20 - THE MASTER PROFESSIONAL AND ITS RELATION TO FIELD SCHOOL

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INTRODUCTION

Studies in research and literature review process, to date, indicate the need for intensifying research and discussions in the framework of the Masters Professional production of products that help teaching practices and participate effectively in the transformation of the educational reality of the classrooms in schools in the field. The goal is to overcome the difficulties in adapting the content covered in the focus of the reality of the students that context.

It is noticed in researching scientific work in the field of Education area is a lack in scientific production and this gap directly affects the formation of the teacher who acts in this context, it would be very important materials that disclose practices, anxieties, realities and experiences of these schools providing a range of topics for discussions and learning by teachers. This shortcoming complicates the development of new methodologies and the exchange of knowledge that could occur among teachers this context.

This is done to invest in the study of theories and transform these into effective action, ie methodologies that provide contact with current research and address the education field developing investigative and scientific attitude relevant teachers, of the problems of their teaching. It is believed that the very practice research through research-action is extremely beneficial and produces results in the theory and practice relationship.

In the current educational climate, it is understood that the historical context may favor the actions to be carried out by teachers in schools, overcoming uncritical and outdated teaching practices that prevent the context of teaching and learning.

GOALS

General goal

Highlight the lack of products for Rural Education developed the Professional Masters Programs.

Specific objectives

Understand the importance of studies that are intended to work with the subject field.

Reflect on the need for products that address the particularities of the context field.

THE SETTING: A FIELD OF EDUCATION AND PROFESSIONAL MASTERS.

It is common for teacher training is in discussions wheel when talking about the development of education, in the case of one of the recurring themes in discussions and having an increasingly significant presence in forums and conferences in the area. However, we find it difficult to determine or outline what the most productive ways of forming a professional education.

At this juncture, teacher training constitutes a key element of the government's agenda in terms of effectiveness of educational measures, making up as a regulatory device to better manage education (Maues, 2009, p.473).

With this in mind UNESCO (UNESCO) draw up a report called Global Monitoring Report on Education for All - EFA, which shows that it is of paramount importance that Brazil should invest in training their faculty if you want an effective and quality education.

> "[...] The low quality committed to learning, even those attending school," and adds: "A third of children age attend primary school are not learning the basics, whether or not in school." "[...] Develop their potential is crucial to raise the quality of learning. [...] The quality of education improves when teachers are supported - and worse when they are not "(Bokova, 2014 p.3- 4).

One should understand the utmost importance to prepare and conduct training of teachers in schools, but we must not rule out the training that professional education should seek outside school areas, training with a wide and interdisciplinary vision that can contribute to the process teaching and learning in the classroom.

With this approach thought up in a formation that contributes directly to teaching that takes place in classrooms and one of the possibilities offered was the Professional Masters, where students turn to your school, in which they implement the practices developed in the program master. In this respect, the proposal focuses strongly on the teaching, the mediator of knowledge in the educational process. Stresses Scheibe (2010), "The teacher, taken as a change agent, emerges more and more as responsible for carrying out the ideas of the XXI century." (p. 987). However, required reforms with this new proposal has close relationship with the new role of the teacher and the school established by interdisciplinarity and globalization of education or as called by Ball (2004), "globalization" Accommodation global trends in local stories.

The professional master's proposal is to qualify several professionals who are in contact with the school and are not solely linked to the research, behaving differently from academic master.

Clarifies Barros (2005), the professional master promotes:

> (...) Training for professional manufacturing practice by incorporating the scientific method. Turns to a public preferably come from outside the academy and for the management, production and application of knowledge-oriented applied research, problem solving and the proposition of new technologies and technological improvements (p. 131).

The growth outlook, the Masters Professionals are increasingly being most popular. According to the CAPES Foundation in 1999, the year of creation of the sport, ofertavam up only four professional master's degree courses. From 2007, with the offer of 184 options and, four years later, 338 were created. There are currently 589 professional master's degree

courses distributed by educational institutions. Tables 1 and 2 below are tabulated the Professional Masters in Education and Teaching Area.

Table 1: Master's Program in Education recognized the Caps.

AREA	Programs and Courses					Totals graduate postgraduate courses			
	Total	M	D	F	M/D	Total	M	D	F
EDUCATION	123	27	4	67	25	148	52	29	67
Brazil:	**123**	**27**	**4**	**67**	**25**	**148**	**52**	**29**	**67**

Source: SNPG - Date Updated: 03/20/2015

Table 2: Master's Program in Education recognized by Capes.

AREA	Programs and Courses					Totals graduate postgraduate courses			
	Total	M	D	F	M/D	Total	M	D	F
EDUCATION	159	60	0	33	66	225	126	66	33
Brazil:	**159**	**60**	**0**	**33**	**66**	**225**	**126**	**66**	**33**

Source: SNPG - Date Updated: 03/20/2015
Legend: MS - Master Academic E - PhD E - Professional Master ON / D - Academic Master / Doctorate

Analyzing the availability of Masters Professionals and their fields, the provision of specific training for the Rural Education is minimal. As well as the work done with this approach. The Federal University of Reconcavo Baiano is the institution that offers the Professional Masters in Rural Education. However, there are other institutions within your program offer lines of research that address the Rural Education mode. However, in general, there are not many works intended for the rural population and their schools, some programs claim that they ceased their activities therefore do not yet have products. Thus, we see a product gap to remedy the difficulties arising from the education focused on the field that has a view to promoting development in teaching these subjects.

