PULLING THREADS FROM MEMORY: READING AND WRITING PRACTICES IN THE LIFE NARRATIVE STUDENTS IN RURAL EDUCATION

PUXANDO FIOS DA MEMÓRIA: PRÁTICAS DE LEITURA E ESCRITA NAS NARRATIVAS DE VIDA DOS ACADÊMICOS EM EDUCAÇÃO DO CAMPO

RESCATANDO RECUERDOS: PRÁCTICAS DE LECTURA Y ESCRITURA EN LA NARRATIVAS DE VIDA DE ALUMNOS DE LA CARRERA DE EDUCACIÓN DEL CAMPO

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ABSTRACT: This work presents data from research whose objective was to analyze the constitution of reading and writing practices in the life history students in Rural Education at the Federal University of Tocantins (UFT) – Campus Arraias. We used bibliographic and field research with an autobiographical approach, and to substantiate the study, we studied the ideas of Abrahão (2003), Arroyo and Fernandes (1999), Caldart (2009), Fiad (2015), Kleiman (1995), Kramer and Lea (2003), Marinho (2010), Martins (2020), Moura, Sales and Khidir (2016), Soares (1998), Souza and Meireles (2018), among others. In addition, we used the document analysis based on narratives produced by academics through a directed study activity developed in the discipline Production of Academic Genres I. The data showed that the main causes of the obstacles cited by the students stem from gaps related to the pedagogical training of teachers, adequate teaching methodologies, and investment in school improvements.

KEYWORDS: Academic literacy. Reading and writing. Narratives. Field Education.


RESUMEN: Este trabajo presenta los datos de una investigación cuyo objetivo fue analizar cómo se constituyen las prácticas de lectura y escritura en la historia de vida de los alumnos de la carrera de Educación del Campo de la Universidad Federal de Tocantins (UFT) - Campus Arraias. Se utilizó la investigación bibliográfica y de campo con abordaje autobiográfica y, como base teórica, se estudiaron las ideas de Abrahão (2003), Arroyo y Fernandes (1999), Caldart (2009), Fiad (2015), Kleiman (1995), Creme y Lea (2003), Marinho (2010), Martins (2020), Moura, Sales y Khidir (2016), Soares (1998), Souza y Meireles (2018), entre otros. Se ha empleado, además, del análisis documentario a partir de narrativas producidas por los alumnos en una actividad de estudio dirigido de la cátedra de Producción de Géneros Académicos I. Los datos indicaron que las principales causas de los obstáculos citados por los estudiantes provienen de carencias relacionadas con la formación pedagógica de los profesores, los métodos de enseñanza adecuados y la inversión en mejorías para las escuelas.

Introduction: The Idea of Stitching

 [...] The room was full of people. An old man with a long beard dominated a black table, and several boys, on backless benches, held sheets of paper and shouted: "A b with a - b, a: ba³; a b with an e - b, e: be." And so on, until u. [...] Everything is very clear, much clearer than the vase. Standing next to the bearded man, a tall girl who acquired the features of my natural sister for the future had a booklet in her hands and moaned: "A, B, C, D, E" (RAMOS, 2009, p. 110, our translation).

This article aims to discuss the research results whose objective was to analyze the constitution of reading and writing practices in the life history of students in the Rural Education: Codes and Languages – Visual Arts and Music course at the Federal University of Tocantins – Campus Arraias. The interest in the theme arose from the experiences of reading and writing that allowed the first researcher a memoiristic activity about the weaving of actions that were forming throughout her formative trajectory in Elementary, Middle, and Higher Education, as narrated by the writer/character Graciliano Ramos in his work "Infância" (Childhood).

In the specific case of Higher Education, it was noticeable that the activities demanded much development in her reading and writing practices, especially in the production of papers such as articles, summaries, reviews, the research project, and specifically, the Final Course Paper (TCC). However, despite the ease observed by the researcher in dealing with reading and writing at the university, it was also possible to analyze, in this university journey, that many colleagues faced difficulties in reading and writing activities, especially those students from rural schools.

