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TEACHING SUBJECTIVITY: APPROACHES TO THE THEME

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Abstract: This work presents some perspectives on teacher education, knowledge and the teaching profession. At first, we make a bibliographical incursion with the purpose of understanding the process of formation and construction of teaching knowledge, we bring for analysis, authors such as: TARDIF (2002), NÓVOA (1992), GATTI (2014), among others, knowing that we do not exhaust here all the contributions of authors, national and international, on the referred theme. For a second moment, still dialoguing with the referred authors and incorporating new perspectives, we will discuss the issue of teaching subjectivity and its influence on the construction of a teaching career. Knowing that teachers have their personal and professional life history, we understand that the construction of teacher professionalization is intertwined with the events that permeate their training process. The teacher is a historical-social subject and, as such, his experiences will compose his professional trajectory.

Keywords: Teacher training; Subjectivity; Professionalization.

INTRODUCTION

The diversity of relationships established in everyday school life makes the teaching profession a great challenge. In this context, being a teacher, his training and his knowledge, has been the subject of several studies and research from different perspectives.

There is a vast literary production on the issue of educational reforms and the teaching profession. Currents defend greater control in training and teaching work, others advocate greater autonomy for teachers. In the first, we find a tendency towards professional qualification as a criterion for career advancement. In the second, there is the proposal to control the teacher's performance, based on the results of the students.

From the point of view of initial and continuing training, there are many programs and laws implemented in the country in recent years, thus intending to improve the training process on the part of higher education institutions (HEIs). Teacher training is not limited to initial training, it takes place throughout your life.

Without wanting to exhaust the debates on the subject of teacher training here, we want here to initially establish a dialogue with the publications found and then analyze the specific point about the opinions found regarding the issue of teacher subjectivity.

TEACHER TRAINING AND KNOWLEDGE: DIALOGUE WITH SOME AUTHORS

Much has been discussed about teacher training. There are many works that present discussions about the mediations between teacher training and performance, the dynamics of professional practice, know-how and know-how, classroom management, the question of internships and the Institutional Scholarship and Initiation Program. Teaching (PIBID), appreciation of the professional, among others. We will bring here the symmetry found between the studied authors, in an attempt to select their main discussions.

Nóvoa (1992) highlights the need for a turnaround in teacher training. Suggesting 4 proposals for this to be consolidated: 1) teacher training from within – teachers must participate in their training; 2) valuing the teacher's knowledge – highlighting teaching as a creative activity, in which teachers reflect on their practice and experience in a collaborative way; 3) creation of an organizational reality – teacher as a collective, in a dialectic and collaborative construction; and 4) reinforcement of the public space in education – that the school share the mission of teaching with other social instances.

The school is a social institution, deeply marked by the culture in which it operates (SANTOS, 2010). It constitutes a social space in which, despite the conflicts and contradictions, creation and recreation are still allowed. For Tardif (1991) professionalization depends on the ability to invest, integrate and mobilize knowledge. The radical transformations in the relationship between educator and student mean that the teacher's knowledge is no longer the center of attention. Thus, considering the classroom as a space for variable and transitory situations,

... they therefore require, from the teacher, not knowledge about the object of knowledge, nor knowledge about the practice and destined mainly to objectify it, but a capacity to behave as a subject, actor and to be a person in interaction with other people. (TARDIF, 1991, p. 228).

The teacher is between the dilemma of how to teach and what to teach. In this sense, Lélis (2001, p. 43) highlights “the valuation of practice as a place for building knowledge”, thus questioning the place of theory and practice in teacher education. The teacher plays a key role in the transmission of erudite knowledge “by expressing in an elaborate manner the contents of popular culture that comprises their interests” (Idem, p. 46).

The teaching-learning process is always relational and demands human and material conditions for its realization. These conditions directly interfere with the teaching activity and are associated with the quality of the school that society wants to have. Likewise, the conducts and practices included in the educational-pedagogical process directly imply the quality of education. It is necessary to consider the school as a place of interdependence of its structures and socio-historical construction (SANTOS, 2010).

Vaillant (2010) points out that to be a good teacher it is necessary to master the disciplines, pedagogical knowledge, didactic knowledge

of the content and establish where and to whom to teach. Also highlighting, “becoming a teacher is a long road”. Between training and being a teacher, there is a path marked by a series of factors that are built throughout the career.

Zeichner (2010, p. 485) considers the “teaching practice as a place of problematization”, reinforcing the lack of connection between training and practice. Leaving the application schools and hybrid spaces as suggestions, in which the teaching experience must be considered bringing it into the university. The university would be like a laboratory for exchanging experiences and experimenting with students.

Nóvoa (2017) proposes that new teachers go through a transition period, where experienced teachers would be responsible for welcoming newcomers. Nóvoa (2017, p. 201) must “build conducive environments for learning and socializing the profession”, calling attention to institutional and professional co-responsibility.

