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## TRAINING FOR TEACHING WORK IN PROFESSIONAL AND TECHNOLOGICAL EDUCATION IN TIMES OF INTENSIFYING NEOLIBERAL POLICIES

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**Abstract:** In recent decades, Professional and Technological Education has been constituting itself as an epistemological field, an expression of neoliberal policies triggered in the context of productive restructuring. In this context, in the midst of the expansion of educational policies for the training and work of the working class, it is necessary to consider the capitalist mode of production, the social division of labor that organizes and determines the condition of social class in the societal set and, certainly, of public policies for education, disputed within class struggles. It is in this set that the interest of this research is placed in questioning: how do educational policies for teacher training determine teaching work in Professional and Technological Education, under the intensification of this hegemonic neoliberal agenda? Therefore, in order to answer it, it was anchored in the theoretical-methodological assumptions of the historical-dialectical materialism of Marx and Engels. The research methodology of the exploratory documentary qualitative type was used, whose investigation processes are constant in the policies set forth by the norms and regulations, in the time frame (2016-2021). And, as for the central objective, we sought to analyze educational policies, demanded by public policies that contribute to the formation of teaching work in Professional and Technological Education, in the context of the intensification of policies of the neoliberal agenda in the midst of the COVID-19 pandemic.

**Keywords:** Formation. Work. Teaching. Professional and Technological Education. Neoliberal policies.

## INTRODUCTION

Dealing with the precariousness of teaching work, in times of neoliberal policies, it becomes inevitable and necessary to question the sphere of educational policies, which, in

the particularity of this work, sought to enter the scope of legislation and the objective conditions of work of teachers, in a context crossed by the adversities of the COVID-19 pandemic. In this sense, Bourdieu (1998) considers that it is possible to verify “clearly that precariousness is everywhere today, in the private sector, but also in the public sector, where temporary and interim positions have multiplied” (p. 72).

In this sense, we understand that the intensification of the neoliberal agenda in the country has been promoted since 2016, promoted, among others, by CNE/CP Resolution Number: 2, December 20, 2019, by CNE/CP Resolution Number: 01, of 5 of January 2021, by Law number: 13,467, of July 13, 2017. The crises between 2016-2021, the correlations of class forces and the disputes in the educational agenda, since the parliamentary coup of 2016, were exposed to frame the country to the neoliberal agenda in the restructuring of capital.

In the following sections, it is intended to explain these correlations of forces and the disputes around policies for teaching work, in the field of professional and technological education.

## EDUCATIONAL POLICIES AND TRAINING FOR TEACHING WORK IN PROFESSIONAL AND TECHNOLOGICAL EDUCATION 2016-2021

In the time frame, after the impeachment of former President Dilma, former President Temer who declared himself contrary, but did not resign, rather diverged in his actions in relation to his speeches, thus confirming the alignment with the neoliberal agenda. According to Dourado (2019):

The rise of Michel Temer to the presidency of the republic in 2016, after the impeachment and supported by a process of changes in

close articulation with the demands of capital, was carried out through a correlation of forces aimed at the naturalization and expansion of the appropriation of the public fund by capital and, again, by the opposition to social conquests - especially those resulting from the Federal Constitution of 1988 - expressed by neoliberal adjustment policies. (p. 9-10)

During this period, the *Science without Borders* program and the *Student Financing Fund* (FIES) ended due to failure and unsustainability of the policy. It even promoted reforms: labor, social security, tax, environmental and Law Number: 13,415, of February 16, 2017, which restructures secondary and vocational education, in the supposed argument in favor of the proletariat.

The class of teaching workers was and is in apprehension, due to policies related to training and the transnational movement of multilateral organizations, which want to see the workforce naturalized (EVANGELISTA, 2021). In view of the political-economic crisis, investments are reduced, implying in the quality of training and in the working conditions of teachers in Professional and Technological Education.

Between 2020-2021, the COVID-19 pandemic began, and the political-sanitary crisis, already in place, evolves and is anchored in the intensification of the public health problem. CNE/CP Resolution Number: 02, of December 10, 2020, instructed the public-private educational community, until the end of the calamity.

In the meantime, several ministers from the executive staff were replaced by the government. There were actions of Xenophobia in blaming China, attributing it the status of creator of the pandemic. Meanwhile, in Brazil, science is rejected with the offer of the COVID-19 kit, demonstrating the State's lack of commitment in confronting it, putting teachers and students in the country at risk.

The reflections on Education, within this

context of the political and social crisis promoted by COVID-19, in addition to unemployment, misery, hunger, it was also verified, through Bill Number: 3,179, of February 8, 2021, the discussion of the Homeschooling modality, which gained momentum through digital platforming.

Ordinance Number: 376, of April 3, 2020, institutes classes in technical professional education courses at a secondary level, in the condition of remote work, and after, hybridity, responsible for removing from the State its responsibility to provide the teach the population. Action resulting from the aftermath of the crisis "a genetic mark of capitalism, it sharpens them" (FONTES, 2017, p. 414).

### **THE MULTIPLE DETERMINATIONS OF NEOLIBERAL POLICIES DEMANDING THE TRAINING AND WORK OF PROFESSIONAL AND TECHNOLOGICAL EDUCATION TEACHERS**

In view of the above, the lead to precariousness and, to social apartheid, is understood in the portrait of the State that serves the industrial capitalist hegemonic bourgeoisie at the counter, as evidence of the political, economic, health and social reflex, in which the pedagogical policy is found guided by the intensification of the neoliberal agenda.