It was from this point that our interest was aroused to research the reading and writing practices of students in the Rural Education course since the course carries a history, preserving life trajectories and identities of social subjects who suffer from the lack of investment by governments in promoting effective policies in the valorization of rural people (ARROYO, 1999). In this perspective, the research problem was: how are the reading and writing practices constituted in the life history of students in the Rural Education course?

We defined the general objective as follows: to analyze the constitution of reading and writing practices in the life history of students in the Rural Education course Codes and Languages – Visual Arts and Music at the Federal University of Tocantins – Campus Arraias. Given the above, the relevance of the study is to promote an analysis of the reading and writing practices of students in the Rural Education course.
practices in the life history of students in the light of (auto)biographical research, enabling reflections that can understand the students' school trajectories in reading and writing activities, as well as limitations and possibilities for academic success, especially in the context of Rural Education. After all, knowing how to communicate through reading and writing is fundamental to living in a society increasingly marked by interaction and communication technologies.

The scope of the article was divided into three parts: first, we reflected on literacy and rural education; then, we addressed (auto)biographical research in education, in addition to the methodological course of the study; and finally, we discussed the results produced from the narratives of the students.

Lines of Literacy

There are several works on the theme of reading and writing teaching-learning in Elementary and Middle School (CAGLIARI, 1998; GERALDI, 1993; KLEIMAN, 1995; SOARES, 2007; TEBEROSKY, COLOMER 2013). However, the question of reading and writing practices in the academic environment is still little studied compared to other contexts of the use of reading and writing in formal spaces. Regarding this, Marinho (2010, p. 365, our translation) emphasizes that:

> The relevance of an ethnographic description of the uses of writing in undergraduate courses, as well as the importance of attributing socio-communicative functions to text production that, in fact, allow students to develop their writing skills, as well as to enjoy it as a means of learning and building knowledge.

Thus, it also concerns the difficulties that students face within the university when it comes to activities involving, especially the issue of reading and writing, raising an alert for teachers, that is, awakening, in the present time, different perspectives on such a reality experienced in the university. Kavakama (2001 apud MARINHO, 2010) contends that Brazilian universities strongly influenced the American university model; however, this model was not translated into the practice of reading and writing, research, and teaching.

Soares (2017) asserts that academics cannot always demonstrate linguistic reading and writing skills. This happens due to the difficulties that students presented in their years of schooling and the lack of commitment and stimulation from some training teachers who sometimes did not employ critical methodologies for reading and writing work.
As highlighted by Bezerra (2012), acquiring new reading and writing practices is not straightforward for students, mainly due to the constant exposure to these activities during the university period. It refers to confusing practices for certain students, so students must be guided all the time to achieve good development in a relationship between linguistic, cognitive, and sociocultural aspects. Thus, it is essential that the teacher applies the methodological approach, which will make students value teaching and learning through reading and writing practice; therefore, we know that to reach this level, students require much effort. Marinho (2010, p. 366, our translation) emphasizes:

It becomes more coherent to expect and accept that university students become familiar with and learn to read and write academic genres, especially in the institution and in the spheres of knowledge in which they are constituted; therefore, when they engage in university writing practices. Consequently, including this content in curricula and research seems necessary.

Through the constant practice of reading at the university, we can observe that these difficulties that students carry with them are not related to the absence of vocabulary or lifestyle but to the lack of experience in mastering these genres in the language use environment through various discursive-textual genres. It is important to emphasize that it is not simply about the teacher transmitting the content but ensuring that, through proper study, the student fully develops reading and writing skills in their life history.

In this sense, we infer that the continuous formation of readers leads, consequently, to the formation of students with ease in their writing because the ability to produce effective texts is important but not the exclusive condition. For this reason, the foundation of this structure should occur in schools, especially in the early years, encouraging children to become capable, critical, and autonomous readers, able to read and rethink their own reading based on their texts.