Gatti (2014) presents us with the disparities between freshmen in degree courses and the number of graduates, also placing his concern with training in the distance learning modality and the way in which these have been developed. Further stating that Pedagogy courses have fallen by half, attributing this problem, in part, to the disparity between theory and practice,

Professional training, in addition to academic training, requires a permanent mobilization of knowledge acquired in work situations, which will constitute subsidies for training situations, and from these to new work situations (GATTI, 2014, p. 39).

For the author, training is panoramic, fragmented and reduced. Internships are inconsistent and need to be considered from an ethical and moral point of view. Thus criticizing the expansion of access to education without

maintaining its quality. Complementing this line of thought Shulman (2014) points out that the knowledge accumulated with practice is lost and does not become accessible to current and future professionals. Considering the act of teaching as a process composed of steps: comprehension – transformation – instruction – evaluation – reflection – new understanding.

Here we highlight PIBID, which emerged in Brazil with the intention of encouraging young people to pursue a teaching career, as part of a national career enhancement policy. PIBID has brought great contributions to fostering and expanding the debate about teacher training, pointing to the way in which it has impacted teaching networks at the Basic Education level (ZEICHNER (2010), GATTI (2014), NÓVOA (2017), ANDRÉ (2016)).

Studies on PIBID show that the school becomes the privileged *locus* of knowledge. As pointed out by Nóvoa (1992), there is a need for training referenced at school, based on concrete cases, combining technical and methodological knowledge of higher education institutions with knowledge of practice, of the experience of primary school teachers. As evidenced by Santos (2010), dialogue and collective work are indispensable conditions for the training of teachers, who can understand the social responsibility of the profession.

In this sense, Tardif (2002) helps us to understand the construction of teaching knowledge, explaining that teachers build knowledge, form and transform themselves throughout their professional trajectory. This involves the articulation of a plurality of knowledge: the knowledge of pedagogical training (derived from the education sciences), the disciplinary knowledge (derived from the university), the curricular knowledge (derived from the curriculum developed by the school institutions where they work) and

the experiential knowledge (from the exercise of the profession).

Nóvoa (2000) assigns a special place to a topic that is much discussed in research on teaching knowledge: their life stories. Teacher education is considered a continuous process, which occurs throughout their lives. This process is correlated with their personal and professional lives, school contexts and educational policies. Thus, the construction of the teacher's identity occurs throughout their life and new entrants into the career carry with them the entire history of family, social, political experiences and formative processes in the observation of their education teachers throughout their lives. academic. In this sense, we now analyze how the question of subjectivity interferes with being and becoming a teacher.

SUBJECTIVITY IN TEACHER TRAINING

For Mizukami (2013, p.23) the process of learning to teach and be a teacher, as well as developing professionally, is long. They will start before the formative space of the degree courses and continue throughout life “fueled by different professional and life experiences”. This way, this approach prioritizes the role of the subject in his/her formation, the person himself is formed by appropriating his/her school life course (NOVOA, 1988). Experience highlights the way in which knowledge is forged in concrete situations and how it develops in events. Therefore, teacher training is an activity closely linked and mixed with elements of their tradition, culture and worldview.

For Sacristan (1996), the construction of teachers' subjectivity has its interfaces in the schooling process, consisting of categories, rules, discourses, norms and languages that structure their actions and are based on social and normative judgments that make

up the school, being socially constructed and historically determined.

The norms are silently positioned in teaching discourses, reproducing classification systems that gradually integrate the teacher's subjectivity, in order to build purposes for their action. According to Nóvoa (1992) schools were used by the State to assimilate immigrant culture, promote religious doctrines, spread the national language and disseminate political and economic values of the ruling class. All of this was incorporated into teaching knowledge and practice.

Tardif (2002) considers that teachers do not have a single source of knowledge, their conceptions are also influenced by programs and legislation that, not produced by teachers, being external to the profession of teaching, are mechanisms of pedagogical ideologies of imposition and inculcation of dominant culture.

Ideologies appear in teaching processes since these rules, values, social norms and traditions structure the actions and thoughts of teachers, becoming elements from which teachers issue professional judgments, which they begin to assimilate and internalize.

Social life offers a personal and professional guideline, based on conditions of its existence, values, attitudes and behaviors that have repercussions on teachers' daily lives, reaching their subjectivity and sociability (LÉLIS, 2008). Also according to Arroyo (2000),

Few jobs and social positions can use the verb *ser* so appropriately. Few works identify so much with the totality of personal life. School times invade all other times. We don't manage to separate these times because being a teacher and teachers is part of our personal life. (ARROYO, 2000, p. 43).