In its pragmatic form, the state serves the interests, needs and values of the market and production. On the other hand, education and capitalism are mutually dependent on the teaching worker, as it needs this workforce to maintain control over the capital that encourages professional training to instill the concepts of "multipurpose teacher, entrepreneur, protagonist, innovator, effective, grade 10, empowered" (EVANGELISTA; SEKI, 2017, p. 20).

Therefore, thinking about educational

policies and, in particular, training for teaching work in the Professional and Technological Education modality, departed from the considerations of Hofling (2001) “The State in action is the State implementing a government project, through programs, of actions aimed at specific sectors of society” in which what the policies express are understood.

This way, it is already understood that the class of teaching workers is clearly confronted by policies related to training and by the transnational movement of multilateral organizations, which want to see the exhausted workforce naturalized (EVANGELISTA, 2017).

The bourgeoisie not only took the decadent economic power of the feudal aristocracy, but also of political power, thus assuming control of the State to parasitize the work of others and, according to Marx:

The bourgeois order, which at the beginning of the century placed the State as a sentinel to guard the newly created plot and fertilized it with laurels, has become the vampire that sucks the blood from your heart and the marrow from your brain and throws them into the cauldron. alchemy of capital (MARX, 2011, p.146-147).

In view of the above, one understands the lead to precariousness and, to social apartheid, a portrait of the State that serves the hegemonic industrial capitalist bourgeoisie at the counter and that has produced uberized teaching work (ANTUNES, 2022). It even portrays the objectification of economic policy in the midst of health and social chaos, in which educational policies are based on the intensification of the neoliberal agenda.

In this sense, we understand that the multiple determinations of neoliberal policies for the training and work of teachers for professional and technological education are located in the set of CNE/CP Resolution Number: 1, of January 5, 2021, guidelines for secondary and professional education,

together with CNE/CP Resolution Number: 02, December 20, 2019, as it addresses the logic of competencies, skills, epistemology of practice, and linked to the National Common and Curricular Base distributed in 10 (ten) general competencies ( MEC, 2018).

This strategy of concealing the absence of educational policies for the initial and continued training of education professionals, both for basic education and for the Professional and Technological Education modality, is taken, by legal determinations in the lightened, shallow form of political, ethical contents, aesthetic, pedagogical, sociological, philosophical and plastered to the determinations of the BNCC.

The BNCC enforces compliance in public-private institutions. However, in the public ones, it is favored as a manager, when it offers courses, promotes changes and approves the decisions imposed by Law 13,415, of February 16, 2017, a precursor to arguments in favor of notorious knowledge.

It characterizes the strategy of concealing the absence of educational policies for teacher training, both for basic education and for Professional and Technological Education. Well, the rules for the adoption of notorious knowledge in public-private universities and academies are set out in Law number: 9.394 of December 20, 1996.

While, in CNE-CP Resolution Number: 01, January 5, 2021, in art., including workers with a technical and professional level diploma, based on previous experience in a core area, which, based on previous experience in a core area, guides the curriculum.

Even when associated with intensification by uberization or digital platformization, that being said, in line with the precariousness of employment contracts, through teaching uberization, among those who perform teaching work, there is demotivation and illness, in the face of precariousness, based on the quick

phrase from the drawing of Hardy Har Har<sup>1</sup> “Oh dear, oh life, oh bad luck, this is not going to work!” (HANNA-BARBERA, 1962). It is in this condition that workers and teaching workers present themselves, on a daily basis, but, in the contradiction of precariousness is devaluation.

Furthermore, bringing to this debate the assertions that, from the precariousness of teaching work, changes in the world of work matter, from the Subjective Flexibilization approach inserted in a historical movement that aims at the reconstruction of the capitalist accumulation regime, in which historical materialism- current dialectic, composes the precariousness and intensification of work (KUENZER, 2008, p. 33; 234).

In these attempts to naturalize these practices related to what has already been said, based on policies and their legitimations, it is loaded with ideologies to ensure that the dominated remain in this condition “if you want rights, if you fight against exploitation, you will have unemployment and informality for everyone; do not question the news and behave well, because the exit is individual and only depends on you” (FILGUEIRAS, 2021, p. 117).

## FINAL CONSIDERATIONS

In view of the above, it is vital to understand the dynamics of interclass disputes, and the analysis of the route won so far (FILGUEIRAS, 2021). It is noticeable that both training and teaching work are subject to social inequalities determined by class differences. Such postulations make it possible for there to be continuity in the class struggle, in favor of a comprehensive, humanized and emancipatory education, in the sense of the progressive agenda of education in the country, based on the fullness of the development of people, of the human being. But this is contradictory! How to be free to think, and at the same time have hindered knowledge, in favor of

1 Animation in which Lippy was a lion, always walking in the company of her friend Hardy, a pessimistic hyena who had chronic and profound nervous depression.

a technical, pragmatic rationality, buoyed by the strict interests of the market/capital? Therefore, it is in the wake of this education that training for work is aimed at another mode of social organization, or socialist mode (MÉSZÁROS, 2002).

It is possible to embrace the fronts of popular struggles and defend a productive restructuring, in the assumptions of a progressive policy, which would necessarily reestablish the welfare state and an effective participation of the working class, not only as statistics, but as intellectuals who determine the agendas from government to the educational field. Teachers need to be included in the construction of an educational agenda in the country.

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