Creme and Lea (2003, p. 27, our translation) state that "[...] normally, when we think of writing at university, we think of how to write an essay." However, the essay or article is one of the texts that we will practically be obliged to write because it is determined that these genres will be produced in the university field. Similarly, the variation of other genres occurs: the construction of different disciplinary instruments by different language modes, enunciation, and even discursive devices.

In this sense, it is paramount that reading and writing be the main intermediary in the lives of students and teachers. Teaching, research, and extension projects should be
implemented, focusing on reading and writing and generating reflections on linguistic dispositions and practices between oral and written discourse.

Students face one of the difficulties in university: understanding the instructions provided by teachers for activities such as writing reviews, summaries, and fiches, which are types of texts requested in this academic environment. However, students do not always have a clear conception of how to carry out that activity or what a particular genre is. Thus, greater attention should be given to this issue because producing a specific genre requires experience with the text and knowledge of its functionality and textual and linguistic structure (SOARES, 2017).

In other words, the simple fact that a student has been approved in an entrance exam does not guarantee that they have familiarity and confidence with the genres that will be exposed to them in academic practice. Since the 1980s, the concept of literacy has once again become part of educational discussions, converging with the concept of literacy. According to Andrade (2010 apud FIAD, 2015, p. 25, our translation):

In the 1990s, a theoretical perspective on written language, under the label of Literacy Studies, disembarked in the field of education. These had already been developed in various areas of the human sciences (Anthropology, Ethnographic Studies, Cultural History, Sociology of Reading), but in Brazil, the paths they took were aimed at engaging with what was being done in terms of literacy in schools.

Thus, a separation between literacy and literacy occurred, advocating, from this movement, the need for the integration of the literacy and literacy process as interdependent formative spheres. It was said that literacy should be carried out through literacy. In addition to the identification and recognition of syllables and words, as traditionally recognized in the literacy process, from this perspective, the individual should be placed in a real context of language use, whether in the oral or written mode (SOARES, 2004).

In this temporal framework, the perspective of thinking about literacy production from the dimensions of social and power relations arises, allowing us to understand that the production of oral and written language is not a neutral process of social contradictions, something little questioned in the literacy and literacy trends at the time. The following quote explains Fiad's (2015, p. 25, our translation) idea about this:

Opposing the dichotomous conception between orality and writing, questioning the view that the presence of writing would cause impacts and consequences on societies and individuals, overturning the belief in the supremacy of writing and societies that possessed writing in opposition to
agrarian societies, the scholars proposed what they called New Literacy Studies.

For the author, literacy carries with it two fundamental concepts. The concept of "literacy event," proposed by Heath (1982 apud FIAD, 2015), described it as a situation in which written text is present, and interactions take place around it. Or, as Street (2003 apud FIAD, 2015) explains, the concept of literacy event is interesting because it allows researchers to analyze language production in its structure; however, it becomes insufficient because this conception cannot grasp the meanings that emerge from linguistic production as a product of social relations. In this sense, literacy practices as a complement corresponds to using oral and written language as social and cultural materialities.

Furthermore, it understands the meanings that individuals attribute to the use of language in the relationship between time and space. In other words, "this model understands that there are different social uses of language and that the meanings attributed to writing and reading are dependent on social contexts" (FIAD, 2015, p. 26, our translation). Thus, it is not possible to speak only of literacy, but rather literacies, as we understand that language is a living activity resulting from human relations, "language lives and evolves historically in concrete verbal communication, not in the abstract linguistic system of language forms or the individual psyche of speakers" (BAKHTIN; VOLÓCHINOV, 2006, p. 127, our translation).

According to the researched literature, in contemporary times, it is possible to think of academic literacy as something that articulates theoretical concepts derived from literacy, studies on texts, and discourses from linguistic research. According to the authors, one of the contributions coming from these studies is to bring the ethnographic perspective as a possibility to build an articulation between text and context in the approach to reading and writing (FIAD, 2015).