The experiences allow teachers to have a perception of themselves in the face of the situation they are in: they recognize their beliefs, expectations, values and attitudes, reflecting on them. Thus, they find

opportunities to get out of complex situations in which they often find themselves in their school contexts.

The teacher's work is complex and demands articulation to manage what is presented in the organization of the pedagogical work of the school and the classroom. Managing a class is dynamic and complex. We agree with Tardif (2005) when he states that the professional knowledge of teachers is plural and temporal, acquired by processes that cross the history of personal and professional life, this knowledge incorporates thinking from their life stories in an emotional, affective sense and interpersonal.

Gatti (2015) highlights that training based on changes in cognition and practices has revealed that the conception that, by offering information and content, working only on the rationality of professionals, aiming at mastering new knowledge, will produce changes in their postures and ways of acting, but this essentially intellectual conception is not enough to perceive teachers as individuals with subjectivity and personal and professional identities. They are subjects who will produce different meanings without their learning and teaching processes, in which they will integrate their social and affective conditions, their thoughts and emotions, which is why some programs have been shown to be ineffective.

The way teachers learn and teach also provide us with meanings of how these thinking subjects are situated, how they produce their emotions in different teaching and learning situations, at different moments of their lives. Experiences can be defined as security or insecurity, interest or disinterest, enthusiasm or disillusionment, motivation or demotivation, etc. The affective framework interferes with teaching practice.

In the work developed by Santos (2010), we can perceive moments in which the subjects recognize themselves, from the other, leading

them to delimit their spaces, that is, spaces in which they find congruence with themselves in the situation in which are facing. As a result, moments were found when teachers are faced with their subjectivities and, therefore, can recognize their own beliefs, values, expectations and attitudes, reflecting on them. We also noticed subjects entering their affective state, which permeate their processes of learning and teaching, repositioning themselves before their practices and their students.

In the teaching-learning processes, teachers are faced with affective involvement with their students, with their difficulties and with their own difficulties. Finally, the affective also permeates these relationships. To deny this interaction would be to turn one's back on any possibility of transforming teaching action. The facilitating spaces or spaces for exchanging experiences are also places for the production of meanings, in which subjects can reorganize their lives and their teaching activities, contributing to the improvement of the quality of teaching actions. It becomes necessary to understand the construction of subjectivities and identity of teachers, it is necessary to find a way to deal with the complexity contained therein.

FINAL CONSIDERATIONS

Recognizing that the teacher is not just a professional who transmits knowledge produced by others, is to make him a subject who assumes his practice from the meaning that he himself gives to it. Teaching practice cannot be seen only as a space for applying theory, but a space where teachers are faced with unique, unpredictable and complex situations, in which it is necessary to make use of specific knowledge from their experiences, focusing on their subjectivity and shaping their attitudes and decision-making.

The meanings that teachers produce in

their process of learning and teaching are permeated by their emotions. The effectiveness of teacher training depends on understanding that these are not abstract or essentially intellectual beings, but beings with personal and professional identity, which come from their knowledge, culture, values and attitudes.

The teaching professional's knowledge is closely related to the interactive nature of this profession. It is an eminently social profession. This professional knowledge is built throughout the training process and must allow this professional to make judgments, decide in situations that are often odd.

We can conclude that the teaching professional development is effective through: the pedagogical scope, more directed to teaching and classroom management; the personal scope, which implies knowledge and understanding of oneself; cognitive scope, which involves the process of acquiring knowledge and the ability to process them; and yet, in the reflective scope, which involves continuous reflection on their practice.

Knowing that teacher training takes place throughout life, permanent teacher training must be considered as a possibility for practical-theoretical reflection, as an exchange of experiences between equals, as articulation with work projects, as a critical stimulus for facing problems of the profession, as a process of institutional innovation.

We realized here that teacher training is not only technical or methodological, the subjectivity of the subjects must be considered as one of the pillars of their training. The teacher is also a learner of the process and brings with him the marks of his school experience, as a student, whether they are good or bad memories of school. Therefore, becoming a teacher requires a deep reflection on your own learning processes, who your teachers were and what marks they left in your experience.

Some situations in the act of teaching bring out the subject's subjective senses. It is not possible to leave the personal outside the classroom, no matter how professional the teacher is, personal and professional merge into a single person. Subjectivity is an individual and social construction, the two spaces interrelate, enabling the subject's transformation and protagonism.

Only the methodological instrumentalization is not enough to guarantee the students' learning, it is necessary to be always attentive and to rethink

the teaching practice. It is often necessary to put yourself in the other's shoes and try to understand how the student learns, seeking life and professional experiences in order to become a teacher. Becoming a teacher requires an enormous will to constantly build and rebuild yourself, adapting your methods and experiences to the reality of your students and the school. Currently, the challenges of the teaching profession are increasingly challenging and require continuous training of these professionals.

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