Interdiscourse and the constitution of the teaching social identity of Child Education education teacher[1]

Francisca Valcilene da Silva[2]
Aleksandra Nogueira de Oliveira Fernandes[3]
Ady Canário de Souza Estevão[4]
Stenio de Brito Fernandes[5]

ABSTRACT

This article aims to analyze statements in interviews of teachers of child education education in order to understand how the teaching identity is constituted in that discourse. To this end, the work is theoretically anchored in educational studies that discuss education, teachers, teacher fornation, child education education and Discourse Analysis (DA) derived from the pecheutiano and foucaultiano views, in texts that deal with the notions of discourse, interdiscourse, file and statement. In addition to cultural studies on the definition of identity, among other authors that help us in the discussion of the theme. The methodology used is of a qualitative and interpretative nature based on the semi-structured interview conducted with four teachers in the generation of data. As a result, we interpret that the identity of these teachers is in permanent construction, being unfinished and permeating language and life stories

---

[1] English version by Breno Victor Pascoal de Morais. *E-mail:* breno.victor21@gmail.com.

[2] Specialization in Education and contemporary times. Federal Institute of Education, Science and Technology of Rio Grande do Norte (IFRN), Mossoró, Rio Grande do Norte (RN), Brazil. Orcid: https://orcid.org/0000-0002-0488-9551. *Email:* franval20@hotmail.com.

[3] Doctorate in Education. Federal Institute of Education, Science and Technology of Rio Grande do Norte (IFRN), Natal, Rio Grande do Norte (RN), Brazil. Orcid: https://orcid.org/0000-0002-6625-7963. *E-mail:* aleksandra.nogueira@ifrn.edu.br.

[4] Doctorate in Language Studies. Federal University of Rio Grande do Norte (UFRN), Natal, Rio Grande do Norte (RN), Brazil. Orcid: https://orcid.org/0000-0002-6941-3773. *E-mail*: adycanario@ufersa.edu.br.

[5] Master's in Education. University of the State of Rio Grande do Norte (UERN), Mossoró, Rio Grande do Norte (RN), Brazil. Orcid: https://orcid.org/0000-0001-6300-9561. *E-mail*: steniondre@hotmail.com.

in the educational discourse. We conclude that the statements produce effects of identity meanings amidst the discursive and historical regularities of their emergence in contemporary times.

KEYWORDS: Teaching identity. Interdiscourse. Child education.

Interdiscurso e a constituição da identidade social docente de professoras da Educação Infantil

RESUMO

Este artigo objetiva analisar enunciados em entrevistas de professoras da Educação Infantil com vistas a compreender como a identidade docente se constitui nessa discursividade. O trabalho ancora-se teoricamente nos estudos educacionais que discutem sobre educação, professores, formação docente, Educação Infantil e na Análise do Discurso (AD) derivada do olhar pecheutiano e foucaultiano, em textos que tratam das noções de discurso, interdiscurso, arquivo e enunciado. Além dos estudos culturais sobre a definição de identidade, dentre outros autores que nos auxiliem na discussão da temática. A metodologia utilizada é de cunho qualitativo e interpretativo assentada na entrevista semiestruturada realizada com quatro professoras na geração dos dados. Como resultados, interpretamos que a identidade dessas professoras encontra-se em permanente construção, sendo inacabadas e perpassam a linguagem e histórias de vida no discurso educacional. Concluímos que os enunciados produzem efeitos de sentido identitários em meio às regularidades discursivas e histórica de sua emergência na contemporaneidade.

PALAVRAS-CHAVE: Identidade docente. Interdiscurso. Educação infantil.

El interdiscurso y la constitución de la identidad social docente de las profesores de Educación Infantil

RESUMEN

Este artículo tiene como objetivo analizar declaraciones en entrevistas de profesores de la Educación Infantil para comprender cómo se constituye la identidad de los docentes en este discurso. El trabajo se ancla teóricamente en estudios educativos que abordan la educación, el profesorado, la formación del profesorado, la Educación Infantil y el

Análisis del Discurso (DA) derivados de la mirada pecheutiano y foucaultiano, en textos que abordan las nociones de discurso, interdiscurso, archivo y enunciado. Además de estudios culturales sobre la definición de identidad, entre otros autores que nos ayudan en la discusión del tema. La metodología utilizada es de carácter cualitativo e interpretativo a partir de la entrevista semiestructurada realizada a cuatro profesores en la generación de datos. En consecuencia, interpretamos que la identidad de estos profesores se encuentra en permanente construcción, quedando inconclusa y permeando el lenguaje y las historias de vida en el discurso educativo. Concluimos que los enunciados producen efectos de significados identitarios en medio de las regularidades discursivas e históricas de su emergencia en la época contemporánea.

PALABRAS CLAVE: Identidad docente. Interdiscurso. Educación infantil.

* * *

Initial lines

We cannot deny that the way each teacher conducts their pedagogical practice has a significant effect on their professional identity. Therefore, this article aims to analyze statements in interviews with Early Child Education teachers with a view to understanding how teaching identity is constituted in this discursivity.

The methodology is a qualitative approach anchored in Bogdan and Biklen (1994), as we start from a data file generated by going to the field, through the technical instrument of semi-structured interviews carried out with four teachers who work in two Early Child Education units in the public network in the municipality of Mossoró/RN.

