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THE DIDACTIC- PEDAGOGICAL TRAINING OF TEACHERS: CONFIGURATIONS, THEORETICAL BRANDS AND REPERCUSSIONS

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Abstract: The present research focused on the configuration of the subjects Didactics, Applied Didactics, Teaching Practice and Supervised Internship in the Curricular Pedagogical Projects of the degrees at the Federal University of Acre, in order to identify the movement of debates, disputes and redefinitions of the curricular designs. For that, a documental research was carried out, having as source the curriculum available on the university's website. The theoretical framework used was the authors: DIMAS (2008), GATTI (2015), LIBÂNEO (2015) and PIMENTA (2015). As a result of this research, we highlight that this cycle of curricular reforms was carried out in 2006 and 2008, with curricula updates from 2014 onwards. degree rather than an epistemological discussion about training conceptions and practices. There was a predominance of relativization about the nature of pedagogical subjects and the knowledge produced by the area of Education about the subjects and processes of school education.

Keywords: Didactics, Practice, Internship, Resume, Graduation.

INTRODUCTION

The reflection on the initial and continuing education of teachers is a theme present in the various spaces of academic and institutional debates, especially in recent decades due to the various educational reforms in the Brazilian context. The perspective of reform, very much in vogue in Brazil and Latin America, is neither new nor original. The need to reform, do it again, start over, present in various sectors of society, has a strong presence in the educational field, materializing itself in the actions and speeches of reformers. Thus, the thesis is reaffirmed that through school reform, society would be reformed. And so that the reform of the school can be carried

out, the infallible way is the reform of the formation and work of the teacher.

Having briefly highlighted this relationship between the rhetoric of reform and/or change with the movement of restructuring of society, we will seek to analyze in this research the permanence and changes in teacher training from the publication of the National Curricular Guidelines for Basic Education Teacher Training (DCNFP). Therefore, this research focuses on the investigation of curricular reforms carried out in the degrees at the Federal University of Acre (UFAC), from 2002 to 2017.

The focus of the study was the configuration assumed by the subjects Didactics, Applied Didactics, Teaching Practice and Supervised Internship present in the Curricular Pedagogical Project (PPC) of 15 degrees - Languages (Portuguese, Spanish, French, English and Libras), Mathematics, Physics, Chemistry, Biological Sciences, Physical Education, Philosophy, Geography, History, Music and Performing Arts: Theater; - in order to identify the movement of debates, disputes and redefinitions of the curricular designs of these courses.

Thus, privileging the analysis of the pedagogical didactic configuration expressed in the PPC proves to be significant because we assume the concept that the curriculum is not only a 'roll of subjects', but part of a training project for teaching prioritized by the bodies involved in the reform process. curriculum and the way it materializes institutionally. In addition to considering that the so-called 'pedagogical' disciplines effectively constitute spaces for learning about teaching in its theoretical, practical, ethical and methodological dimensions.

It is important to consider that this local context of reforms was strongly marked by the movement and legal redirection in the

field of teacher training with the publication of the DCNFP (2002), Specific Guidelines for Teaching Degrees and the National Curriculum Guidelines for initial training at a higher level and for training continued (DCNFIC/2015). The unfolding of these legal redefinitions required that the academic units carry out the reformulation of the PPC.

Assuming this conjuncture as materiality, we chose some study questions to guide the investigation: What tensions and/or impasses moved the curriculum reform process? How was the practical dimension of teacher training thought/structured? What new arrangements can be identified in the conception of internship as a component of training? What has changed in the didactic-pedagogical conception of teacher training? What outcomes can be identified as consequences of this cycle of reforms?

Thus, based on the study questions, we list the following research objectives:

- Mapping the pedagogical didactic configuration of the degree courses at UFAC in order to identify the changes assumed in the PPC in the period 2002-2017;
- Analyze the pedagogical didactic training in order to identify the concept of practice and internship incorporated in the training projects of the courses;
- Identify disputes, impasses and/confrontations between specific and pedagogical training in order to characterize the projects that resulted from this cycle of reforms.

The research was characterized by a documentary nature that resorted to primary sources, having the curricular matrix (current, previous active and inactive version) of the UFAC PPC, available on the university's website, as the main document of analysis. Proposals for reformulation of the pedagogical components of the training presented by the

Education area were also used, as well as the General Catalog of Undergraduate Courses and Internal Resolutions (UFAC).

