


## Borari Indigenous School: An analysis of the teaching of tourism in the village of Alter do Chão

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### ABSTRACT

The research presented here has as its central theme the teaching of geography and the activity of tourism in the village of Alter do Chão and the general objective is to understand the school reality and how the theme of tourism, as a contemporary/generating theme to geography is approached in the classroom, considering, above all, that the seaside village of Alter do Chão, is a district of the Municipality of Santarém – PA, in which its economy revolves around tourist activity, being originally inhabited by indigenous groups that depend on the development of local tourism, the generation of employment and the conscious use of natural resources, coming from this sector of the economy. The study was centered on the Borari Indigenous School of Early Childhood Education and Elementary Education Professor Antônio de Sousa Pedroso. As for the methodology, descriptive observation was adopted, with qualitative field research. The method used to carry out the study was that of dialectical materialism, and the data collection took place through dialogues and the application of previously formulated questionnaires with teachers and students of the School. A total of 72 questionnaires were applied, 30 to the school's teachers and 42 to students in the 9th (ninth) year of Elementary School. The data analysis was carried out through the graphic tabulation of the answers from the questionnaires applied, in which the results indicate that most of the teachers know the place where they work, however, they do not apply this knowledge in their classes, as well as the desire of the students for the theme of tourism, since their families have their income generated in the locality through tourist activities. In this way, it is reflected on the importance of the educator's training in the various areas of graduation, for the realization of activities related to local tourism and the promotion of the critical perception of the contents, through the social and spatial context that students and teachers are inserted in.

**Keywords:** Teaching, Geography, Tourism, Indigenous School.

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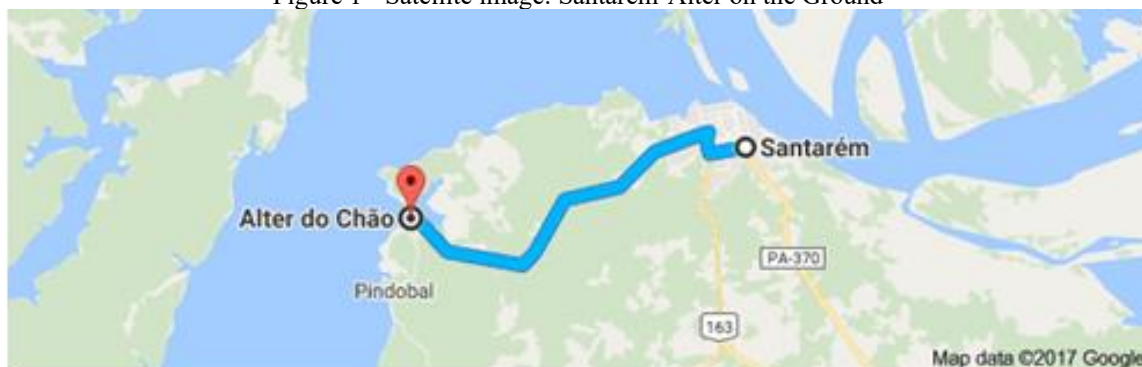
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## INTRODUCTION

The research presented here has as its central theme the teaching of geography and the activity of tourism in the village of Alter do Chão, district of Santarém in the west of Pará, and its *general objective* is to understand how the theme of tourism - as a contemporary theme privileged to the teaching of geography - is approached in the classroom, given that, the seaside resort village of Alter do Chão, has its economy focused on tourist activities, which involves the lives of the majority of the resident population, especially workers from more vulnerable social classes, who sometimes find in such an economy the only option for work and survival. We emphasize that the original people where the village is located are the indigenous people of the Borari ethnic group, currently there are many remnants of these and other ethnic groups who still live and work in the region.

We emphasize that the village is located in an APA (environmental preservation area) of the Tapajós River, which confers the conscious use of natural resources. In this way, not all economic activities can be developed in the District, which reduces the possibilities of work for residents.

Figure 1 - Satellite image: Santarém-Alter on the Ground



Source: Google Maps, 2020

The relevance of the research is based on the fact that the village is currently undergoing several spatial transformations, especially concerning real estate speculation, from the construction of summer houses, also called second homes, in addition to the pressure of new commercial enterprises and those linked to the offer of accommodation, on local commerce. Another important factor to highlight is the low supply of formal work for residents, the vast majority of whom are indigenous, which has generated the search for informal jobs, without any kind of guarantees.

In this way, we understand that it is of paramount importance that the resident population understands the transformation processes that the District has been going through, with a view to better social political engagement, so that by understanding the processes they can fight for their rights. In this sense, the development of generating/problematising themes such as tourism in the classroom become essential to critically debate the social impacts of local economic activities, being a bridge between the daily life of students and school life.



The research was carried out with teachers and students of the Borari Indigenous School of Early Childhood Education and Elementary Education Professor Antônio de Sousa Pedroso. As for the methodology, descriptive observation was adopted, with field research of a qualitative nature, based on the dialectical method of analysis. Data collection took place through dialogues and the application of previously formulated questionnaires with teachers and students of the School. In the questionnaires, it was sought to identify which themes worked in the classroom favored the dialectical understanding of the development of economic activities aimed at tourism.

As for the research procedures, we first sought to understand the theoretical framework of geography and the socio-spatial view of Tourism; in a second moment, we seek to understand the relationship between the culture of the places and tourism and from this, we build the general and tourist characterization of the village of Alter do Chão; in a third moment, we analyze the teaching of geography in the Borari Indigenous School, as well as the performance of the other teachers of the school and the practice of tourism activity in the village of Alter do Chão.

## RESULTS AND DISCUSSION

### GENERAL AND TOURIST CHARACTERIZATION OF THE SEASIDE VILLAGE OF ALTER DO CHÃO

The village of Alter do Chão was founded on March 6, 1758, by the then Governor of the Amazon Francisco Xavier de Mendonça Furtado, when he elevated the province to a village with the same name as a city in Portugal. This elevation had the mission of guaranteeing the Portuguese presence in Brazilian territory. According to Ferreira (2008, p. 12) the objective of such trips to the Amazon was to strengthen the Portuguese dominion in this region, in which he writes:

He made several trips through the Amazon hydrographic basin, getting to know the northern lands under his jurisdiction [...] he named all the Jesuit missions with the names of cities in Portugal in compliance with the Law of June 6, 1755, consolidating the dominion of the Portuguese corroa over this region, [...] on March 6, 1758 he elevated the Mission of Our Lady of Purification to the category of village of Alter do Chão in honor of the city of Alter do Chão Chão in Portugal.