As a research technique, we are based on semi-structured interviews defined as a discursive practice that provides opportunities for dialogue through language. We interviewed four teachers who work in municipal

basic education, based on the relationships of the subjects who occupy the pedagogical discourse present in them.

To this end, the interpretation of the materiality of statements, we are theoretically based on Discourse Analysis (DA) derived from Pêcheux (2002) and the contributions of Foucault (1969), Orlandi (1999), Gregolin (1995), Sargentini (2015) , and in texts that deal with the notions of discourse, interdiscourse, archive and statement.

Furthermore, bibliographical research is based on educational studies, namely: Huberman (1992), Nóvoa (1992), Oliveira (2012), Pimenta; Lima (2012) and Vasconcelos (2003), who discuss education, teachers, teacher formation and Early Child Education. For cultural studies and the definition of identity, we refer to Hall (2000) and Woodward (2000).

As for documentary research, it materialized in the ideas of scholars on the subject and in the look at the National Common Curricular Base (BNCC); the National Education Guidelines and Bases Law (LDBN) and the National Curricular Reference for Early Child Education (RCNEI). Such documents used were not the subject of research analysis, but were used descriptively as a way of dialoging with the results and discussions.

In this context, the interview was composed of two parts, in the first we went into identifying a brief profile of the research subjects[6], as we mentioned, being composed of four teachers who have between 3 and 30 years of experience in education, aged between 29 and 55 years. They all have a degree in Pedagogy from the State University of Rio Grande do Norte (UERN) and a latu sensu postgraduate degree in areas related to education, such as: Institutional and Clinical Psychopedagogy from the Integrated Faculty of the State of Rio Grande do Norte (FANORTES) and Educational and Learning Psychology from the same faculty. And specialization in

---

[6] For the participants in this study, we asked whether they agreed to participate in the research and whether they agreed to sign the Free and Informed Consent form (TCLE) and the authorization form for the use of images, narratives and publication. We explain the ethical aspects of research, involving human beings, and highlight what must meet the ethical foundations as set out in Resolution No. 510/2016.

Education and Contemporary offered by the Federal Institute of Rio Grande do Norte (IFRN).

In the second part, we address three questions: 1) How do you define teaching and why did you join this career? 2) Why did you choose Early Child Education and what are the most recurring challenges in this area? 3) What were the transformations experienced in your process of building your teaching identity and how did this influence your practice? These questions problematize the identity constitution of subjects who are teachers in a public education network and, based on their statements in the interview, it was possible for us to delve into the theme of teaching identity with a meaningful effect on the pedagogical discourse.

The analysis comprises statements from teachers and was carried out focusing on the interdiscourse on the regularity, dispersion and incompleteness that give rise to effects of meaning regarding the teaching identity. Throughout the analysis, the teachers were numbered as Teacher 1 (P1), Teacher 2 (P2), Teacher 3 (P3) and Teacher 4 (P4), in order to preserve the individuality of the collaborators and the organization of the data. This archive is understood from a discursive perspective beyond a set of data, but as a producer of historical, political and cultural elements.

Seeking to meet the proposed objective, given these introductory lines, we move on to theoretical assumptions surrounding discussions about conceptions of teaching, discourse, interdiscourse, enunciation and teaching identity. To learn about the constitution of this process, it is necessary to bring the historical path of Early Child Education in Brazil, and then we provide the analysis and the final subtext.

The historical path of Early Child Education in Brazil

According to volume 1 of the RCNEI[7] (Brasil, 1998, p.11), "[...] early child education in the historical context emerged in the mid-19th century after the Proclamation of the Republic". According to Augusto (2013, p. 21), "[...] the idea was to follow the European model of so-called kindergartens". With a welfare character, daycare centers aimed to provide needy children with a safe place to stay while their mothers worked, as the country was going through a period of industrial and economic transformation.

This situation divided opinions, because while the government argued that, as they had a welfare function, daycare centers should be maintained by rich families as a form of charity, child protection movement groups advocated that kindergartens should be maintained by public authorities. In fact, the elite's vision was that the model supported by rich families should be implemented, but to serve only their children (Oliveira, 2012). This points to the school as a space for reproducing the structural duality typical of class society (Kuenzer, 2013).

With the approval of the first Education Guidelines and Bases Law (LDB nº 4,024/1961) on December 20, 1961, Augusto (2013, p. 25) explains that "[...] early childhood education starts to gain notoriety, with the inclusion of nursery schools and kindergartens in the public education system". However, the policies adopted around daycare centers still had a welfare vision and no educational purposes.

The work was carried out by volunteers without the necessary formation. This situation was changing thanks to the class struggles of working women who needed a safe place to leave their children and who demanded an increase in the number of daycare centers and better conditions for caring for these children. About this context:

---

[7] Document that comes to support practice in education and aims to guide pedagogical work, with an organization that has a didactic and instrumental character. The same suggests that Early Childhood Education should start from the structuring axis: interactions and games (Brazil, 1998).

> In the 1970s, in Brazil, theories developed in the United States and Europe, which maintained that the poorest children suffered from cultural deprivation and were used to explain their school failure, this idea was directed at Early Child Education for a long time, rooting a vision welfare and compensatory measures were then imposed without there being a deeper critical reflection on the structural roots of social problems. This began to influence early child education policy decisions (Oliveira, 2002, p. 109).