In this perspective, it becomes possible to capture the meanings attributed by individuals to reading and writing practices in their life trajectories. Moreover, it allows an expansion of the understanding of language as a sphere of meaning production, marked by ideological and cultural issues integrated into the social structure. This approach enables the conception of language as a lively, dynamic, and transdisciplinary action, going beyond the restricted idea of language use as a mere grammatical structure.
Field Education: Woven in Construction

Reflecting on field education, it is possible to observe that its history is linked to social movements and the defense of land. On the other hand, it also proposes considering an education focused on rural peoples, valuing their knowledge and identities (CALDART, 2009). In this sense, field education emerges as a policy against the idea of rural education, where the state has a minimal presence in legitimizing education rights for rural peoples. "Field Education is not a proposal for education. But as a critique of education in a historically determined reality, it affirms and fights for a conception of education (and the field)" (CALDART, 2009, p. 40, our translation).

Field Education allows a critical understanding of the field based on the social contradictions that involve the formation of rural peoples. Furthermore, it enables the interpretation of practices and knowledge that constitute the formation of individuals in the field, i.e., creating mechanisms that direct reflection on the field as a place of knowledge production and not just a space for commodities.

The field, in this sense, more than a non-urban perimeter, is a field of possibilities that dynamizes the connection of human beings with the production of the conditions of social existence and the achievements of human society (BRASIL, 2001, p. 1, our translation).

Thus, we agree with the authors that being a rural school is to be history, to bring conceptual and epistemological reflections, and to build collectives. It is to understand the political, social, and cultural contexts that permeate life in the countryside. In other words, Field Education proposes, in its guidelines, a curriculum that contemplates life in the countryside in its essence and not just the transfer of a curriculum designed from an urban education (MARTINS, 2020).

At this point, we notice that "the curriculum is always the result of a selection: from a broader universe of knowledge and wisdom, a part is selected that will precisely constitute the curriculum" (SILVA, 2005, p. 15, our translation). Thus, the curriculum is not a neutral and homogeneous process; it is permeated by discourses, power relations, and hegemony that demarcate the desires and wishes of a particular group in defense of an education project.

Therefore, the field education curriculum aims to emancipate rural peoples and overcome the dictates of agro-industrial domination. In other terms, it is an education capable of promoting a critical understanding of reality based on economic, social, political, and cultural
dynamics whose purpose is critical formation for citizenship and emancipation. In another aspect, Arroyo and Fernandes (1999, p. 24, our translation) report that:

It is curious to note that the school and rural teachers are only considered to suggest adapting calendars, flexibility in content, or taking regionalisms into account... The assumption is that proposals' contents are the same for everyone and must have the same purpose: to enable all children and young people from the countryside or the city to have modern experiences in production and the market.

Thus, the curriculum of Field Education must allow the reading of the memory of the struggles of social movements, starting from its historical and social dimension as a training and change axis (CALDART, 2009). It is necessary to overcome the homogenizing dimension that involves the formation of the rural man. Each context requires new skills and knowledge from social subjects that go beyond the dimension of a single curriculum (SILVA, 2005).

Recognizing life in the countryside as a dynamic activity, not fixed in time and space, is essential. In this case, Field Education imposes the need for education produced from/in/for the countryside. We are not stating that rural subjects should not experience historically produced knowledge; we propose the need for dialogue between universal knowledge and knowledge produced in everyday life (SAVIANI, 2011). Therefore, thinking about Field Education requires an understanding and defense of education as a social right and observing the political and educational dimensions that permeate the practices of social movements as collective and emancipatory work as opposed to the hegemonic bourgeois education project.

**(Auto)biographical Studies: Intertwined and Threads**

Despite being quite recent in educational sciences, the biographical method or (auto)biographical research is a methodological possibility that was widely applied in the 1920s and 1930s by sociologists from the Chicago School in the United States (BUENO, 2002).

The author emphasizes that the approach reflects the need for a new anthropology worthy of resources from various fields to understand everyday life better. In this case, this approach presents an epistemological and methodological bias to reflect on the meanings individuals attribute to experiences and experiences, articulating individual and collective memory elements.