Alter do Chão stands out as the main tourist spot in the lower Amazon region, with a population of approximately 6,000 inhabitants and is located on the right bank of the Tapajós River, about 28 km from the seat of the Municipality of Santarém, with access possible through PA 457, and access by river about an hour, by the Tapajós River.

The economy of the village is based on the trade of services of the tourist activity, and on the civil service. However, tourism was not always present in the productive economic sector of Alter, in which in the past the natural attractions of the place "served as a refuge for the boats that passed through here mainly on stormy days" (FERREIRA, 2008, P. 16).

The existing vegetation in the place is composed of part of the Amazon forest, with typical characteristics of the place, in parts the vegetation presents itself with the formation of savannah vegetation, sandy soil is predominant in this place. Its relief is formed by hills and escarpments, a geomorphological process of tectonic faults, as can be seen in figure 2. Its plains are sandy and the normal tectonic faults evidenced by the escarpments, walls that can be seen mainly when the river is at the lowest level, such as Ponta do Cururu, and the testimony hill also known as "Pira-oca" according to figures 3 and 4, the *features caused by the pediplanation process in this place* can be observed in locus.

Figure 2 - View of the main beach. In the background, Pira Oca hill



Source: FIELD RESEARCH, 2017. Photo: SOUZA, 2017

Figure 3 - Hills with riparian vegetation



Source: Mingote Pousada Archive, 2017.

Figure 4 - Riparian vegetation and beach around the village.



Source: Mingote Pousada Archive, 2015.

In front of the village, the sedimentary deposits at the entrance of the Verde lake, as shown in figure 5, resulting from the deposition of the Tapajós River, the sandy sedimentary deposit (beaches), draws attention for its extension and beauty, these are found in large proportion on the banks of the Tapajós River; There are crystalline waters that allow a visualization of the sediments that form the beaches of this place. The biodiversity in this territory is diverse, and abundant, they are part of the tourist attractions of this place, through the activity of exploiting natural resources.

Figure 5 - Sediment deposit



Source: FIELD RESEARCH, 2017. Photo: SOUZA, 2016.

The tourism developed by the community members also presents typical characteristics of Amazonian riverside communities that had their historical spatial configurations turned to the rivers, as the Amazonian poet Ruy Barata said: "this river is my street"; The economics of this tourism-oriented community say "the nature of this place is my survival."

The development policies designed for the Amazon region have always brought a degrading form of exploitative development because, in their exploitative context, such policies obey a capitalist order that aims at the exploitation of natural resources as a means of subordination to the interests of capital.

Tourism today has developed in this context within a capitalist consumption focused on leisure and culture, in an economic process of exploration of the use of geographic space, this exploitation that, according to Dias (2011, p. 24) "also works as part of a system, a social system analyzed in different ways". The Amazon experienced an intense process of development, especially in its spatial structure, as such policies brought to the region a new form of spatial configuration, contrasting with the old formation and geographic urban organization, in which cities and villages were formed from the dynamics of rivers, called "riverside cities", with their singularities and particularities experienced by their residents, the "riverside dwellers".

In this context, the village of Alter do Chão presents itself historically as a typical Amazonian village that had its spatial organization from the occupation of the territory by the Portuguese colonizers, having lived through several economic cycles, including also the rubber cycle (1950 –



1912), which according to Machado (1997, p. 22) "modified the local conditions [...] in the Amazon. The rubber economy was responsible for the integration of the region into the international market [...] a continuity with the colonial past." Alter do Chão participated in this economic moment in the region in what Ferreira (2008, p. 30) says: as a port that supplied ships that moved by burning wood, ships or steamboats anchored in front of the village to supply themselves with this product extracted from nature. Its inhabitants had their survival in this activity, and from the rivers and lakes they took their food with fishing activity.

Nowadays, tourism is one of the main activities for the subsistence of the residents of this village, from the exploitation of the natural resources of the place, this activity exerts the main economic source in it, "the structural transformations were achieved with improvement in the urban structures of the village" (FERREIRA, 2008, p. 31), as can be seen in figures 6 and 7, the tourism activity developed in Alter do Chão, has become a primary factor for the economy of the municipality of Santarém.

Regarding the tourist activity as the economic base of the village, which once did not have the same economic importance as it does today, Ferreira (2008) states that in the 1980s handicrafts, the extraction of latex from the rubber and family farming with the plantation of cassava, was the basis of the economic sector in the village. He also says that the handicrafts were made by local artisans, who took their raw material from nature in the making of the pieces, and sold them in the stalls in the central square. The same author reiterates by saying that "Tourism leverages the economy in the production of handicrafts, local cuisine, culture with the festivals of Sairé and Borari, are attractions that encourage and foster the economy in this locality".

However, the spatial configuration of this place has been undergoing strong changes in its landscaping, the contrast of the urban structure with the natural form of the local geographic space is noticeable, as shown in figures 6 and 7.

Figure 7 - Alter do Chão waterfront, view of the beach of love.