Only in the 1980s, with the political opening, there was pressure from the popular classes, with emphasis on feminist[8] movements and social[9] movements, to expand access to school. In this way, the child was placed in the place of subject of rights and Early Child Education was included in the educational system.

Furthermore, Art. 205 of the Federal Constitution (CF), Brazil (1988, p. 1) emphasizes: "Education, a right of all and a duty of the State and the family, will be provided and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work." The CF was responsible for legally formalizing the right to daycare for working class children, the welfare scenario of this institution gave way to the educational one.

In the effervescence of this historic moment, another important milestone in children's rights and education was launched, the Child and Adolescent Statute (ECA), which comes to reaffirm these rights and offer legal subsidies to guarantee children's access to this stage of education. . By Law No. 8,069/1990, which regulates what is said in article 227 of the CF,

---

[8] Feminist movements in Brazil in the 19th and 20th centuries emerged on the initiative, generally, of women from the middle and wealthy classes. They propose agendas for social struggles for equality in relation to men, contained within the framework of a given equality: that of women towards men of the same social position.

[9] Social movements can be defined as groups of people who have common interests, demands or claims and who come together with the intention of achieving social, political, constitutional or economic changes.

elucidates the insertion of children in the world, ensures their rights and in its 3rd article advocates physical, mental, moral, spiritual and social development (Brazil, nineteen ninety). This Law:

> It inserted children and adolescents into the world of human rights. The ECA established a system for developing and monitoring public policies aimed at children, trying to prevent abuse, misappropriation of funds and violations of children's rights. It also served as a basis for the construction of a new way of looking at children: a child with the right to be a child. Right to affection, right to play, right to want, right not to want, right to know, right to dream. This means that they are actors in their own development (Ferreira, 2000, p. 184).

Converging with this perspective, in the 1990s, the need for new legislative reformulations on national education emerged. There is a didactic-pedagogical education about learning at this stage, which causes the creation of documents that guide the educator's practice.

To this end, from 1994 onwards, the Ministry of Education published some relevant educational documents, such as: National Early Child Education Policy (1994), advocated the collective construction of public policies for education; For a formation policy for Early Child Education professionals (1994), which reaffirms the need and importance of professional qualification; National Education Guidelines and Bases Law (LDB), Law No. 9,394/1996, which in its article 29, highlights Early Child Education as the first stage of Basic Education, that is, it legalizes the importance of education in the first years of life .

While the National Curricular Reference for Early Child Education (RCNEI) (1998), aims to guide pedagogical work, with an organization that has a didactic and instrumental character. It suggests that this level of education should start from two main axes: Personal and Social Formation,

which concerns the processes of building children's identity and autonomy; and Knowledge of the World, which has as objects of knowledge movement, music, visual arts, oral and written language, nature and society and mathematics; and the National Early Child Education Policy: for the right of children aged zero to six to Education (2006), which contains guidelines, objectives, goals and strategies for this area, among other relevant documents.

We also highlight the National Curricular Guidelines for Early Child Education (DCNEI) which outlines the objectives for this level of education, and addresses the conceptions of children and childhood within the educational context. Disassociating the term "daycare" from the label of poor child care.

In this sense, Brasil (2010, p. 36) says that: "Early Child Education aims at the integral development of the child up to 5 (five) years of age, in its physical, affective, psychological, intellectual and social aspects, complementing the family and community action". It is at this stage that children learn to work on autonomy to interact, question, communicate, solve problems and develop critical thinking. The DCNEI (Brasil, 2010) understands the child as a historical subject with rights, who produces knowledge through interactions with their peers and the environment according to the situations they experience.

A new educational reform began in 2017 on the national scene, the National Common Curricular Base (BNCC)[10], the proposal is that the entire school community has access to the same education curriculum at all levels and can choose which contents to choose. be worked on at each level, providing "equality" in learning rights. Let's see what this document says:

---

[10] According to Silva (2022, p. 188 and 189): "The National Common Curricular Base (BNCC), approved on December 22, 2017, is a document consisting of educational standards and rights, which functions as a curriculum guide that assists in the preparation of the pedagogical curricula of schools in the states, the Federal District and Brazilian municipalities, determining the necessary knowledge that students need to receive, relating them to the fundamental issues of the contemporary world, in accordance with what the Federal Constitution (1988) ensures and advocates), the Law of Guidelines and Bases - LDB (1996), the National Curricular Guidelines - DCN (1997-2013) and the National Education Plan - PNE (2014)."

It is, therefore, the implementation of an articulated and integrated educational policy. To this end, the MEC will be a permanent partner with the States, the Federal District and the municipalities, working together to ensure that the changes reach the classrooms. School institutions, education networks and teachers will be the main protagonists of this transformation (Brasil, 2018, p. 5).

The BNCC for Early Child Education is part of a structuring axis of interactions and games. This axis is divided into three parts: the first, learning rights, the second, fields of experience, and the third, the transition phase to Elementary Education, always associating care with education.

As stated in the BNCC (Brasil, 2018, p. 25) "[...] six rights of learning and development must be guaranteed, so that children are able to learn and develop". Regarding these rights, we have: the right to live with adults and their peers in diverse environments within educational units; to play in different ways with different materials, so that you can reinvent your learning possibilities; to participate in activities proposed in the school environment and to choose activities that interest them; to explore the world through sounds, lines, colors and shapes; to express yourself as the subject of your actions and to know yourself in your personal construction process.