Data collection regarding the curriculum matrix (current and previous active version) was carried out through a search on the university's website via Portal de Ementas, which allowed the organization and systematization of a database by degree. Thus, the database was constituted with the following items: name/code of the course; version of the curriculum matrix: active and current – per year; responsible academic unit; discipline code and nomenclature; offer period; workload; and menu. A qualitative analysis of the data was carried out, in the dialogue with DIMAS (2008), GATTI (2015), LIBÂNEO (2015) and PIMENTA (2015).

IMPASSES AND DISPUTES IN THE CURRICULUM REFORMULATIONS OF LICENSE DEGREES

Since 1987, at UFAC, initial teacher education has been guided by the Resolution Council for Teaching, Research and Extension - CEPEX/UFAC n.º 14/87, which defined the didactic-pedagogical configuration of the degrees in the institution, regulating to the subjects regarding: nomenclature, workload (CH), menus, justification, prerequisite and period (P) of the offer in the curricular structure. Table I presents part of this structure.

This configuration lasted until the year 2003, when the Education area unleashed a movement of curricular reorganization of didactic pedagogical training, assuming this activity as a relevant initiative and central dimension of academic activities in the area. The starting point in this process was based on the criticism of the training model in force, which was based on the logic of two overlapping blocks of knowledge in which the responsibility for training the teacher was

Subject name	CH	P	Pre-requirements
Introduction to Education	90	3°	
Educational psychology	60	4°	
General Didactics	90	5°	Introduction to Education; educational psychology
Structure and Functioning of 1st and 2nd grade Education	60	6°	
Applied Didactics	60	7°	General Didactics and Structure and Functioning of 1st and 2nd grade Education
Teaching Practice in the form of Supervised Internship	120	8°	General Didactics and Structure and Functioning of 1st and 2nd grade Education

Table I – Pedagogical training for UFAC degrees.

Source: Collection of Internal Standards /UFAC (1996)

reduced to pedagogical subjects, having as a basic assumption the understanding of that theory precedes practice and the internship positioned at the end of the course and understood as the application of theory.

Another important aspect to be highlighted concerns the dichotomous relationship between the area of Education and the specific areas of teaching degrees. This regulation did not break with the historically consolidated view, that only the area of Education would be responsible for the articulation between objects of knowledge and the didactic-pedagogical processes inherent to the formation of the teacher's apprentice. Meanwhile, the specific areas remained in the perspective of bachelor's training, in the centrality of teaching and research related to their objects of knowledge, without considering the specificity of teacher training. Theoretical discussions and impasses about teacher training were not configured as a local issue for the university, being linked to the movement of accumulation of national debate about the conceptions, locus and structuring contents of teacher training. Concomitant to this movement of revision of the initial formation, the Law of Directives and Bases of the National Education n.º 9394/96 (LDBEN) was enacted and, as a result of its implementation, the Resolution National Council of Education – CNE/CP n.º

01 was instituted. /2002 and with the number: 02/2002.

This scenario required the revision of Resolution CEPEX/UFAC No. 14/87, when the Education area mobilized to trigger discussions and reflections on the degree as a specific project. This process was provoked by the law, but also by the historical understanding of the area that the institutional format given to the degrees deepened the dichotomy between the two juxtaposed blocks of knowledge, characterized in a dual (de) formation, in which the The teacher's identity continued to be subsumed under the bachelor's degree. According to Gatti (2015),

“[...] the classic model that radically separates and fragments teacher training for different levels of education and different disciplines continues to predominate, with a reduction in knowledge and poor use in terms of cultural training (...)”. (GATTI, 2015, p.238)

After an intense debate about the new format of initial training in licentiates, the Education area submits the Common Pedagogical Training Project for UFAC licentiate degrees (PFPCCL/2003) to be analyzed by the University Council – CONSU. In terms of characterization, the project was organized in structuring axes, based on the following principles: 1. The school and

pedagogical work must be privileged objects of study investigation; 2. The constitutive knowledge of training and the construction of professional identity must be guaranteed and developed concomitantly and with equal importance throughout the training process; 3. The education of the graduate must have the public school as the central focus of his/her interest; 4. The theory-practice relationship must be the guiding axis of training in order to ensure the development of an investigative and problematizing posture of the school reality (PEPCL, 2003, p.19-21). In addition, the project contemplated two articulating nuclei (School Institution and Teaching Work; Investigation of Pedagogical Practice and Professional Development) of the subjects included in the curricular structure. It is noteworthy that the proposed axes and cores were guided by scientific studies and current educational legislation.