Table 3: Master's Program in Education recognized by Capes.

LARGE AREA: THE HUMANITIES AREA: EDUCATION					
FIELD OF EDUCATION	**UFRB**	**BA**	**-**	**-**	**3**
EUCAÇÃO AND DIVERSITY	UNEB	BA	-	-	3
TEACHER TRAINING	UEPB	PB	-	-	3
BASIC EDUCATION TEACHER TRAINING	UESC	BA	-	-	3

Source: SNPG - Date Updated: 03/20/2015

So one of the challenges in the context of research on rural education and to understand in some depth the context of this type, however understand the transformation of scientific knowledge combined with surveyed pedagogical practices, founded and which offer a spread of this new knowledge and published results practical in this context aiming at an effective practice for people of the field.

According to this scenario new programs within universities are created or sit still existing programs are watching the scene that grows in the discussion makes this Rural Education theme developing in their lines of research in this area. These programs necessarily requires the effective presence of universities developing and participating in the defendant training activities constituting and consolidating several research groups including the creation of master's research lines that only address the specifics of Rural Education, but they are still few with this vision in the educational context graduate.

FINAL CONSIDERATIONS

Teacher education in Masters Professionals, especially in science education must fulfill the important role of providing the preparation of materials that are relevant in everyday classrooms, working effectively in the teaching process learning allowing access and equal understanding of science to students of all social groups, namely the subject field.

The defense of a research expansion in teaching activities of the field schools has as its goal the development of this activity at school becomes a critical reflection on the teaching and learning issues, on emerging problems of pedagogical practice as a Scientific research has to diagnose the engine.

There is, then, with this research, the products derived from the Masters Professionals are somewhat close to the school reality that we have in the field. Today in Paraná we have 10% of state schools being named Field Schools, however, fervent speeches and studies on the subject did not stimulate researchers to produce materials for this audience but perform mostly bibliographical research on the topic. In the search for materials that contribute to the development of a theoretical and methodological framework of Countryside Education there are important elements contributing significantly in educational processes for teachers, enabling the experience of construction of new processes based on the research framework that can contribute to the construction of teacher training policies.

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ABSTRACT

This study aims to analyze the scientific production for the Field School in the Professional Master's programs. This type of master seeks to fill the gap left by the Academic Master, as regards the demand for educators that exists in the country. Thus, it consists of vocational training in which teachers can develop in your school environment a scientific research geared to producing materials that will allow an increase in the basic education of the schools in which they work, providing the dissemination of scientific knowledge generated at the gym. According to this scenario new programs within universities sit are created or existing programs are watching the landscape that grows around the discussion in the Field of Education theme developing in its thematic research lines in this area. These programs necessarily requires the effective presence of public universities. As a result of the involvement of universities in training activities, demanded by the Rural Education Movement, were constituting and consolidating several research groups, including the creation of master's research lines that only address the specifics of Rural Education, However, few in the educational context graduate. This paper analyzes, from the objectives of the professional master, end products for the Field Schools developed from dissertations of professional Masters Courses area of teaching and education. The purpose is to highlight the gap that exists within the Professional Master's programs in relation to scientific production aimed at the students of the field. The search for the adequacy of teaching practices that has as its foundation the context and the belonging of this subject before scientific knowledge requires the teacher the cultural domain historically situated to effectively overcome in building the relevant knowledge to these students.

KEYWORDS: Masters Professionals, Rural Education and Scientific Production.

LE PROFESSIONNEL DE MAÎTRE ET SES RAPPORT AU CHAMP SCOLAIRE.

RÉSUMÉ

Cette étude vise à analyser la production scientifique de l'école Field dans les programmes de maîtrise professionnelle. Ce type de maître cherche à combler le vide laissé par le maître académique, en ce qui concerne la demande pour les éducateurs qui existe dans le pays. Ainsi, il se compose de la formation professionnelle dans lequel les enseignants peuvent se développer dans votre environnement scolaire une recherche scientifique orientée vers la production de matériaux qui permettront une augmentation de l'éducation de base des écoles dans lesquelles ils travaillent, fournissant la diffusion des connaissances scientifiques générées au gymnase. Selon ce scénario nouveaux programmes au sein des universités siègent sont créés ou programmes existants sont à regarder le paysage qui se développe autour de la discussion dans le domaine de thème développer l'éducation dans ses lignes thématiques de recherche dans ce domaine. Ces programmes exige nécessairement la présence effective des universités publiques. En raison de l'implication des universités dans les activités de formation, demandée par le Mouvement pour l'éducation en milieu rural, ont été la constitution et la consolidation de plusieurs groupes de recherche, y compris la création de lignes de recherche de maîtrise qui ne répondent aux spécificités de l'enseignement rural, Cependant, quelques-uns dans le contexte éducatif diplômé. Ce document analyse, des objectifs de la maîtrise professionnelle, des produits finaux pour les écoles pratiques élaborés à partir des thèses de masters professionnels domaine de l'enseignement et de l'éducation. Le but est de mettre en évidence le fossé qui existe au sein des programmes de la maîtrise professionnelle en relation avec la production scientifique visant à les étudiants du domaine. La recherche de l'adéquation des pratiques d'enseignement qui a pour sa fondation, le contexte et l'appartenance de ce sujet avant la connaissance scientifique exige de l'enseignant le domaine culturel historiquement situé à surmonter efficacement dans la construction de la connaissance pertinente à ces étudiants.