For these benefits to be guaranteed, the effective application of the fields of experience is necessary. Always based around the structuring axis "Interactions and games". The BNCC (Brasil, 2018), is divided into five fields of experiences with their definitions, such as: The first, The self, the other and the us - aims to expand how the child perceives themselves, others others and the world around them; the second, Body, gestures and movements - through different languages, the child expresses himself and develops cognitively; the third, Traces, sounds, colors and shapes – through different artistic manifestations the child acquires diverse knowledge; the fourth, Listening, speaking, thinking and imagination - children can develop

language and oral expressiveness by improving their communication; and the fifth, Spaces, times, quantities, relations and transformations - children begin to develop mathematical knowledge and locate themselves in the physical space they occupy.

In this line of reasoning, the appropriation of the knowledge contained in these official documents from the Ministry of Education seems to have contributed to the teacher/pedagogue in establishing their teaching formation, considering that continued formation is so important and is as necessary as the Initial formation.

In the city where the research was carried out, there is Resolution No. 01/2017 of the Municipal Education Council (CME), dated March 16, 2017, which aims to contextualize the Municipal Early Child Education Policy and be based on the legal frameworks of Education in the Brazil, in national public policies, in the BNCC and in authors who discuss this area. The resolution brings the concepts of children and curriculum, outlines the objectives specific to the age groups; educational principles; and the socio-political function of this level of education.

According to this Resolution, until the end of the 1990s, education in the municipality followed the model of other cities in Brazil, had Early Child Education with a welfare nature and was assisted by the municipality's Social Action Secretariat. The change arrived after the promulgation of LDB nº 9,394/1996, which integrated this stage into basic education. From then on, it began to be guided by the DCNs, and to work with children, professionals with formation in the area of Pedagogy were needed.

In this investigative itinerary, we see that Early Child Education, on the national scene, has come a long way to reach the level it is at today. Considered as the basis for education (Brasil, 2018, p. 26), it is organized between work with "[...] very young children aged 2 years to 3 years and 11 months, and work with young children (4 years to 5 years and 11 months)". That said, Early Childhood Education combines care with education in a

playful way, working with children on values that will be passed on into adulthood.

That said, Early Child Education combines care with education in a playful way, working with children on values that will be passed on into adulthood. It is necessary for the teacher in this area of education to be attentive to their professional interests so that parameters and goals can be met, culminating in a free, quality public education. In the following section, we will discuss teaching identity and interdiscourse.

Teaching identity and interdiscourse: some theories

We reflect on teaching identity, from a non-essentialist perspective. In this work, we take identity in the sense of a construction process inscribed in the production of historical, educational, political, social, linguistic and cultural meaning occurs form in a heterogeneous and complex way (Coracini, 2003).

In the conception of cultural studies, identity is defined by Hall (2000, p. 112) as "[...] points of temporary attachment to the subject positions that discursive practices construct for us". This identity constitution, therefore, is discursively constructed in the statements of the teachers interviewed, and in the sense of Lima *et. al.* (2020, p. 242) "[...] precisely because it is constructed discursively, it emerges in a neutral or isolated way from those that precede it: identities, as well as discourses and statements, are constituted through previous formulations, already stated [...]". This means that such identities offer, at all times, possibilities regarding the past, present and future in relation to the sensations they produce.

As we can see, the teaching social identity weaves meaning through the language in which it is situated and through processes of symbolic meaning and representations. Thus, it is both symbolic and social and situated in culture. According to Woodward (2000, p. 17): "Representation includes practices of signification and the symbolic systems through which

meanings are produced, positioning us as a subject". Based on this assumption, we understand that it is through experience and discourse that the teaching identity is constituted in difference.

But, how does the formation and construction of this identity occur in difference? Is the subject already born with it or is it something constructed? Is there a set time for its construction? Thus, through language, it is being demarcated.

Woodward's proposition (2000, p. 17) elucidates: "Discourses and systems of representation construct the places from which individuals can position themselves and from which they can speak". And Pimenta and Lima (2012, p. 62) reiterate: "The teacher's identity is built throughout his career as a teaching professional". To this end, the formation identity that the course aims to legitimize is consolidated in the training process.

Since the university context is the place for teacher training, in the case of degrees, it is understood that, upon entering these courses, the subject enters into a continuous process and at the same time of reaffirming their teaching identity. This presupposes that experiences in the academic environment contribute to its constitution.

As Pimenta and Lima (2012, p. 67) rightly state: "The course, the internship, the learning from other disciplines and experiences lived inside and outside the university help to build the teaching identity". In other words, the production of teaching identity continues after the teacher leaves the university and its strengthening is directly linked to working conditions and their professional recognition given by society.

However, Santos (2020, p. 17) clarifies that "[...] this diversity of images and meanings about teachers produces implications that limit the possibilities of strengthening a teaching identity and, consequently, the valorization of this professional category". Some teachers, when entering the world of work, become frustrated, as they are faced with completely unfavorable working conditions and salaries that are lower than expected, depreciating their teaching formation. Others, despite the circumstances,

give their all to try to guarantee a minimum of professional dignity in their environment.

