this topic of analysis, reflections arising from this study are presented, which was consolidated through professors who teach Geography. Therefore, we divided this topic into three subtopics: cordel literature and its contributions to the teaching and learning process

Cordel literature is considered a literary genre, usually done in verses, which incorporates popular language and themes, in order to care for social reality, such a genre brings different themes to be exposed and explored, such as Brazilian folklore, religion, politics, historical episodes and others. It highlights the values and customs of the Northeast,

it shows reality in a poetic way, giving freedom to express oneself on a given topic. For Silva et al (p.308, 2010):

Cordel literature can be defined as a heritage of Northeastern culture, insofar as it provides the historical rescue of traditional culture. Their stories, especially the oldest ones, were told from generations to generations, which links this type of literature with memory and with the records of human achievements. It reflects the experiences, imagination, faith, devotion of the Northeastern people and, therefore, enables the investigation of the most diverse cultural processes.

In this scope, we asked our geography collaborators what is their conception of cordel literature, and how they could be present in teaching. We got the following notes:

“Cordel is a pleasant piece of literature and it certainly brings great benefits to teaching, since we can work on several themes in a single “text”, not to mention that the language is clear and dynamic.”

Maria Bonita Teacher

“The cordel is a charming text, the reading awakens a criticality to the social scene through a dynamic of rhymes. It brings great significance in teaching since we can work with interdisciplinarity in a pleasant way and value our cultural richness.”

Luiz Gonzaga Teacher

We noticed that the teachers who participated in this study have a vision of cordel literature as an instrument capable of providing interdisciplinarity in the classroom, an issue of great value for the educational field. For Fazenda (2008), the interdisciplinary study makes it possible for those who make use of it, since it comprises a range of knowledge that they share and originates a unique knowledge. Another factor highlighted by the educators is that this genre presents the possibility of a playful practice for the classroom, but it is up to the teacher to reinvent himself in the search for a didactic transposition for the teaching of geography. Aspect of great relevance for those who seek innovative teaching based on successful learning.

To that extent, another question investigated was: is cordel literature present in your pedagogical practice? In what way? If it is, how do you rate it? If not, why haven't you used that genre in the classroom before?

“I worked with cordel literature in a school project at the beginning of the year, I believe it was very rewarding, as our students brought excitement to the classroom and the richness of the city itself in verses.”

Luiz Gonzaga Teacher

“I’ve always liked cordel literature, so whenever I can, I put the cordel in evaluations, reflective texts, and this year one of my evaluations was a cordel production by groups about the reality of Brazil. As for the evaluation, I believe it was positive, since they sought to know not only what was exposed in the textbook, that is, they did research, they moved.”

Lampião Teacher

As can be seen in the speech of the interviewed teachers, they all know and use cordel literature, one more frequently, the other in projects that are not commonplace, but the important point is that they are aware that this genre contributes to the protagonism and motivates students to critically reflect on the space they inhabit and thus consistently assimilate the teaching of Geography.

For Menezes and Chiapette (2015), the teaching of Geography should be directed towards the formation of a society with subjects who reflect and question within citizenship education. Therefore, using the interdisciplinarity of teaching geography with cordel literature is collaborating for the development of student’s critical thinking and giving them the opportunity to experience the protagonism of their history and, consequently, of society itself.

Faced with these questions, it was noticeable that cordel literature is present in schools, but it is still necessary for the presence of this literary genre to be more frequent and for teachers to enjoy the possible richness that is.

The themes that permeate the universe of cordel stories, such as popular religiosity, economic misery, typical and historical characters, folklore, love tragedies, the environment, among others, contribute to the dissemination and strengthening of regional cultural memory (MENEZES; CHIAPETTE, 2015).

For Straforini (2018), school geographic contents are linked to reality, and that both they and reality itself are at the service of a specific way of reading the world from the foundations of Geography. Thus, we realize that before teaching Cordel in the teaching of Geography, it contributes significantly to critical and citizen construction. In this context, teachers have a range of possibilities to work with something rich in content and critical and social discussion.