If our impression can be based not only on our memory but also on that of others, our confidence in the accuracy of our recollection will be greater, as if
the same experience were begun not only by the same person but by several (HALBWACHS, 1990, p. 25, our translation).

In this perspective, the exercise of remembrance corresponds to the facts and events experienced by individuals in a historical, social, political, and cultural context. There is no evidence of a unique and individual memory, as this, even conceived personally, receives interferences from the symbolic mediations of a specific group to which the individual belongs. Thus, when narrating an event, the narrator tells a life story that also integrates the collective memory of their people.

In the field of education, the memorialistic acts of teachers correspond to their formative trajectories, which are interpreted in the present time. Working with memory in (auto)biographical research does not aim to present the elements as they happened faithfully and directly, but rather the meanings individuals in the educational process attribute to the narrated experiences. Regarding this importance, the authors observe that:

It is in this sense that, in the educational field, (auto)biographical research is born and articulated based on principles of qualitative research and the constitution of other ways of seeing/listening/narrating life and learning experiences that are inscribed in the domains of adult education, teachers in initial or continuing education processes, but also the diverse forms that narratives have taken on the contemporary scene (SOUZA; MEIRELES, 2018, p. 285, our translation).

In this aspect, through narration, teachers can embark on a "journey" regarding their formative experiences, whether through verbal (written and oral) or non-verbal production, the latter through drawings and photographs, for example. Through their narratives, individuals interact in the retrieval of experiences and construct networks of meaning for the elements recounted, enabling an experience of self-knowledge and knowledge of others as a process of re-signification and change. However, this exercise is not automatic; it depends on external factors for internal reconstruction to occur, in the case of research, the figure of the researcher and their research objective.

As Bueno (2002, p. 17, our translation), already affirms, "[...] the (auto)biographical method has in its methodological proposal the recognition of intersubjective relationships that involve the formation of subjects." Thus, through the (auto)biographical perspective, we produce not only research data but also allow the formation of identities and meanings never thought of by the subjects. With this approach, the teacher is invited to narrate their life experiences not as linear events but by articulating memorialistic threads that intersect in the production of memory as a living activity. According to Abrahão (2003, p. 80, our translation):
For this reason, it is known from the beginning, working more with emotions and intuitions than with exact and finished data; with subjectivities, therefore, rather than with the objective. In this research tradition, the researcher does not intend to establish statistical generalizations but rather to understand the phenomenon under study, which may even allow for analytical generalization.

Thus, the goal of the approach is not to present quantitative data but to grasp in narratives elements that contribute to the understanding of the experiences and journeys undertaken by the subjects. The aim is to interpret and analyze the intersubjective relationships that permeate the memories of teachers (ABRAHÃO, 2003). In other words, the intention is to find formative marks, scenarios, characters, and outcomes, albeit partial, that construct the life story of the participants. As Abrahão (2003, p. 84, our translation), states, the "[...] temporal character of human experience, personal/social, is articulated by the narrative, especially when clarifying the duality 'chronological time'/phenomenological time". At this point, the experiences of life narrated by the subjects do not always correspond to chronological time but to lived time, "I was there," as Ricoeur (2007, p. 173) teaches us in the passage about testimony in work entitled A memória, a história, o esquecimento (Memory, History, Forgetting).

Thus, the (auto)biographical approach broadens the dimension of lived and shared experiences among individuals, allowing interpretations of everyday events that did not gain significance before being narrated. This enables the retrieval, review, and validation of practices that have materialized in the life stories of individuals, reaching even memories that were forgotten but re-signified in the act of narration.

**Methodological Modeling**

The study took place at the Federal University of Tocantins – *Arraias* Campus, specifically among students in the fields of Rural Education, Visual Arts, and Music. In *Arraias*, the Rural Education program was established in 2013, offering 120 slots. Currently, the program offers 40 slots annually. The course duration is 4 years under the Pedagogy of Alternation system (MOURA, SALES; KHIDIR, 2016).