Thus, we understand that the construction of teaching identity is something continuous, which continues with the subject and is shaped according to their experiences and points of view. This teaching identity, therefore, goes through struggles for recognition of the profession. In agreement with Pimenta and Lima (2012), Vasconcelos (2003, p. 12) states that:

> Their identity is forged in this way, with multiple threads – family relations, class, gender conditions, characteristics related to age, ethnicity, religiosity, citizenship and others -, each of them tinged with desires, limits, ruptures and possibilities. Each of these threads has a formative dimension. Each of them presents specific language, grammaticality, temporality and territoriality. Each of them collaborates to weave a complex plot such as the lives of teachers (Vasconcelos, 2003, p. 12).

Having said that, we affirm that a teacher will never have their teaching identity exactly the same as another, that each one is unique within such a plural context that this universe is, bearing in mind that this is not only linked to formation or performance and which are common spaces for all teachers. It is built based on each person's life story.

It is very common to say that to be a teacher you need to have the "gift", or that anyone who is a teacher was "born for this", especially when referring to Early Childhood Education teachers. But are these claims justified or have some teachers simply "parachuted" into the profession? Vasconcelos (2003) highlights the importance of demystifying these concepts. In fact, not all teachers had that childhood dream of working in teaching.

Some of them enter the profession due to a lack of other opportunities and this will not make them bad professionals, just as those who had a childhood dream will not always be recognized as examples. What will determine your professional performance will be the trajectory of building your identity.

The teacher's professional identity, his profile, is woven and adapted according to his evolution as a person throughout his life. It might not even be your first option, but once you choose this path, the decision to stay on it is unilateral and you must be aware of all the implications that arise with your career. About this personal evolution:

> Identity is not a given, it is not a property, it is not a product. Identity is a place of struggles and conflicts, it is a space for building ways of being and being in the profession. Therefore, it is more appropriate to talk about an identity process, highlighting the dynamic mix that characterizes the way each person feels and says they are a teacher (Nóvoa, 1992, p.16).

Although each teacher builds their own identity throughout their lives, we must also take into account that there is an external perspective on the profession, which sees a collective teaching identity. From this, characteristics common to any teacher emerge, such as similarities in formation, work spaces, initial difficulties due to lack of experience.

These aspects seem to be common to all teachers. However, parallel to them, there are other events that are not exactly linked to teaching and that differentiate one professional from another, which are their personal lives.

Such events occur in the thread of narratives and language that permeate the interdiscourse for the production of meanings. These concepts are relevant in the field of AD studies, a field of knowledge that takes into

account the external to the linguistic, these are the spaces that, in their production conditions, constitute the teaching identity.

The concept of interdiscourse as proposed by Pêcheux (2002, p. 44), is linked to discursive formation, as it considers something already said somewhere and the relationship between what should or should not be said at a given time historic. To this end, it consists of "[...] relations between what is said here (in such a place), and said this way and not in another way, with what is said in another place and in another way, in order to put in a position to 'understand' the presence of unsaid within what is said". Interdiscourse is, therefore, what is in the difference that is located at its points of exchange, of relationship (Sargentini, 2015).

At this juncture, interdiscourse is thought in relation to a memory of saying and defined as something that speaks before, which is what Orlandi (1999, p. 31) points out: "[...] elsewhere, independently. In other words, it is what we call discursive memory: the discursive knowledge that makes all saying possible and that returns in the form of the pre-constructed, the already-said that is at the base of the sayable, supporting each take of the word". Interdiscourse is characterized by the availability of words by the discursive subject and under certain conditions.

And everything that is produced generates meanings already said somewhere by someone. In this case, we analyze the statements made by Early Child Education teachers in order to know how teaching identity is constituted. We then have interdiscourse as a producer of meanings, when we interview and focus on the words of four teachers working in the municipal network whose analysis we see in the following section.

Gestures of reading and analyzing the materiality of the statements as spaces of identity

Based on what Gregolin (1995, p. 13) explains, " [...] trying to understand and explain how the meaning of a text is constructed and how

this text articulates with the history and society that produced it and understanding the discourse as an object, at the same time, linguistic and historical; Understanding it requires analyzing these two elements simultaneously." For AD, the statement is an elementary unit. Thus, it is a set of pronouncements inscribed in discursive formations within a file. In this sense, we think about discursive reading, that is, the articulation between the materiality of language and interdiscourse.

However, the discourse of identity occurs in discursive and interdiscursive relations in the relations of pedagogical or school discourse and occurs in the field of discursive objects. The formulation of the interview statements contributed to an informal but intentional dialogue, so that the teachers felt more comfortable talking about their professional experiences.

We look at the archive, based on what Foucault (1969, p. 147) proposes, "[...] the law of what can be said, the system that governs the appearance of statements as singular events". With this premise, let's see how this identity materializes in the data of the four teachers interviewed.

We started by asking how they defined teaching and why they entered the career. Let's look at the teachers' statements, P1 says that to "Contribute to the intellectual formation of students in order to raise awareness and educate them not only for teaching, but also for life. It is the art of teaching and learning. I entered the teaching career without initially intending to be a teacher, however, throughout the course I became enchanted with teaching."