Source: FIELD RESEARCH, 2017.  
Photo: SOUZA, 2018

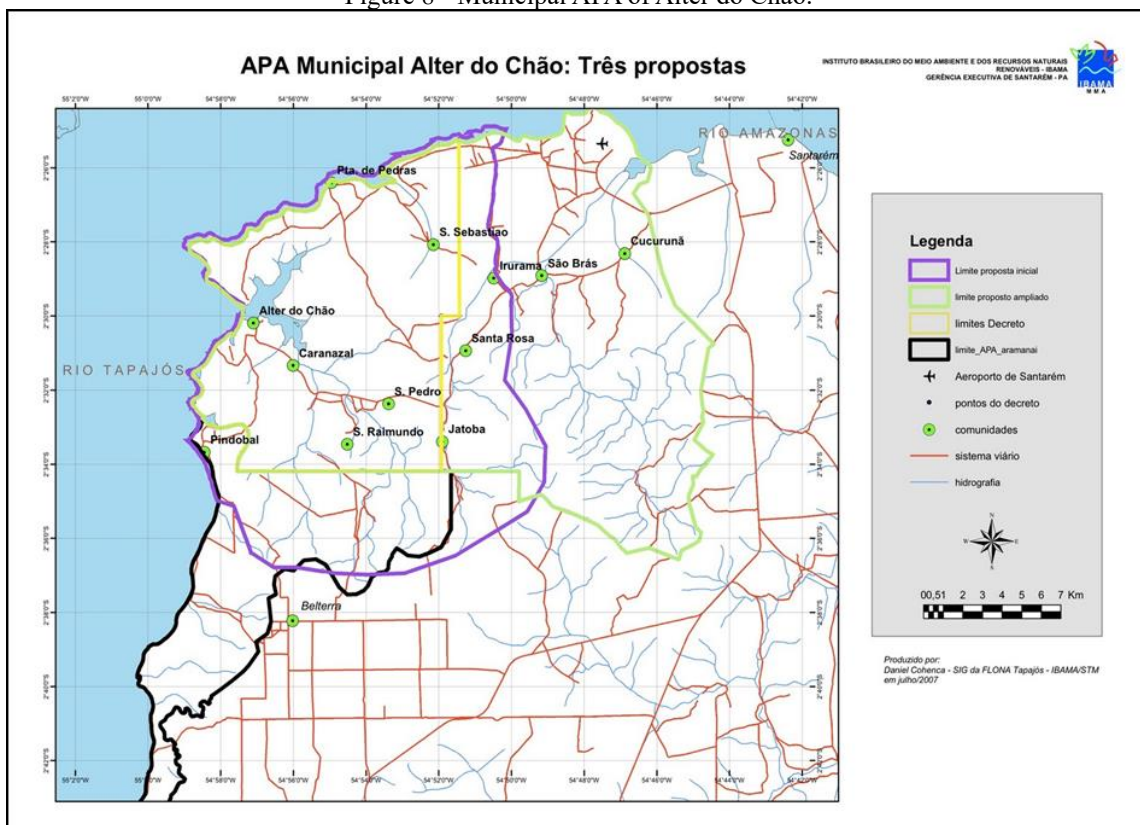
Figure 6 - Hotel for lodging



Source: FIELD RESEARCH, 2017.  
Photo: SOUZA, 2018.

In the search to develop tourism in the seaside village of Alter do Chão, the community members appropriate the natural resources with awareness of environmental preservation, because the area that covers this community is within an Environmental Protection Area (APA),<sup>3</sup> as shown in Figure 8; the Amazonian biodiversity in this place becomes suitable for tourist activity, considering mainly activities related to ecotourism and community-based tourism<sup>4</sup>.

Figure 8 - Municipal APA of Alter do Chão.



Source: IBAMA, 2007.

<sup>3</sup> APA – Environmental protection areas; the APA of Alter do Chão was constituted by the Municipality of Santarém, through Law No. 17,771/2003.

<sup>4</sup> Ecotourism and community-based tourism are tourism modalities that prioritize the preservation of physical environments and local culture, respectively.

The community offers visitors a receptivity with direct contact with nature. Due to the growth of the practice of tourism, which occurred in the twentieth century and is currently boosted, the hotel sector in the village has been gradually developing, with this sector sought to adapt its structures to meet the demand of tourists who come to Alter do Chão throughout the year, as we can see in figure 6.

The changes made come from the need to serve the tourist, the transformation in the configuration of the local space is noticeable, when arriving in the village the urbanization configurations are clear, which in a way influence the way of life of the community members and the various complementary activities existing in the village developed by the residents, these differences are notorious in the physical aspects of the landscape.

Such changes also influenced the rural mode of the place, the technical informational means present in this process of spatial production contrast with the uniqueness of the place, the transformations in the restructuring of the village serve to provide the conditions for social improvements to the community and tourists, according to the tourist demand the spatial transformations arise relevantly in the community. Figures 10 and 11 show the changes in the landscaping of the site.

Figure 9 - Alter do Chão in the 1970s



Source: Boanerges Sena Cultural Institute Collection, 2018.

Figure 10 - Current and partial view of the urban part of the village



Fonte: Mingote pousada, 2016.

In view of this practice of using natural resources for the development of tourism in the Brazilian territory, Cruz (2001, p.33) makes the following statement, "the natural diversity of





Brazilian environments makes Brazil a country with great potential for nature tourism practices". However, the environmental impacts of tourist activity in the village are already evident to a certain extent, according to Ferreira (2008, p. 36), "in the past, the simple extraction of firewood for steamships, the purchase of seeds, the exploitation of latex, predatory fishing became degrading to the natural environment, without due awareness of the preservation of these resources."

Currently, the exploitation of natural resources has been affected by the pollution of the waters of lakes and rivers, with the lack of investment in the area of sanitation for the treatment of waste released into the waters of the river that cause pollution of the local water system. Real estate investments in the village, the constant deforestation of the headwaters of the streams, these investments produce social and environmental impacts in the community.

These environmental impacts cause damage to the supply of quality drinking water for consumption, the production of fish, used in the subsistence of the community, and as a product in commerce. On the other hand, there are other impacts, those of a social nature, such as the segregation and pricing of urban land, due to the construction of summer houses and the appreciation of land lots, which with each passing year has been greatly exploited by the community itself, the resignification of popular festivals such as Sairé, causing the price of subsistence products to increase, making the way of life of the community with a high cost.

In view of all these environmental and social impacts mentioned above, the tourist activity in the village of Alter do Chão is still a promising and growing activity; This growth, in a way, disorderly, but driven by the demand of tourists, by the glimpse of business opportunity for many who venture to invest in tourism activity.

In addition to these facts, there are the displacements of families from neighboring communities, who arrive in search of economic improvements and consequently, end up disorderly populating the periphery of the village, in these terms land conflicts and deforestation arise in large proportion, producing significant changes in space.

Geography as a science has geographic space as its object of study, in an approach directed to social agents who work in the construction/production of sociocultural space, it seeks a construction of concepts related to the cultural, social, economic, political environment that are fundamental for the discussion in geography classes when dealing with cultural tourism. The cultural relationship of tourism favors contact between the various populations of the same country, contributing to a greater understanding and comprehension of the differences in cultural relations of peoples and ethnicities.