The Alternation model in the course is built on a curriculum that values different knowledge in students' formation, organizing a curriculum into two periods: University Time (UT) and Community Time (CT). Thus, "there is valorization and recognition of the rural area as a place of life, culture, and social identities" (SOARES; GUIMARÃES, 2019, p. 6, our translation). In the course, students participate in full-time activities in January and July at the
university, and in other periods, meetings take place in the communities, along with the sharing of activities carried out by the workgroups.

Regarding the selected class for the study, it is essential to emphasize that its audience consisted of students from rural schools, according to preliminary information from the course professor. In addition, the class started its academic activities in January 2020; however, due to the COVID-19 pandemic in March of that year, academic and administrative activities were transferred to digital technologies through remote teaching methodology.

The study selected ten activities through the document analysis technique, totaling 11 papers submitted in the Academic Genres Production I/2020.01 course. For analysis, we employed a hermeneutic interpretative reading (SOUZA; MEIRELES, 2018), following the activity script provided by the course professor above.

Narratives: Experiments and Reconfigurations

In this section, we will analyze the data produced in the documentary research based on the students' narratives. It is worth noting that, when proposing this work, the professor explained the reasons for the activity and the deadline for submission. In summary, the proposal was: 'In the exercise of memory, seek the pedagogical practices of your teachers regarding reading and writing during your elementary and high school years. Then, synthesize these experiences, comparing what was remembered and the processes experienced with academic genres at the university in the present time. You don't need to bring citations from authors,' as provided by the course professor.

Initially, it is observed that each student comes from different educational institutions in the regions of Tocantins and the state of Goiás, undergoing various experiences in the early years of elementary and high school. Although the students belong to the public school system, in their narratives, it is evident that the reality of some schools differs concerning structure, physical space, and students served, as reported by some in the activity produced.

When analyzing the school trajectory of each student, some difficulties during their basic education period are noted, with many of these difficulties always related to the methods used, the scarcity of reading, and the practice of writing. Other challenges are related to geographical displacement in search of new knowledge, mainly due to the long journeys to access school:
After this short part of the journey in a rural school, I moved to the city to continue my studies. I couldn't continue in my community's schools because the previous one only existed up to the 5th grade, and the other school near my home was 7 kilometers away, and I walked there alone every day (TEXT 5, 2020, our translation).

The students report experiencing diverse methodologies in the school context. It is essential to emphasize that students faced many difficulties when entering university; for some, the major challenge was in specific courses, such as Academic Genre Production I, the focus of our study; for others, it was related to academic texts required in other courses. They perceived that these texts had a more complex language, demanding more interpretation and understanding strategies from the students to grasp the ideas in articles, chapters, and books.

We observe that the students continually express academic genres in their narratives, particularly the lack of knowledge about specific texts. According to Marinho (2010), this results from the students' lack of experience with these genres during their school years. In higher education, reading practice and written production become constant in students' lives. Thus, when analyzing the first question of the activity, we encounter situations where all students indicate a common behavior: reading as a formative tool that generates mastery of historically constructed knowledge. Let's examine some student narratives:

I understand reading and writing as two techniques linked to each other. When you write, reading improves, and when you read, the writing development is noticeable (TEXT 1, 2020, our translation).

My early teachers' reading and writing methods involved using the blackboard and notebook. I rarely took comics home because they were heavy, and the time to read was very short (TEXT 5, 2020, our translation).

In basic education, reading is not practiced frequently... when you go from 6th to 9th grade, reading is not used as much... being alphabetized by your mother is a very good feeling... My mother alphabetized me in a multi-grade class on the farm... I had no difficulty learning, reading, or writing, only with shyness (TEXT 9, 2020, our translation).