We interpret the meaning of the statement that P1 was the only one at the beginning of her career, which fits exactly into the first of the professional stages presented by Huberman (1992, p. 37). The author states that at the beginning of a career the phase of "exploration" and "stabilization" prevails. These phases "[...] consist of making a provisional choice, carrying out an investigation of the contours of the profession, trying out one or more roles". But, in fact, the teaching professional can be in one or more phases at the same time.

Regarding this question, P2 responded: "Seek knowledge together with the child, playing and interacting, all in search of caring and educating for a better world. My entry was largely due to my identification with education, since the majority of my family works in this area." According to Tardif (2002), teaching is a profession that allows contact from childhood and for a long time, thus, the school experience has a great impact. In the case of P2, this was quite intense, as she also lived with teachers in the family environment.

While P3 states: "Teaching is just the process of teaching and learning. I entered teaching because I identified with the teaching career." Finally, P4 says: "Teaching is the action of teaching, providing the individual with the opportunity to exchange experience in the school environment in which they are inserted. I joined with a dream of becoming a teacher, completed my teaching degree and soon joined the profession in the municipal government's education system."

These statements demonstrate the production of meaning in the discourse on the definition of teaching, as it is a complex issue that can have different discourses, as Vasconcelos (2003, p. 12) states, teachers, "[...] are concrete people and plurals that are historically created based on the social contexts in which they live their daily lives". This is evident in P2's speech, when she says that her mother and aunts were always teachers and it was a job that she always found inviting.

Regarding why they chose Early Childhood Education and what are the most recurring challenges in this area, P1 explains: "I chose it because I liked working as a teacher and contributing to the formation of many, therefore, I feel a lot of pleasure in carrying out my work. It was my own choice. This is the area that I identify with, a playful and very rich universe where we can explore our imagination and contribute significantly to the formation of the character and intellectual development of these children.

In the sense of P1, the greatest difficulties encountered in the profession to date have been the lack of family support for the school, the

lack of resources to develop the work and professional devaluation by society". Regarding these dilemmas of the teaching profession, Pimenta and Ghedin (2005, p.7) state: "[...] teachers contribute with their knowledge, their values and their skills in this complex task". Therefore, the current scenario, characterized by changes and challenges, interferes with the constitution of teachers' identity.

P2 says: "I chose Early Child Education because every day I identify with it more and I intend to seek more knowledge in the area. The education factor is suffered in Brazil, thus generally affecting all other aspects. And this is what challenges me to fight. I believe there is no victory without a fight." While P3 says: "I chose it because of all the levels I went through, today I identify with what I do. The biggest challenges I encounter are: little support from families and too many children per class." Along this path, P4 states: "I chose Early Child Education because I identify with caring for young children. Among all the difficulties that exist at school, the biggest encountered so far have been social inequality, the lack of moral values and the little participation of parents in the children's school life".

In our analysis, we understand that a teacher's permanence in teaching is mostly due to identification with what they do. When we like what we do, we do it with more effort and that's what we noticed during the interviews. From the statements, we highlight the complaint about little family participation:

> The family environment is the primary point of direct relationship with its members, where the child grows, acts, develops and exposes his feelings, experiences his first rewards and punishments, his first image of himself and his first models of behavior - which will become inscribing within her and configuring her inner world. This contributes to the formation of a 'personality base', in addition to functioning as a determining factor in the

development of consciousness, subject to subsequent influences (Sousa; José Filho, 2008, p. 2).

With this, it is clear that in our culture, the family is an important group in the socialization of children and the formation of their personality. In the absence of this family-school partnership, the teacher will certainly feel alone in the pedagogical work he develops with students, given that these students spend much more time at home with their families than at the school institution.

Those who have experience in education and experience the school floor, as Vasconcelos (2003, p. 15) says: "[…] know that affections, emotions, human warmth, acceptance and repulsion circulate there that instrumental logic cannot handle. capture, but which, of course, are responsible for moments kept in the memory of teachers and students". Thus, through this interdiscourse, professionals create bonds of identification and difference with their profession, colleagues and students experiencing all the intensity, tension and conflict of being in the school environment.

The last question produced statements about the transformations experienced by the teachers in their process of building their teaching identity and how this influenced their practice. About this P1 concludes: "I realize that my identity is being built day by day on the classroom floor, as I am passionate about Early Child Education, but I am still a teacher under construction who likes to learn new things and implement them in practice. Today I see teaching work differently than I did before I was in it."

We infer that P1 draws attention to himself, saying that he realizes that his identity is under construction, that he likes to learn new things and program them in practice, this statement presupposes the construction of training and the search for professional growth, as on this journey there are meaning effects.

According to Josso (2010, p. 81), this identity "[...] is not an individuality without collective anchors (family, belonging to different

groups with which each and every one has a history)". Thus, the individual is formed through a set of personal and collective experiences, together with peers, students and other social interactions.

In addition to these ideas, P2 describes: "I am a persevering teacher who, despite the challenges I face, I never give up because I know that my objective is to seek knowledge together with the children, all in search of a better future for Brazil, where education is one of the ways to do so. Knowledge changes every day, demanding more and more from us as professionals and that is why I look for new ways of form to improve my work as much as possible and thus contribute to achieving educational objectives and I feel fulfilled being with the children".