In view of the perspective of the teaching and learning process, some changes have been registered in the attitudes of teachers when seeking to integrate methodologies in their disciplines that excel in the search for greater learning or meaningful learning.

The search for stimulating and creative pedagogical didactic resources has been the point to which educators have been concerned, as they know the value they have in teaching.

In this context, the third question that was propagated in: how do your classes take place and what materials are most used in geography teaching?

“Our classes are fun, for I seek to do both theory and practice, whenever possible we do field classes and projects. The materials are several, the textbook, cardboard, pencils, data show, sound, cd, dvd, among others.”

Maria bonita teacher

“They are good, I use the projector a lot for movies, but I usually work with the textbook.”

Luiz Gonzaga teacher

In this space, we could find several other very rich didactic instruments, including cordel literature, comics, games, dynamics and among others, but teachers are limited to just what is expected. Perhaps it is in this situation that Lira (2014) exposes that the teaching of geography needs to be more motivating, and that it still follows a traditional approach. It is necessary to reflect on the speech of Professor Luiz Gonzaga: “but I usually work with the textbook”, the frequent use of the textbook as it is presented, is discussed by Oliveira (2008), who states that the excessive use of textbooks, due to the application of contents in a way that is disconnected from the social reality location, as well as the decontextualized and stereotyped use of the underlying cartographic arsenal, is recurrent among teachers. In addition, many teachers do not plan ahead and end up improvising, leaving gaps in their didactic action and compromising the result of teaching as a whole (MENEZES; CHIAPETTE, 2015).

To make use of diversified resources and methodologies, prior planning is necessary, resources are teaching tools that may or may not favor learning. It is not merely using resources, but working in a reasoned way and with a purpose, so as not to fall into the emptying of the didactic content to be explored.

In view of the answers, we observed that the use of string is present in the Geography classes of these teachers who were respondents in this research. At this point, we present how this union can enhance the teaching and learning process that leads the student to perceive the geographical context beyond concepts and theories placed in the textbook. We also point out, in which moments the cordel literature can be inserted in the teaching of geography. In the response of one of the research subjects, he portrays that the genre can be work in:

“Regional cultural manifestations can be used; environmental and political problems.

Maria Bonita Teacher

In view of the teacher's perception, we realized that there are several moments to dialogue with cordel literature, from social manifestations to politics, since themes of this nature are part of geographic teaching. Another pertinent aspect to be commented on is that the literature in question can generate discussions of generative and transversal themes, since there is an interdisciplinary configuration in this genre.

When questioning the impact of cordel literature on the teaching-learning process, once again, we point out that this textual genre presents a range of acquisitions for students and teachers. In Professor Lampião's perception, we clearly see that with the string we can sharpen the student's protagonism in various educational actions, this is evident when we check his answer:

“I believe there are many more and I will mention the most relevant ones: a means of talking to other disciplines; make projects; enable students to build their knowledge. As for learning, I believe it contributes favorably since you learn by playing, researching more, it is something new for them despite being from the region, there is art in the environment that denotes creativity, I believe this strategy is positive.”

Professor Lampião

Having the reflection postulated on student protagonism, Sousa (2020), exposes that activities of a nature in which the student takes attitudes, creates and recreates such action and has plausible adjectives. When questioned, it contextualizes a reflection based on the perspective of the student with his/her region, art and creativity becomes elements for a “protagonistic” action and favorable for the student's learning process.

6 FINAL CONSIDERATIONS

Cordel Literature presents itself as an instrument that enhances the teaching and learning process, by promoting the breadth and flexibility of working with different themes in a creative way, from the perspective of the teachers under study. In addition to this, the contributions to the learning of different areas, favoring the integral formation of the students, due to the creative process combined with the reflection that facilitates criticality in the face of geographic theorizations and the current reality.

It was also possible to point out that the use of cordel as a didactic resource allows working with interdisciplinarity, permeating several curricular disciplines, enabling a performance in the current context, not forgetting historical events and yet, it presents a rescue of popular culture and tradition.

In this work, we understand that with the great contributions of cordel literature, it can be used more as a didactic-methodological tool. When working with cordel within geography, it values culture and regional identity in a simple and rich way of meanings.

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