Due to these student remarks, we observe that the practice of reading and writing was interdependent in their formative trajectories. We also note a lack of innovation by some teachers in linguistic training proposals, particularly when considering the government's lack of investment experienced by students from rural schools (CALDART, 2009, p. 40). Regarding this process, Marinho (2010) states that beginner students in writing do not have an authentic space in most genres they produce by themselves. Teachers can project expectations onto these texts, which are inadequately aligned with students' experiences and foundations regarding genres.
For this reason, we perceive that the role assigned to the teacher is one of the significant stimuli for the teaching and learning process. Essential and invaluable issues should guide a well-planned set of classroom activities. In the case of education in rural areas, we advocate for the need to value and involve students in various literacy production contexts, mainly through the continuous use of textual genres from students’ life contexts, as well as other genres circulating in society "contributing to the creation of foundations for critical-reflective education and the formation of students' civic consciousness" (AVILA, 2020, p. 8, our translation).

However, it is not enough for the teacher to teach the morphological and grammatical structure of the language; it is crucial that the teacher also understands the life trajectory of the audience, allowing for meaningful and less mechanical teaching, as some students reported. In this regard, Soares (2017, p. 2, our translation) warns:

> It is observable that most students who come to university when producing a text and/or reading characterize these moments as spaces/times of fear, insecurity, and discouragement because the context of scientific books, journals, event proceedings, congresses, seminars, roundtables does not correspond in practice to the other discursive domains in which academics were/are inserted.

Thus, it is understood that the practice of reading and writing in the university setting should be a prosperous period, like intellectual construction or professional development. Seen from other perspectives, it can also be a reason for discouragement and lead to dropping out, noting that many students cannot adapt to academic conditions, especially in the practice of reading and writing. In this aspect, we emphasize the importance of individualized support to allow the student's entry and permanence in the university space. In other words, the student should be able, through their initiative and with the help of the university community, to overcome barriers in dealing with reading and writing in the light of academic literacy.

In the next activity question, students were required to summarize their school experiences, comparing what was memorized with the processes experienced with academic genres in university. As a result of these experiences, students narrated:

> A methodology we use a lot today at university, the seminar, for example, was not allowed back then to have an intimate relationship with the text, analyze the theory proposed in it, and analyze the text (TEXT 2, 2020, our translation). In the academic phase, we have contact with more complex content and a deepening of what we learned in elementary and high school... to have good skills in reading and writing (TEXT 4, 2020, our translation).
The University provides this act of seeking more research... our minds are being prepared to learn more or learn something new that was not transmitted in elementary and high school (TEXT 8, 2020, our translation).

We have observed that, in practice, the discourse regarding reading and writing as obstacles for students transforms. By highlighting these processes, academic genres are prioritized because these students perceive and feel that this is essential for their formation. This is because the narrative of these students is not a presentation of related situations but the totality of the life experience being communicated (BUENO, 2002). This assertion is supported by the narrative in Text 8, which mentions that more research possibilities occur in higher education, prompting students to seek more knowledge, something that did not happen frequently in elementary and high school.

The narrative excerpts show the crucial importance of reading practice, especially in the academic environment, as a foundation for academic literacy. This emphasis on reading plays a significant role in enhancing students' learning, contributing to understanding the relationship between writing and, equally, organizing ideas in intellectual performance. Thus, by defining and prioritizing the term "literacy," its advantage in covering more comprehensively than the common expression "reading and writing" is emphasized (BEZERRA, 2012). According to the same author, this concept encompasses the attitude of acquiring new ideas, vocabulary, and social practices related to reading and writing, being intrinsically linked to the social context in which the discourse is elaborated and the behaviors and groups to which readers and text producers belong.

In the same dimension, Soares (2017) presents academic socialization as the inclusion of students to be able to master and deal with the numerous textual genres prevalent in the university environment. The purpose is to ensure the development of skills in reading and writing practices that arise in the university setting, also highlighting the role of educators as literacy promoters in the activities devised by the students (KLEIMAN, 2000). This is because the students' narratives also allowed the interpretation of the meanings of teaching practices in their formations, as we can observe below:

When composing these descriptive texts about their experiences with the practice of reading and writing in their pedagogical path and how these practices impacted their academic formation, we feel that these students feel ashamed when they arrive at the university since university education is more complex. All methods used by the professors clarify the importance of reading and writing over social practices. It is concluded that the repetition method ensures the traditional trend, causing even more deficiency in the students'
reading and writing. One of the requirements of traditional teaching is memorization (TEXT 1, 2020, our translation).