This statement reveals what Huberman (1992, p. 38) discusses when he states: "[...] the development of a career is, therefore, a process and not a series of events". In the terms of Ramalho, Núñez and Gauthier (2003), professional development transcends the idea of continued training in which other conditions affect this process, such as: salaries, structures, levels of decision-making and participation, working conditions, relations with society, among other aspects.

While P3 comments: "I remember the times when I started teaching. Everything was more difficult and technology emerged as an ally for teachers, both in working with children and in continuing our training."

Teacher P4 states that: "As a teacher, I need to know my students, get closer to them, to be able to set objectives consistent with their realities. I like to mix constructivism with the traditional to adapt and give meaning to learning. When I started I found the work very difficult, as the teacher was very isolated, without much pedagogical support and had no incentive to seek further formation enrich their CVs, but now things are very different".

From the above, we infer how continuous training is a fundamental category in the constitution of being a teacher. In view of Garcia's (1999, p. 144) emphasis: "[...] professional development is understood as a set of processes and strategies that facilitate teachers' reflection on their own

practice, which contributes to teachers managing practical, strategic knowledge and are able to learn from their experience [...]". This construction of the teacher must be holistic, integral, in which attitudes of reflection and criticism of their own teaching practice are developed.

These identity constitutions interdiscurse with the thought of Huberman (1992, p. 38), when he tells us about career development and about this process with a series of events that, at times, seem linear, but are not with a view to historical and political discontinuity. According to this author: "The fact that we find standard sequences does not prevent many people from never stopping practicing exploration, or from never stabilizing, or from destabilizing for psychological reasons […]".

To this end, the statements of these teachers allow us to interpret a discursive order in which they construct their identities in the constant search to make a difference in practice. This also produces observations about the role of being a teacher, as professionals who allow themselves to learn every day in the search for building their careers.

Furthermore, Coracini (2003, p. 219) reveals that we must, "[...] understand identity not as a set of frozen characteristics that differentiate us from each other, but as a process that never ends, which is ongoing all the time. changing and that constitutes the complexity of the subject". In other words, it is a process that articulates initial formation, ongoing formation, professional practice, the knowledge of the profession and the professional career. Identity is never finished, it is a permanent, reflective and constantly moving process.

In the final lines

From the analyzes presented, we observed that there is a long journey in a teacher's professional career and that their formation is never finished. There is always something new to be built, so that the constitution of the teaching identity follows the entire complexity of the subject, and can

fluctuate according to the experiences of each professional, with their achievements or fragmentations, according to historical, political and social processes.

Each individual has a personal experience and life story that runs parallel to the experience of others around them. We know that the construction of teaching identity is something heterogeneous, that it does not occur equally in all groups in which teachers are impacted at the same time. For some, it can form quickly, but for others, it can take years and years, or even not change at all. Therefore, the teaching identity of the teachers collaborating in the research is under constant construction and is never finished.

We conclude that reflecting on interdiscourse and the constitution of teaching identity is to be invited at all times to follow a path as a human being, to give more space for collective decision-making and respect for teachers and students as social subjects. Also to recognize and value these professionals who enter the teaching career and who produce identities in ways of being and acting in society, especially in Early Child Education, because despite the challenges experienced and the transformations that have occurred throughout their careers, they still continue to constitute themselves and resisting.

All these reflections are crossed by subjects of education and language and that awaken us to understand how their identities are constructed, marked by the knowledge of these teachers, we understand that the path of the constitution of the teaching profession also permeates dreams of bringing the best to students, and which depends on the production conditions of the professional context, that is, the relationship between teachers and their peers, the professional life cycle and their ongoing formation.

References

AUGUSTO, Silvana de Oliveira. *A experiência de aprender na educação infantil.* Salto para o futuro – novas diretrizes para a educação infantil. Ano XXIII – Boletim 9, JUNHO, TV Escola, 2013.

BOGDAN, Robert; BIKLEN, Sara. *Investigação qualitativa em educação:* uma introdução à teoria e aos métodos. Porto: Editora Porto, 1994. Tradução de Maria João Alvarez, Sara Bahia dos Santos e Telmo Mourinho Baptista.

BRASIL. *Constituição (1988).* Constituição da República Federativa do Brasil. Brasília, DF: Senado, 1988. Disponível em: http://www.planalto.gov.br. Acesso em: 29 abr. 2023.

BRASIL. *Diretrizes Curriculares Nacionais para a Educação Infantil.* Ministério da Educação. – Brasília: MEC, SEB, 2010. Disponível em: http://www.planalto.gov.br/. Acesso em: 29 abr. 2023.

BRASIL. *Lei de Diretrizes e Bases da Educação Nacional*, LDB. 9394/1996. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 06 nov. 2023.

BRASIL. Lei n° 8.069, de 13 de julho de 1990. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. *Diário Oficial da República Federativa do Brasil,* Brasília, DF, 16 jul. 1990. Disponível em: http://www.planalto.gov.br. Acesso em: 29 abr. 2023.

BRASIL. Ministério da Educação e do Desporto. Secretaria de Educação Fundamental. *Referencial Curricular Nacional para a Educação Infantil.* Brasília: MEC/SEF, 1998. Disponível em: http://www.planalto.gov.br. Acesso em: 15 mai. 2023.

BRASIL. Ministério da Educação. *Base Nacional Comum Curricular.* Educação é a base. Brasília: MEC, 2018. Disponível em: http://www.planalto.gov.br. Acesso em: 20 jun. 2023.