Figure 11 - Sairé Festival



Fonte: Mingote pousada – 2018.

In this sense, the approach to tourism highlighting the local culture contributes to the individual understanding the importance of his presence as a social being; concepts that, if worked on properly, provide a better understanding and interaction of them with their daily lives. The local culture in this context is related to the student's daily experiences, since it is related to their worldview and the development of all transformations.

Thus, geographic science, by inserting contemporary themes in the school environment, provides and provides the inclusion of diversity in teaching; Currently, tourism has been attracting the attention of several sciences in the field of research. In this sense, geography enables the study of these themes in a relationship between society and nature, and how society organizes the terrestrial space, aiming to exploit nature's resources. Thus, the teaching of geography, when addressing the theme of tourism, proposes to the student a possible understanding of the geographical space and how it is inserted in this organization.

Knowing that school is one of the means for the production and dissemination of knowledge, it is important to develop themes with relevance in the social environment and it is necessary that the issue related to tourism integrates part of the school content. "In this sense, we do not defend that Tourism is a topic restricted to geographical discussion, since its breadth requires transversal school work (SALES, 2004, p. 108)". Thus, we will move on to a brief discussion on this theme within the school.

## TOURISM AS A GENERATING/PROBLEMATIZING THEME IN EDUCATION: BORARI INDIGENOUS SCHOOL

According to Sales (2004), tourism is a theme that is still little discussed in geography classes, its inclusions are related to economic aspects, based on capitalist principles, so it is noted that themes such as globalization, urbanization, industry, agricultural food production, environmental issues predominate in textbooks, especially geography.



On the other hand, tourism as a generating/problematising theme contributes as a strategic means to carry out attractive classes capable of leading the student to reflect on the theme in their locality, in their daily lives, as well as to know and build new paths for meaningful learning.

In turn, the teaching of geography in school contexts contributes to the critical formation of the student and encourages him to better know the place where he lives, as well as his culture, the economic production of the place, and the new trends of spatial configurations, with tourism being one of those themes of modern geography that brings in its premise great scope in relation to the different areas of knowledge, the necessary support for the understanding of man as an active subject in an extremely dynamic world. Therefore, "The importance of tourism today demands special attention from the teaching of geography and other school knowledge, due to the expansion that is presented and the socio-spatial impacts caused (SOUZA, 2007, p. 25)". Since "The natural diversity of Brazilian environments makes Brazil a country with potential for nature (CRUZ, 2001)".

It is important, therefore, to understand the *locus* of the research, namely: the Borari Indigenous School is located on Travessa São Cristóvão, in the center of the village of Alter do Chão. The school encompasses in its pedagogical political project (PPP) from kindergarten to the 9th (ninth) year of elementary school two of basic education, we decided to carry out the research to ascertain the relationship between tourism and the teaching of geography in the classroom. Education in the village of Alter do Chão, according to Ferreira (2008, p. 26) "began in the twentieth century, being carried out from house to house. The educators were people who had few pedagogical instructions, the instructions were passed on by religious, who maintained the religious mission in the village".

Also according to Ferreira (2008, p. 26), "these people only received a bonus from the community members to teach their classes, they taught to those who requested their pedagogical services". This form of teaching predominated in the village for several decades of the twentieth century.

In the 1980s, with the population increase in the village, the demand for students grew, making it necessary to build a school that would house students from this expansion on its premises. Thus, on March 30, 1985, the school was built, receiving the name of Municipal School of Elementary Education Professor Antônio de Sousa Pedroso, located at Rua Pedro Teixeira s/n, corner with Travessa São Cristóvão, Eixo Region

The inauguration took place on June 1, 1985, starting school activities with 4 (four) classrooms, 49 (forty-nine) students of the 5th grade of elementary school and 6 (six) teachers. The first class completed the 8th grade of elementary school - current ninth grade - on January 26, 1989, with a total of 22 students, with teacher Maria Olivia Araújo Sousa as its first manager.



On May 22, 1992, the Modular Teaching Teaching (SOME) began at the school, in March 1999 the regular high school was implemented, functioning as an annex of the E.E Dom Thiago Ryan, in which two 1st grade classes were placed, with 79 (seventy-nine) students.

The physical structure of the institution was renovated and expanded in 1998, with the construction of a new pavilion, containing 10 (ten) classrooms, a kitchen and bathrooms in accordance with the requirements of the MEC. Currently, the Borari school is managed by Professor Raimundo Garcia Costa, with training in Full Degree in Pedagogy. The school serves approximately 936 students, with a staff of approximately 60 employees, which include: general services; manager; pedagogues and teachers. All professors have higher education in their respective areas of expertise.

Its current physical structure houses 18 classrooms, a computer lab, a library, a kitchen pantry, a cafeteria, male and female bathrooms, a teachers' room, a secretariat, a school board room, a sports court and a tree-lined leisure square. Operating in three shifts, with basic education at elementary level I and II, and the youth and adult education (EJA) modality in the night shift. In 2006 the school began to operate with indigenous education recognized by the Ministry of Education, which gave it the name Borari school.

The inclusion of the school as indigenous is due to the self-declaration of the village's residents when they recognized themselves as indigenous people of the Borari tribe, who already inhabited the region before the arrival of the Portuguese. However, the education system follows the regular education standards of the other municipal schools provided for in the LDB, Law No. 9,394, of December 20, 1996, for the education of the Brazilian basic level and the PCNs of 1998 from the 1st to the 4th cycle for the teaching of geography.

Currently, the school under analysis operates, with 33 (thirty-three) teachers, all with higher education, as informed by the manager of the School, thus demonstrating the importance of offering quality education, seeking qualified professionals to teach.

For a better interaction with the community, there is a committee formed by parents and teachers, the school council, which aims to act in the bureaucratic, pedagogical and administrative issues of the school, helping the management body to develop an integrated work with the community, having bimonthly meetings, with the objective of improving the teaching and learning of the student.

The information provided by the manager demonstrates the historical and social importance that the school has for the community of Alter do Chão, as many fathers and mothers of the current students are former students and have in their memories the memory of the historical beginning of the Borari School, as part of their lives and culture.