In the institutional process of the proposal, the positions were intensified, polarizing the perceptions and conceptions about the formation of the teacher, expressed in postures of defense of an 'irrelevance of the educational contents', and consequently, of the didactic-pedagogical dimension, understood as 'perfumery', and also, the uncompromising charge of the distribution of the workload in the degree. As a result of academic debates, the proposal was approved in October 2005, through Resolution CONSU/UFAC No. 06/2009, incorporating only some elements of the original proposal.

Subsequently, with the publication of DCNFIC - Resolution CNE/CP No. 02/2015, new configurations are produced in the field of teacher training, requiring the redesign of institutional projects for initial and continuing teacher training for Basic Education. In this scenario, old questions are taken up again and new ones emerge in the course of the debate within the university, in an intensification

of positions and competitive disputes in the political, educational and also epistemological fields.

In carrying out the process, a committee of teachers in the area of Education was formed, which adopted as a working methodology the organization of thematic sessions aimed at analyzing the objects listed in the resolution. In these sessions, the dialogue allowed the expansion of the debate, as well as the reception and systematization of the propositions arising from the thematic groups as guiding elements of the redesign of the proposal for teacher training. The outcome of this process resulted in the formulation of a stillborn project, as highlighted by the authors:

Despite the fact that the moment is favorable for curricular reformulation actions, driven by the publication of the new Teacher Training Guidelines and by social demands, the contradictions experienced internally between some teachers in the area of Education and the Dean of Graduation/UFAC, the project was stillborn. That is, having been officially forwarded for internal consideration by the education area, the proposal was peremptorily denied on the grounds that the deadline established by the decree establishing the commission responsible for the proposal was out of time. Therefore, the opportunity to examine and debate the collectively constructed proposal was denied, revealing the blind corporatism that reproduces the conservatism of the university and that compromises advances and makes innovative curricular projects unfeasible. (MACHADO, LIMA & FARIA, 2016, p.81)

Thus, the didactic-pedagogical configuration materialized in the degrees remains structured based on CNE/CP Resolutions No. 01/2002 and 02/2002, aggravated by the fragmentation and diversification in the curricular structure of the pedagogical training components.

CHANGES IN THE TEACHING-PEDAGOGICAL TRAINING ASSUMED IN THE PEDAGOGIC PROJECTS OF THE LICENSE DEGREES IN THE PERIOD OF 2002-2017

In this section we will examine the didactic-pedagogical formation assumed in the curricular structure, in particular, in the subjects of Didactics, Applied Didactics, Practice and Supervised Internship, subjects traditionally taught by teachers in the area of Education.

The examination of the curricular matrices in the current and previous active versions shows that, in a preponderant way, the curricular reforms were carried out in the years 2006 and 2008 in a first movement. Most courses carried out an update of the curricula from 2014 onwards, based on discussions held within the colleges of the degrees, without an in-depth evaluation process of the curriculum in force. Thus, in Table II, we present the approval period for the versions of the curricula of the degree courses and their execution.

The movement of curricular reformulations that took place in this period was marked by an intense dispute over the amount of hours that would be offered in the components of pedagogical training, especially in the practical components and curricular internship. The issue that really affected the reformulation of the degrees concerns the academic link of the workload of 400 hours of practice and 400 hours of supervised internship and how this implementation would be by the academic units.

With regard to the organization of the practical component, it was diluted in the pedagogical and specific disciplines, while the internship component was claimed and incorporated into the academic units to which the specific training is linked. An important

fact to consider is the absence in these units of studies and research focusing on teaching and learning processes and knowledge of the educational field. Corroborating this analysis, Gatti (2015) argues that:

We assume an assumption: that teachers, to be professionals and not sudden, essayists or quick fixers, need to be bearers of knowledge about the educational field and about practices relevant to this field, and more, they need to have, in addition to their scientific training, a training humanist, so that they can become master teachers. [...] The concept that anyone can be a teacher as long as they have a minimum of knowledge is still present both in society in general and, especially, in academia. (GATTI, 2015, p.231).