CORACINI, Maria José Rodrigues Faria. A celebração do outro. In: CORACINI, Maria José Rodrigues Faria (Org.). *Identidade e discurso*: (des) construindo subjetividades. Campinas: Editora da UNICAMP, 2003, p. 197-221.

FERREIRA, Maria Clotilde Rossetti (Org.). *Os fazeres na educação infantil.* São Paulo: Cortez, 2000.

FOUCAULT, Michel. *Arqueologia do Saber.* Petrópolis, Vozes, 1969.

GARCIA. Carlos Marcelo. *Formação de professores para uma mudança educativa*. Portugal: Porto, 1999.

GREGOLIN, Maria do Rosario Valencise. *A análise do discurso:* conceitos e aplicações. São Paulo, Alfa, v. 39. p.13-21. 1995.

HALL, Stuart. Quem precisa da identidade? In: SILVA, Tomaz Tadeu da (Org.). *Identidade e diferença:* a perspectiva dos estudos culturais. Petrópolis (RJ), Vozes, 2000.

HUBERMAN, Michael. O ciclo de vida profissional dos professores. In: NÓVOA, Antônio. *Vida de professores*. Porto: Porto Editora, 1992, p. 33-46.

JOSSO, Marie-Christine. *Experiência de vida e formação*. 2. ed. rev. e amp. Natal: EDUFRN; São Paulo: Paulus, 2010. Tradução de José Cláudio e Júlia Ferreira.

KUENZER, Acácia Zeneida . O trabalho como princípio educativo. *Cadernos de Pesquisa*, n. 68, p. 21-28, 2013.

LIMA, Marilene Gomes de Sousa; BRAGA, Amanda; ALMEIDA, Laís Cavalcante; CORDEIRO, Ana Beatriz Albuquerque Aragão. A construção discursiva da identidade para ciganos em verbetes dicionarísticos. *Policromias* – Revista de Estudos do Discurso, Imagem e Som. Rio de Janeiro, v. 5, n. 1, p. 238-268, jan./abr. 2020.

MUNICÍPIO. Secretaria Municipal de Educação, Cultura, Esporte e Lazer. Conselho Municipal de Educação. Resolução n. 01/2017, de 16 de março de 2017. Aprova a Proposta Curricular da Educação Infantil para Rede Municipal de Ensino do Município. *Jornal Oficial do Município,* Município, RN**,** 22 abril 2017, p. 6.

NÓVOA, Antônio. *Vida de professores*. Porto: Porto Editora, 1992.

OLIVEIRA, Zilma Ramos de (Org.) *O trabalho do professor na educação infantil*. São Paulo: Biruta, 2012.

OLIVEIRA, Zilma Ramos de. *Educação Infantil:* fundamentos e métodos. São Paulo, 2002.

ORLANDI, Eni Puccinelli. *Análise do discurso:* princípios e procedimentos. 5 ed. Campinas (SP), Pontes, 1999.

PÊCHEUX, Michel. *O Discurso:* estrutura ou acontecimento. Tradução de Eni Puccinelli Orlandi. 3 ed. Campinas (SP), Pontes, 2002.

PIMENTA, Selma Garrido; GHEDIN, Evandro (Orgs.). *Professor reflexivo no Brasil:* gênese e crítica de um conceito. 3. ed. São Paulo: Cortez, 2005.

PIMENTA, Selma Garrido; LIMA, Maria Socorro Lucena. *Estágio e docência.* 8. ed. São Paulo: Editora Cortez, 2012.

RAMALHO, Betânia Leite; NÚÑEZ, Isauro Beltran; GAUTHIER, Clermont. *Formar o professor, profissionalizar o ensino:* perspectivas e desafios. Porto Alegre: Sulinas, 2003.

SANTOS, L. C. *Identidade ou identidades? Interfaces entre a psicologia social e a sociologia na análise da formação identitária de professores.* Dissertação (Mestrado). 2020.139f– Programa de Pós-Graduação em Educação Científica e Formação de Professores, Universidade Estadual do Sudoeste da Bahia, Jequié, 2020.

SARGENTINI, Vanice Maria Oliveira. O arquivo e a circulação de sentido. *Revista Conexão Letra*s, 9 (11), p. 1-30, 2015. DOI: https://doi.org/10.22456/2594-8962.55139

SILVA, Tatiane Moura da. As competências da BNCC e as tendências pedagógicas no processo de ensino/aprendizagem. *Pedagogia em Ação,* v.18, n.1 (1 sem. 2022), p. 187-198, 2022.

SOUSA, Ana Paula de; JOSÉ FILHO, Mário. A importância da parceria entre família e escola no desenvolvimento educacional. *Revista Iberoamericana Educación*, v. 44, n. 7, p. 1-8, 2008.

TARDIF, Maurice. *Saberes Docentes e Formação Profissional.* 2 ed. Petrópolis: Vozes, 2002.

VASCONCELOS, Geni A. Nader (Org). *Como me fiz professora.* Rio de Janeiro: DP&A, 2003.

WOODWARD, Kathryn. *Identidade e diferença:* uma introdução teórica e conceitual. In: SILVA, Tomaz Tadeu da (Org.). Identidade e diferença: a perspectiva dos estudos culturais. Petrópolis (RJ), Vozes, 2000.