On the other hand, the results of the approach of teachers and students of the Borari indigenous school, through the questionnaires applied, indicate that most of the teachers who work in





the school know the place where they work, have some notion about the importance of tourism for the District, especially about the local economy, as well as its direct relationship with the daily life of the school community, however, they do not apply this knowledge in their classes, claiming that they never thought of tourism as a possible generating theme for teaching. Some claimed that their academic training did not prepare them for such themes, as well as that they consider it important that in teacher training there is greater emphasis on transdisciplinary themes, especially on themes that are close to the students' context.

Another important result was evidenced in the students' desire for discussion/debate in the classroom on the theme of tourism, since their families are, directly and/or indirectly, linked to this economy, that is, their parents, siblings, uncles, grandparents, etc., in some way carry out activities pertinent to tourism, either in the direct service of the tourist, or in peripheral activities that supply the inns and hotels with açaí, cupuaçu pulp and other foods linked to extractivism and, thus, their lives are impacted by these activities. Most students stated that they would like to discuss and understand more about tourism in the region.

It is important to emphasize that in teaching practice, the teacher has become a link between the student and knowledge, in this way, learning can be differentiated, according to the teaching method that the teacher uses in his classes so that the student develops his learning and externalizes it to the physical-social environment. In this context, the teacher has, in a way, **autonomy** to introduce new teaching methods and apply new methodologies in his teaching practice. In this way, the student performs his pedagogical functions having the necessary knowledge in the area of training, therefore, blaming only the deficiency in the initial training does not fully respond to the neglect of the themes pertinent to the students' daily lives.

At the Borari School, according to the survey carried out, the teachers, when asked about their professional training, said that they have completed the degree to work in their respective disciplines.

The following data were obtained through questionnaires intended for teachers who teach in the respective school. Although in our survey of primary data we are concerned with the opinion and training of all teachers, we will sometimes highlight the geography professional and his training. It is not our intention to put geographical science in the spotlight and/or assert its supremacy in relation to other disciplines, in fact, we understand that the theme of tourism permeates the other disciplines and knowledge, as we explained earlier, our intention is mainly to make a critical analysis of our own training and performance, as geography teachers, that is, to investigate more carefully the practice of this education professional.

Through data collection, we found that the Borari School has only one professional teacher in geography, the others (29) have other backgrounds (mathematics, Portuguese, biology, history, etc.).



As already explained, all teachers have a higher education degree, however, when asked whether or not in the initial/undergraduate training or in continuing education, they had received instruction, indication of readings or debated on the theme of tourism, 35% answered "Yes", but stated that such training is not directly related to their discipline, that is, there is no interdisciplinarity between the theme of tourism and the content in the classroom; 60% answered that "No" had no training on the subject and, consequently, do not address the subject in the classroom either; Only 5% stated that the theme was developed during initial training and that they develop it in their classes.

We consider it important to highlight that the school's geography teacher stated that "she thinks it is very important to work on this theme and that in her practice it involves discussions on the subject, however, without depth, because she does not have access to an adequate material/resource to develop such content". It is also important to reaffirm that in the training of the teaching professional in geography there is an emphasis on understanding the transformations of the social, economic and cultural space and, therefore, at the end of the undergraduate course, this professional must be able to make the didactic transposition of such changes. From this perspective, we understand that there are probably numerous failures in the training of teachers in geography.

Regarding the didactic content acquired for teaching in the classroom, we asked the teachers the following: In your opinion, what are the problems faced by the teachers for the discussion of the theme of Tourism? Of those interviewed, 98% of the teachers stated that there is a lack of teaching material. However, 2% also pointed out the lack of public policies aimed at tourism activity that involves educational processes; Among the total, 2% added that there is an absence of school projects aimed at the tourism theme. This statement demonstrates that the teachers understand the relevance of the theme, considering the fact that the school is located in a seaside village with tourist attractions.

One of the teachers replied that the problem lies in the "lack of knowledge of the subject on the part of the school management team", emphasizing the lack of planning and projects.

Considering that the seaside village of Alter do Chão has a folkloric and religious culture of great relevance for tourist activity in the region, we asked the teachers if they addressed these activities in their classes; 28 teachers stated that it is part of the curriculum and that, therefore, they developed the content in their classes. However, they informed that they still do not relate the local culture (festivals, traditions, religiosity, etc.) with the economic issues related to tourist activities and their importance for the community. The art teacher said that she addresses the cultural issue through literary, cultural and historical productions; The physical education teacher said that he has never carried out any activity in this sense, declaring that such content is not part of his subject.



Observing the teaching practice of the teachers of the Borari school, we noticed that most of them support their classes in textbooks. We emphasize that the books do not deal with the specificities of each location, but with generalizations, so it is necessary that the teacher is aware of the importance of the theme proposed here and includes it in his classes, considering the relevance to the local population. In other words, tourism is a source of income for most families living in the village of Alter do Chão, mentioning its importance and impacts on the local economy and culture, should be better planned by the school team.

Specifically about the training and practice of the geography teacher, the discipline requires from this professional, a knowledge more applied to the contemporary transformations of the geographical space, the advances in communication and technological information, and for many other transformations that intervene in the spheres of social life, provoked economic, social, political and cultural changes that were evidenced by critical <sup>5</sup>geography by worrying about the contradictions of the society-nature relationship, which are concretized in space. Therefore, inserting the tourism theme in teaching requires the teacher to have a deep knowledge for a possible successful approach with his students.

According to PIMENTA (2012, p. 35),

The exercise of any profession is practical, in the sense that it is about learning to do 'something' or 'action'. The teacher's profession is also practical [...] with the function of preparing the future professional. [...] Practice should be a concern for this professional, as practice is one of the ways of knowing by doing, imitating, copying, experimenting and practicing.

Therefore, as we observed in the course of this work, the teachers of the Borari school, in their majority, still use textbooks as the only source for the treatment of the subjects that make up their lesson plans. This practice tends to limit the teacher's performance by approaching, in a dichotomous way, theory and practice, in addition to preventing the student from knowing/understanding and generating significant learning in the face of his reality, considering, above all, that the textbook deals with generalizations and not with the specificities of the Village. The teaching of Geography, like those of other disciplines, is today faced with several languages and resources, including new technologies, which can contribute to a much more pleasurable class, as well as to a more significant teaching-learning process, in addition to contributing to overcome the deficiencies of the textbook. However, this is based on a choice of the professional, which on the other hand refers us to his initial training, that is, the methodological choice is based on the knowledge and approximation of this teacher with such languages and resources.

