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INVESTIGATION WITH TOÁ STONE

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Abstract: This article sought to investigate the Toá stone, better understand its use processes in the pedagogical practices of teachers at Sesc Ler de Guaribas, as well as analyze the possibilities of using paints and objects in the teacher's work in a process of hypothesis construction, appropriation of knowledge and experiments in their daily experiences in an investigative way of durability and textures that can be inserted with this natural product. Having as a theoretical basis E-book element of nature (2018), Sesc DN (2000), and Sesc DN (2020). Considering that the present study served as a means of understanding the use of Toá in teachers' pedagogical practices in order to make use of it in their artistic activities, where it was noticed that our students already knew this raw material and made use of it same as makeup and mumps medicine, but based on our experiences, we built new concepts and appropriated scientific knowledge, as this natural product is known scientifically as claystone. Therefore, we believe that our investigation with Toá was fundamental for the construction of new knowledge for both teachers and students, as a relationship was built with world knowledge and scientific knowledge, facilitating learning and contributing to training of the student.

Keywords: toá; teachers; students.

This article has as its object of study Toá stone, known scientifically as claystone, in a study for teacher training, we decided to experiment with different materials from our school's backyard to produce homemade paint, then we decided to try it and the result was amazing.

To achieve this, homemade paints began to be produced with just Toá stone powder and glue, mixing the two ingredients, creating a more intense color and remaining in a pasty form, with a chocolate brown color, with a consistency of hot brazilian chocolate truffle,

giving the idea of chocolate with condensed milk.

In view of this, new research was carried out on the diversity of colors that this region has in our region, we found that the colors, chocolate brown, orange, lilac, baby pink among others, thus produced different colors of homemade paints, which awakened in us a new source of research.

It was observed that the paint went through a hardening process, leaving a new stone in the shape of the container and that this was removed from the container without breaking and was left with an incredible shine, where the biscuit was produced.

With this, it began to be used in pedagogical practices in different productions, such as paint, objects, le biscuit, among others, since the observation and practical experiences were very productive with both children and adults, we began to include in our mentioned paint.

With the use of toá in our classes, our Youth and Adult Education students began to comment that this stone was widely used in our region as a medicine for mumps disease and makeup by women, where a student demonstrated the use of this like makeup on the coordinator.

Therefore, the paints began to be produced by the children and adults at our school. With this, it was possible to notice that the children were involved in the moments in a constructive, exploratory, curious, autonomous and shared way of materials.

Furthermore, they observed the mixtures of ingredients, the textures, the hardening process of Toá objects, the number of days it takes for the object to be ready, they also learned about the history of the use of Toá stone by the ancients of our region in a sensitizing way. All activities developed were designed through the sensitivity of the teacher's gaze and listening to children, young people and adults.

According to reports from our young and adult students, in the past there was no medical supervision and very few chemical remedies were used, as home remedies were used for every symptom they felt, so they started using toá paste with water to reduce swelling. that the mumps caused on the side of the face, where this medicine, according to them, improved the patient's condition.

To use toá as makeup, women looked for different colors of toá to use on different parts of the face, as powder, they used a nude color, as blush a reddish color, as eyeshadow they used lilac, bluish and pink, thus looking wonderful to party or to go out on Sundays.

It was observed that the women used the powder extracted directly from the toá stone without any mixture, according to them there were no changes such as allergies and other side effects, however, if they sweated the makeup needed to be removed, as their faces would be "blurred", that is, the compositions got mixed up and the beauty ended.

With this, he realized that Toá stone represented a life story for our students in a way unknown to most young people and children, where we held conversation circles to share the experiences of Youth and Adult Education students - EJA with the children Early Childhood Education and PHE (Criar Sesc).

In view of the investigations carried out with toá ink, we produced vases with glass bottles and strings, painted drawings on A4

paper, small canvases that were painted with gouache and produced le biscuit, where we observed that for each production the texture was different, in the paintings it was matte and rough, even on objects, that is, on canvases and biscuits it remained shiny and smooth, however, it can be said that this occurrence was verified by opening a new source of experimentation and observation.

With this, we tried the processes again and discovered that depending on the way in which the objects are exposed for hardening, the drawings and bottles absorbed the liquids from the glue, leaving it dry, while the containers of the other objects did not absorb them, when hardening occurred, it was as if the liquid rose and completely changed the frontal view.

It is considered that the present study served as a means of understanding the use of Toá in teachers' pedagogical practices in order to use it in their artistic activities, where our students constructed new concepts and appropriated scientific knowledge, as this natural product is known scientifically as claystone.

Therefore, we believe that our investigation with Toá was fundamental for the construction of new knowledge for both teachers and students, as a relationship was built with world knowledge and scientific knowledge, facilitating learning and contributing to training. of the student.

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