The data show that of the 15 (fifteen) courses, only four degrees – Performing Arts, Philosophy, Mathematics and Chemistry continued to offer supervised internships under the responsibility of the Education area linked to the Center for Education, Letters and Arts (CELA). The other courses (cf. Table 02) took over this component without making changes in the content and workload of the menus that were offered by the Education area. The modification was only in relation to the coding of the course offering. In other words, they incorporated supervised internship activity as an element of workload, without reflecting on the necessary knowledge of this activity in the training of teacher apprentices.

Another impact of these changes was the performance of activities developed in the internship field – the school. The absence of internship planning, the concentration of intern students in the same school, the lack of supervision and monitoring of teaching activities, produced as consequences a tension in the relationship between university and school and the commitment of training. From a different perspective to this internship format, Pimenta's conception (2015) stands out:

COURSES - GRADUATES	CURRICULAR STRUCTURE	
	PREVIOUSLY ACTIVE	CURRENT
Performing Arts: Theater	2008	2009
Biological Sciences	2006; 2008; 2011	2017
Physical education	2006	2008
Philosophy		2008
Physics	2005; 2008	2010
Geography	2006; 2008	2014
History	2003; 2006; 2008	2014
Idioms (Portuguese, Spanish and French)	2006	2008
Idioms – English	2006	2014
Idioms – Sign Language		2014
Math	2004; 2008	2012
Music	2009	2010
Chemistry	2005; 2008	2012

Table II – Curriculum structure of degrees per year of reformulation.

Source: <https://portal.ufac.br/ementario/cursos.action>.

We understand the internship as a field of knowledge that involves studies, analysis, problematization, reflection and proposition and solutions for teaching and learning and understanding the reflection on pedagogical practices, teaching work and institutional practices situated in a historical and cultural context. In this sense, it is characterized as a mediation between training teachers, students in progress and school teachers. (PIMENTA, 2015, p. 91).

As for the practical dimension of training, ‘practice as a curricular component’ was structured in the Education area’s proposal in three subjects called Research and Pedagogical Practice - IPP I (75h), II and III (60h each), characterized as an investigative activity on the study of everyday school life (school and classroom management), in conjunction with didactic-pedagogical and specific knowledge with the issues observed in the school context. This is the format given the legal requirement

of insertion in the professional field (school) from the beginning of the course through the articulation of theory and practice.

The understanding of the theory-practice relationship that prevailed in the configuration assumed by the UFAC degrees, intensified the dichotomy between knowledge of the specific area and knowledge of the pedagogical area. The distribution of practical hours in specific disciplines prevailed, carried out in accordance with the ‘understandings’ of the course collegiate. In other words, there is an arrangement treated only on the basis of the arithmetic dispute over workload for academic units, bypassing any epistemological debate on the training possibilities and theoretical-methodological nature of this curricular component.

In terms of the distribution of the Research and Pedagogical Practice component by the academic units, it was distributed as

follows: five courses (Mathematics, Languages Portuguese, French, Spanish and English) redefined the nomenclature and content of this component, incorporating it under its codification; one course (Physical Education) kept the IPP subjects linked to the Education area; three courses (Philosophy, Music and Performing Arts) maintained two subjects (75h and 60h) linked to the Education area; and, six courses (Geography, History, Physics and Libras – 75h; Chemistry and Biological Sciences – 60h) maintained only one subject linked to the Education area.

When analyzing the format given to the practical dimension in this curricular configuration, it is not a matter of corporately claiming the primacy of the Education area in the articulation of teaching knowledge mobilized in the relationship between the training field (university) and the professional field (school institutions). But the understanding that resignifying the practical knowledge of teaching implies understanding them in the development of a pedagogical, intentional, systematic and social practice. In this perspective, it is reaffirmed that the position that the formation of Basic Education teachers requires the definition of a collaborative and shared project, assumed by the various fields of knowledge. As highlighted by Gatti (2015),

[...] we do need to solidly train teachers of basic education, taking into account the knowledge constituted in the field of education, the humanitarian values so valuable to a constructive social life. Teachers of any level or educational modality cannot only be improvised in contemporary conditions, but their training cannot be thought of only from the sciences/disciplinary areas, as an addendum to these areas, but needs to be thought and carried out from a perspective philosophy and ethics and the social function proper to basic education, school and schooling processes. (GATTI, 2015, p. 232).