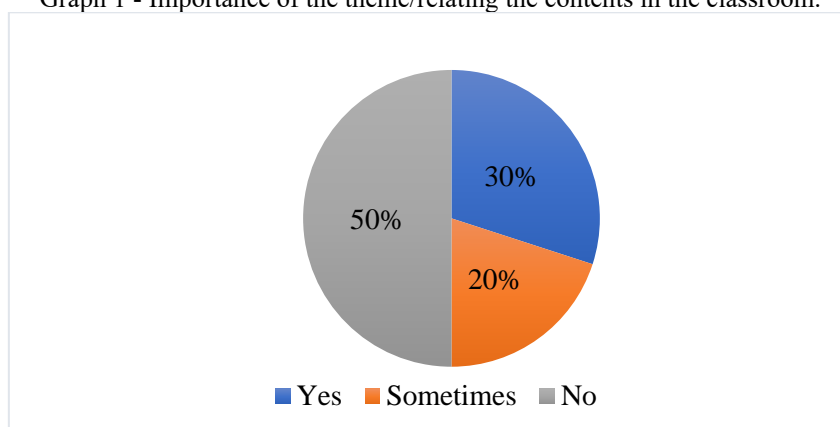
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<sup>5</sup>Critical Geography – a current of geographical thought that emerged after the 1970s (...)

The teacher is the mediator of the educational process, so he can be a provocateur, or even a facilitator between scientific knowledge, the student's daily life and the classroom. In view of these possibilities, the following question was asked to the teachers: Considering that the Borari School is located in a seaside village and of great relevance for tourism in the region, do you consider it important that the school/teachers work on this theme? Why?

All teachers answered that, "Yes", among the main answers, we have: "I consider it important, because it will allow us to better understand the dynamics of the place, as well as to offer different instruments and possibilities to our students". However, when asked if, in the planning of the classes, they related the content on the theme of tourism to their classes, we obtained the information, as shown in the following graph:

Graph 1 - Importance of the theme/relating the contents in the classroom.



Source: Field Research, 2019. Org.: SOUSA, 2019

In the data observed in the graph above, we found that half of the teachers do not include the theme of tourism in their lesson plans, however, they all agree on the importance of tourism for the community; 20% even include it in their plans, but without giving due importance to the theme, because they understand that their disciplines have no direct relationship with the theme; Only 30% include the theme in the planning of classes and reported that such discussion in the classroom translates into "the possibility of understanding the dynamics of the place", this statement came from the geography teacher.

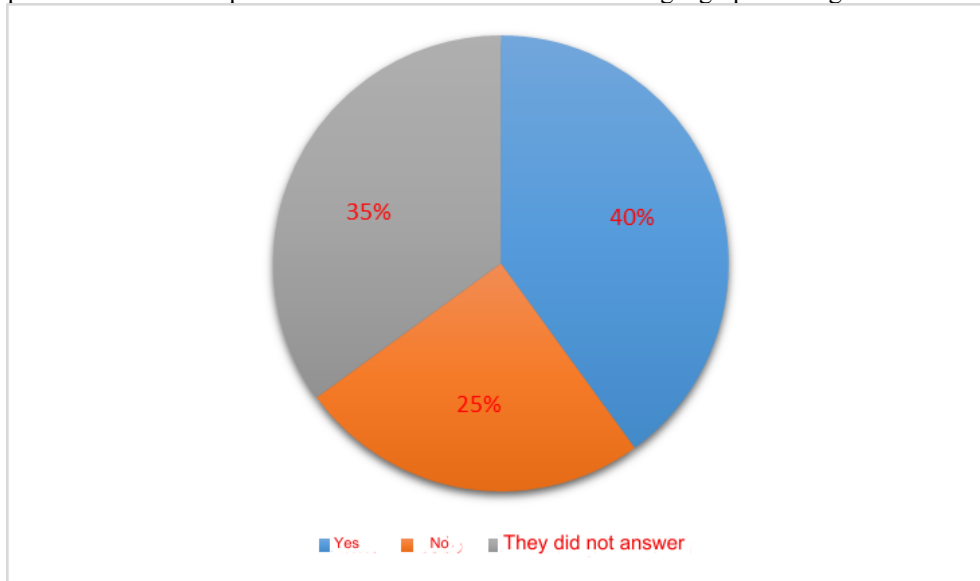
Therefore, it was observed that, although the group of teachers affirmed the importance of the theme for the local population, the practice in the classroom points to a contradiction between what is thought and what is actually materialized.

Still related to what is taught at school, the relationship of the place with the geographical categories and environmental conservation in the Village, we ask: In your classes, do you guide your students to evaluate the importance of tourism in environmental conservation, using the local spatial



geographical categories as a relevant factor in this context? The answers to this question generated the graph below:

Graph 2 - Relates the importance of environmental conservation/geographic categories for Tourism.



Source: Field Research, 2019. Org.: SOUSA, 2019

It is noted from the data that 60% of teachers (the sum of those who did not answer with those who say they do not make the relationship) who, although they recognize the importance of tourism for the place, do not relate it to environmental issues, such as the preservation of the environment and space.

Next, we present another question: what methodology do you use to lead your student to the construction of this knowledge in the classroom? Unfortunately, the teachers did not stick to the question, that is, the answers given did not correspond to the proposed question, as an example, we explain the answer of one of the teachers, who stated "that he works on the natural physical aspects of the place to lead the student to a reflection on the activity of tourism in the place", not indicating the methodology applied for this.

Thus, through the answers collected, a lack of knowledge regarding the theme of tourism is perceived, which, in our understanding, unfolds in the non-planning of classes (which include the theme) and in the non-approach in the classroom. We understand, however, that there is a gap to be filled, that is, the offer of extension courses, continuing education, among others, would contribute to teachers being able to qualify themselves in this understanding. We searched for data on the availability of such courses, however, we did not find anything specific.