In the university context, we notice effort concerning the teacher's work, writing, and reading. Knowing how to read and write is meaningful because it forms the basis of a proper education for a lifetime. As a student at the Federal University of Tocantins, I can closely follow the work of teachers who always aim to improve academic issues related to reading, writing, interpretation, and text production with good fluency, always taking into account and motivating the act of reading (TEXT 6, 2020, our translation).

Knowing what you are reading and how to put it on paper is something difficult... many have difficulty conveying ideas in writing [...] (TEXT 8, 2020, our translation).

[...] Through the discipline of Educational Psychology in the Rural Education course... You get to know the human mind's strategies for working with students. The negative point is that not having qualified teachers in my final stretch harmed me greatly, and we are now studying remotely, hindering learning (TEXT 10, 2020, our translation).

It is observed that, beyond the lack of specific knowledge about academic genres, there is an underlying conception that emphasizes teaching and recognition of writing at the expense of reading, invoking the words of Kleiman (2000), who highlights the student's tendency to question their ability in reading, writing, and textual analysis. In other words, when prompted by the teacher in the learning process, the student begins to develop critical thinking about their reading and writing, seeking to overcome the difficulties experienced.

The students also narrated the importance of educators in their journeys as readers and text producers, highlighting the unique role of teachers in the face of challenges shared in the university space. The academics pointed out didactic aspects that support this more meaningful teaching in their lives. We observed that some mentioned teachers' lack of pedagogical preparation in the organization and execution of reading and writing activities.

In this context, we understand that it is not sufficient to request a specific textual activity from incoming university students simply. The commitment and involvement of the teacher in promoting teaching focused on student learning become essential (FIAD, 2015). Therefore, it is not limited to a discipline or content about the concept and production of certain genres. It is crucial to develop activities that encompass the practice of reading and writing, emphasizing the review of concepts, corrections, and feedback on the produced works (BEZERRA, 2012).

In this context, the reading and writing practices narrated by the students demonstrated unique experiences, encounters, and disconnections, requiring a deeper understanding and analysis of the impacts of reading and writing throughout the course and other social contexts of oral and written language use. Therefore, the narratives indicated the importance of
understanding the role of reading and writing based on the life stories of individuals, especially when considering formative methodologies in the context of Rural Education.

Final considerations

The starting point of the research was the questioning about the reading and writing difficulties expressed by students in the Rural Education course. This inquiry was established based on the analysis of the texts they produced, fostering a reflection on the memory of how the pedagogical process regarding reading and writing practices unfolded throughout their formative journeys.

Conducting this research was highly significant in contemplating the role of reading and writing practices within the classroom, encompassing both basic and higher education. It allowed us to reflect on how these practices contributed to the academic formation of the students. We observed that reading and writing require effort and dedication from the student, especially when they carry difficulties as part of their school trajectory.

In this sense, it is essential to recognize each student's reality, considering their textual production through a worldview that accompanies them. We understand that the function served by reading and writing develops both the individual and the social aspects. The knowledge acquired throughout the entire educational journey is paramount for the student's development.

We cannot deny the knowledge produced in the school environment, as it is the primary space for student formation and schooling. From another perspective, students must comprehend the linguistic mechanisms and resources throughout their education. As they find themselves in the classroom as teachers, they become new literacy agents, creating spaces and actions that should promote the formation of new readers and text producers.

Therefore, this research does not constitute a conclusive answer regarding Rural Education course students' reading and writing trajectories, taking the form of a woven fabric. On the contrary, it presents itself as a hermeneutic thread that adds to others, stimulating the creation of new weavings and understandings of students' reading and writing memories in higher education.
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