MOTS-CLÉS: les professionnels Masters, éducation en milieu rural et de la production scientifique.

LA PROFESIONAL MAESTRO Y SU RELACIÓN CON EL CAMPO DE LA ESCUELA.

RESUMEN

Este estudio tiene como objetivo analizar la producción científica de la Escuela de Campo en los programas del Máster Profesional. Este tipo de maestro busca llenar el vacío dejado por el Maestro Académico, en cuanto a la demanda de educadores que existe en el país. Por lo tanto, se trata de la formación profesional en el que los profesores pueden desarrollar en su entorno escolar una investigación científica orientada a la producción de materiales que permitan un aumento de la educación

básica de las escuelas en las que trabajan, proporcionando la difusión del conocimiento científico generado en el gimnasio. De acuerdo con este escenario nuevos programas dentro de las universidades sientan se crean o programas existentes están viendo el panorama que crece alrededor de la discusión en el campo de la temática Educación en desarrollo en sus líneas temáticas de investigación en esta área. Estos programas requiere necesariamente la presencia efectiva de las universidades públicas. Como resultado de la participación de las universidades en las actividades de formación, exigido por el Movimiento de Educación Rural, fueron constituyendo y consolidando varios grupos de investigación, incluida la creación de líneas de investigación de maestría que sólo se ocupan de los aspectos específicos de la Educación Rural, Sin embargo, pocos en el posgrado contexto educativo. Este artículo analiza, a partir de los objetivos de la maestría profesional, productos finales para las escuelas de campo desarrollados a partir de las tesis de profesional área de los másters de la enseñanza y la educación. El objetivo es poner de relieve la brecha que existe dentro de los programas del Profesional Máster en relación con la producción científica dirigida a los estudiantes de la materia. La búsqueda de la adecuación de las prácticas de enseñanza que tiene como base el contexto y la pertenencia de este tema antes de conocimiento científico requiere que el profesor el dominio cultural, históricamente situado para superar efectivamente en la construcción del conocimiento relevante para estos estudiantes.

PALABRAS CLAVE: Profesionales Maestros, Educación Rural y Producción

O MESTRADO PROFISSIONAL E SUA RELAÇÃO COM A ESCOLA DO CAMPO.

RESUMO

Este estudo tem como objetivo a análise da produção científica destinada a Escola de Campo dentro dos programas de Mestrado Profissional. Essa modalidade de mestrado busca preencher a lacuna deixada pelo Mestrado Acadêmico, no que se refere a demanda de educadores que existe no país. Dessa forma, consiste em uma formação profissional, na qual os docentes possam desenvolver em seu âmbito escolar uma pesquisa científica voltada para produção de materiais que permitirão uma evolução no Ensino Básico das Escolas nas quais atuam, proporcionando a disseminação do conhecimento científico gerado na academia. Em função deste cenário novos programas dentro das universidades estão sento criados ou ainda programas existentes estão observando o panorama que cresce em torno da discussão na temática Educação do Campo desenvolvendo em suas linhas temáticas pesquisas neste âmbito. A execução desses programas necessariamente requer a presença efetiva das universidades públicas. Como consequência da participação das universidades nas ações de formação, demandada pelo Movimento da Educação do Campo, foram se constituindo e se consolidando vários grupos de pesquisa, inclusive com a criação de linhas de pesquisa de mestrado que abordam apenas as especificidades da Educação do Campo, porém ainda são poucos no contexto educacional de pós-graduação. Este trabalho analisa, a partir dos objetivos do mestrado profissional, os produtos finais destinados as Escolas de Campo desenvolvidos a partir de dissertações dos cursos de mestrado profissional da área de ensino e educação. A finalidade é evidenciar a lacuna que existe dentro dos programas de Mestrado Profissional em relação à produção científica visando os educandos do campo. A busca pela adequação das práticas pedagógicas que tenha como fundamento a contextualização e o pertencimento desse sujeitos perante aos conhecimentos científicos requer do professor o domínio da cultura historicamente situada para uma superação efetiva na construção do conhecimento pertinente a esses educandos.

PALAVRAS-CHAVE: Mestrados Profissionais, Educação do Campo e Produção Cientifica.