However, we understand that the geography teacher has in his training the conceptual basis, as exposed, to highlight in his classes and in school projects, issues pertinent to tourism in the Village, which has often not occurred.



In order to better understand the effectiveness of geography classes and to verify whether students understand the subjects covered in the classroom, including the theme of tourism, questionnaires were applied to the students. In the following topic, we will deal with the answers obtained from the students.

### DATA COLLECTION WITH STUDENTS OF THE 9TH GRADE OF THE BORARI SCHOOL

The student's learning is related to the way he conceives his own learning, his interest in learning, as well as the way the teacher approaches the subjects. In view of this fact, we sought to understand the students' view of the village of Alter do Chão, the tourism activity and the methodology used in the classes, especially regarding the theme of tourism that is focused here.

The research with the students was carried out through a previously formulated questionnaire. 42 (forty-two) questionnaires were applied in the two classes of 9th (ninth) grade (morning and afternoon). Among the questions, four were directed only to geography classes; If we start from the principle that this professional has in his academic training the bases to work on the categories of place, space, territory, landscape and the issues pertinent to the environmental and sociocultural impacts of tourism activities in the Village, then such discussions should be present in his classes. That said, let's look at the following table, which shows the age group and the number of students in each class surveyed:

Table 1: Characteristics of the participating classes

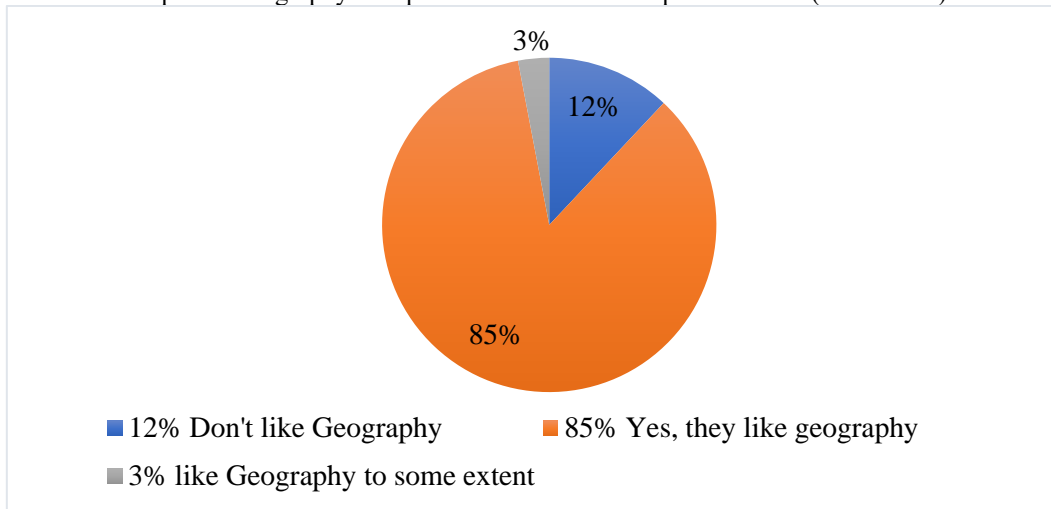
Shift	Class	Age (years)	No. of Students
Morning	902	14 – 16	22
Afternoon	903	13 – 16	20
Total			42

Source: Field research, 2019. Org. SOUSA, 2019

We can see from the data shown in the table that the number of students per class is relatively small compared to the reality of other public schools in the Municipality of Santarém, which have classrooms with up to 40 students. The Borari school, in general, does not have very full classrooms, a factor that facilitates the teaching work.

The first question of the questionnaire given to the students was: do you like Geography as a subject? Why? From the graph we can verify the answers.

Graph 2 - Geography discipline from the student's point of view (like/dislike)



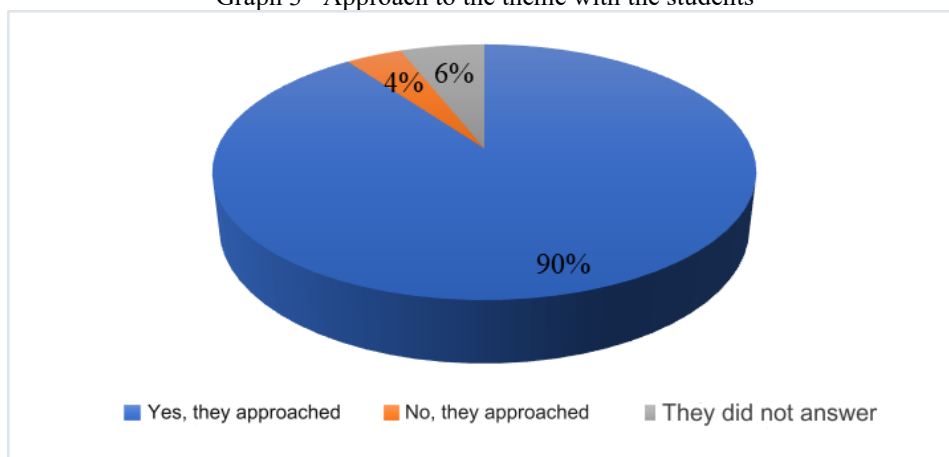
Source: Field Research, 2019. Org.: SOUZA, 2019.

To our surprise, most of the students said they liked the course. The main reasons for liking geography of the 85% were: because it is part of everyday life; for contributing to the knowledge of their community and the world; because they learn to know nature; for addressing issues such as globalization and the influence of tourism on the understanding of the tourist activity of the village of Alter do Chão.

Among the 12% who answered that they did not like the discipline, we obtained the following reasons: "because it is boring"; "Because I don't understand anything." Of the 3% who like it in part, we found that they do not like the way the teacher teaches, one of the students said "the way the teacher teaches is complicated and bad, the content is boring".

When we asked if the teachers had already addressed the subject "Tourism" in class, we obtained the following answers, as shown in graph 4:

Graph 3 - Approach to the theme with the students



Source: Field Research, 2019. Org.: SOUZA, 2019.



We were also surprised by the students' response to the approach to the subject, as 90% say that their teachers have already commented on the topic of tourism. However, we understand that this statement may be related to the answers in graph 3, that is, those who answered Yes may be part of the group of 85% of those who like the course; The 4% of students who say "that teachers do not address" the topic may also be related to the 3% of those who do not like geography and, due to the lack of interest in the contents, simply did not want to think much about the answer.