In relation to the Didactics and Applied Didactics components from these new configurations, what appears in the current versions of the licensure courses is characterized by the diversity in the offer of this component, as we can see in Table III.

From the point of view of a teacher training curriculum, the absence of the Didactics component in a degree (Chemistry) is obvious, as well as the random choice of Didactics and Applied Didactics to compose the list of subjects in the curriculum. In other words, this demonstrates the lack of clarity about the importance of this discipline in professional training, as Libâneo (2015) emphasizes “this discipline is at the center of the professional training of teachers. It is up to him to formulate theoretically and practically the professional knowledge to be mobilized for the professional action of the teacher.” (p.40). Thus, the focus on Applied Didactics shows an instrumental and operative understanding of this discipline, relativizing the area of knowledge that traditionally investigates the teaching and learning process. Therefore, teaching as an intentional activity requires the teacher’s apprentice to understand about planning, evaluation and monitoring actions in the classroom.

Corroborating this line of argument, Damis (2008) points out that:

For Didactics, now characterized as content-form, it becomes of fundamental importance to understand and analyze the determinations and relationships that occur between society and school, through teaching. In this case, considering that the teacher, when defining his way of teaching, also defined an implicit pedagogical content, the treatment that reduces Didactics only to the operationalization of ‘how to teach’ is overcome by the understanding of the implicit content in the way of teaching. (DAMIS, 2008, p. 31)

ÁREAS	Didactics	Applied Didactics	Didactics and Applied Didactics	Without offer
COURSES	Physical; Sign language;	Portuguese, English and Spanish lyrics; Geography; Math; Philosophy; Physical education; Music; Performing Arts;	French letters; Biological Sciences; Story;	Chemistry

Table III – Offer of Didactics discipline in undergraduate/UFAC.

Source: <https://portal.ufac.br/ementario/cursos.action>.

The effect of fragmentation and random choice of Didactics and Applied Didactics disciplines resulted in the reaffirmation of the position of irrelevance of educational contents, understood as 'hierarchically inferior' and relegated to academic illegitimacy, as well as the intensification of positions of groups involved in the process - Education area and specific areas -, in the denial of dialogue and training co-responsibility between the areas involved in the training itinerary of teacher learners.

This process resulted in an institutional policy that was not able to overcome the dichotomies that permeate the area of teacher training, since the principles and conceptions that guided the original proposal were disregarded as a whole, producing mere punctual arrangements in the menus that did not they ensured an internal articulation in the configuration of the new curricular designs, emptied in their political and formative sense.

FINAL CONSIDERATIONS

In light of the requirements for implementing curriculum guidelines for teacher training, the university unleashed a cycle of reforms in the curricula of licensure courses. This cycle took place in an incisive way in two moments, the first being promoted by the area of Education, which triggered intense debate in the deliberative bodies

of UFAC around a project of pedagogical training common to the degrees. The second moment took place within the collegiate bodies of the courses, marked by the influence of specific areas of training.

The debate can be understood much more as a competitive dispute for workload within the courses than an epistemological discussion on training concepts and practices. There was a predominance of relativization about the nature of pedagogical subjects and the knowledge produced by the area of Education about the subjects and processes of school education.

As the main results of this investigation on the pedagogical didactic training in the curricula of the licentiates, we can highlight:

- The new format given from the review process of the university's internal legislation did not overcome the dichotomous formation between specific knowledge and pedagogical didactic knowledge;
- The supervised internship as a component was removed from the coding of the Education area and incorporated into the academic units responsible for the specific areas;
- Regarding the component of practice, the subjects of the curricula were segmented and incorporated only as practical credits and losing the sense of investigation of pedagogical practice understood as intentional and social practice;

- Regarding the area of Didactics, the option for Applied Didactics predominated in the PPC, understood as a component that would ensure the instrumental and operational dimension of the pedagogical work.

In this reform context, the difficulty in defining a teacher training project produced a potentiating effect on situations of malaise,

conflicts and the fraying of academic relationships. Added to this situation is a productivist logic that generates among its academic agents impatience for the debate, the unwillingness to dialogue, intolerance with divergent thinking tending to result in the weakening of collegiate bodies contrary to the specificity of the university.

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