Continuing with the questions, we ask: Do you think it is important that the school/or teachers work on this tourism theme? Among the answers we have: "Yes, that way I would get to know better the tourism activity that is experienced in the village of Alter do Chão".

More than half of the students (60%) think it is important that their teachers work, even with a certain frequency, on the theme of tourism; Among the comments, we highlight: "To be better informed about the tourist activity that is practiced in the village" and, "Because we live here". Another 40% did not know how to answer the question, as they claimed to have no "interest in the subject".

Regarding geography classes at school, we asked the following question: Would you like your teacher to use the landscape, the landform, the local vegetation to explain issues related to the geographic physical space of the village? Why? In this question, 80% of the students answered "yes", and in their justifications they state that: "they would know better" the place where they are living; 15% did not know how to give an opinion and consequently did not justify their answers, another 5% did not want to answer.

We asked the students what is the main source they use to study, to research the subjects addressed by the teacher; in this answer, 100% of the students said it was the "textbook", that is, they all take the information for their research from the books provided by the school library, a worrying fact, given that the book does not contemplate the specificities of their village.

We also asked if the teachers carry out extra-class classes with the classes (field classes). Such questioning is based on the understanding that this is an excellent methodology to work on the contents related to the place and at the same time lead the student to reflect on everyday issues, in this, also 100% of the students answered that they did not have extra-class classes. It is true that the interdisciplinary teaching of geography allows the teacher to adapt the contents to contemporary facts, in this case, tourism can be an excellent option for extra-class classes, providing significant learning for the student.

Regarding the didactic content studied, we question the following: In the textbook you use, do you present the content about tourism in an easy-to-understand way? In this question, 75% of the students answered "Yes", 25% said they found "in part". It was evidenced in the students' answers the need to work on tourism as a theme pertinent to the classroom, with content that is easy to





understand, as it will contribute to the teaching/learning of the student, making him a participatory citizen in the actions that involve tourism in his community.

Regarding the teaching of geography and tourism in the community, (this question is specifically directed to the teaching of geography/tourism) we ask: would you like to study geography with subjects related to tourism, specifically focused on your place of experience? Justify your answer. In this question 100% of the students said "Yes", in the justifications they also mentioned that "it would be cool, not only to study the world in general, but also the place we live, our community", continuing in their justifications other students mentioned that "It would be good, I would learn more about tourism activity in the village", they also say it is "good, because I would know more about their place".

Therefore, from the data presented, it is implied that: the teaching of geography is well accepted by the school community of the village of Alter do Chão, but lacks didactic improvements for its application; the tourism theme, despite being a reality within the community, still needs to be strengthened within the educational contexts applied in the classroom; and finally, the basic contents of geography still escape the realities found in the experience of the students, and the educator is responsible for reconfiguring the importance of this discipline in the lives of the subjects.

The current teaching of Geography enables the student to develop criticality about the environment in which he lives, deconstructing the transmitting and systematic vision that was employed by traditional education. Since, in traditional education, the student should only memorize the names of rivers, reliefs and other aspects of the landscape, through a teaching that emphasized memorization, which leads to the fragmentation of the students' knowledge and learning.

At the Professor Antônio de Sousa Pedroso school, teaching is no different from the reality (traditional education) mentioned above, where the subjects taught in the classroom are based on content extracted from textbooks, without the necessary depth and contextualization.

Ideally, students should correlate classroom learning with everyday reality. In this way, the geographical knowledge built during classes could be externalized and practiced in the school environment and in the social environment. This concept highlights the importance of geography among the other sciences, that is, its flexibility and interface with other knowledge, allows the introduction of different themes and facts that occur on a daily basis, thus grounding the practices of interdisciplinary knowledge.

## **FINAL CONSIDERATIONS**

This text brought a brief reflection on the importance of tourism as a generating/problematising theme and the possibility of this theme being included in the various school subjects, through the establishment of the relationship between the teaching and practice of



tourism in the locality. To this end, the performance and educational practice of the teachers of the Borari Indigenous School, in the village of Alter do Chão, district of Santarém-PA, as well as the perception of the school's students regarding the theme of the research was analyzed.

Thus, it was possible to discuss the trajectory and importance of tourism as a relevant theme for teaching, especially for geography, today. The difficulties in obtaining literature that would lead us to a coherent approach to the theme made it possible to expose the need and urgency of discussions of this theme in the classroom.

We used as the focus of this research the seaside village of Alter do Chão and the Professor Antônio de Sousa Pedroso School (Borari Indigenous School), because they are directly related to the practice of tourist activity in the locality, and because we find in them a field for the collection of data used in the realization of this work where, during the realization of this activity, it was found that it is of fundamental importance that the educator has a good education; as well as in-depth knowledge of current issues for the development of their didactic skills. Since, this teacher must be able to relate the contents and methodologies of his classes to the reality of his students, thus allowing the exchange of knowledge between teacher and student.

There were qualitative contributions in the result obtained, because through the observation of the experience in the school environment, it was possible to understand some problems that teachers and students face when obtaining subsidies for their contents related to local tourism.

In contrast, it is also possible to understand and have a possible dialogue between the teaching of geography and tourism in the most diverse areas of educational sciences, with a view to the development of interesting and meaningful classes, aiming at the construction of critical perceptions of their students in relation to their social context.

In this sense, the teaching of both geography and other knowledge becomes much more relevant, considering that it becomes a tool for social emancipation, as the student understands the space in which he lives and understands himself as a subject of that space.

However, it is necessary to search for better methodologies, as well as the commitment to teaching. Addressing everyday topics in the student requires the teacher, first, to be responsible for continuous learning, as well as a good dose of curiosity. The research demonstrated the limitations and obstacles faced by the teachers of the Borari school, to the same extent, it showed the interest of the students in classes that contemplate their daily lives. In this way, we understand that despite the challenges, it is possible to renounce the conventional practice of using only the textbook and bet on field classes, in which teachers and students can problematize the lived space, can value their way of life, their culture and the various contributions, impacts and spatial transformations, in particular, that tourism exerts on the community described here.



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