

# International Journal of Human Sciences Research

## THE PRECARIOUSNESS OF TEACHING WORK IN HIGHER EDUCATION: SOME REFLECTIONS ON THE YEARS (2020-2021)

---

*Márcia Cristina Fragelli*

Acceptance date: 03/12/2024

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



**Abstract:** This paper reflects on the precariousness of teaching work in higher education in Brazil and its relationship with some of the evidence cited by Bosi (2007). It consists of a bibliographic survey of this reality in the face of the changes that have occurred on the world stage in the years (2020-2021), due to the health crisis triggered by COVID-19. As a result, we found that teaching work, as well as that of other professionals, was greatly impacted during this period and that the precariousness of the work of these professionals in higher education presents a historical configuration being established in a scenario of privatization of the means of production of their work and in an environment marked by extreme competitiveness and productivity that collaborate to a context of illness and the strengthening of Distance Education and Remote Learning. The respective scenario is characterized by challenges, uncertainties and the illness of professionals, including teachers, revealing the devaluation and depersonalization of the teaching identity and where academic productivism and the uberization and alienation of work are ratified, in the face of conditions of vulnerability that reflect on the illness of professionals who are left to their own , impacting on other consequences that can be analyzed in the short, medium and long term. We conclude that the pandemic is not directly responsible for all these issues, but it does highlight a fertile ground for the financialization of higher education, increasing the precariousness, overexploitation and impoverishment of training with a utilitarian bias, affecting countries on the periphery and at the center of capitalism differently.

**Keywords:** Higher education; precariousness of teaching work; academic productivism

## INTRODUCTION

The aim of this paper is to reflect on the precariousness of teaching work in higher education in Brazil and its relationship with some evidence, including some cited by Bosi (2007), such as:

- (a) the growth of the teaching workforce, mainly in the private sector and in new state universities, where working conditions and contracts are generally precarious;
- (b) the commercialization of teaching, research and extension activities in public HEIs;
- (c) the adoption of exclusively quantitative criteria for evaluating the production of teaching work and its consequences (BOSI, 2007, p.1.503).

Although Bosi's (2007) analysis is based on data on the subject from 1980 to 2005, we can't disregard the fact that, nowadays, milestones such as the crisis of capital accumulation occurred at an international level around the beginning of the 1970s and that, according to Francisco de Oliveira, "from 1964 onwards, labor legislation was reconfigured with the aim of enabling exploitation of labor based on a combination of 'pre-capitalist' forms in certain sectors of the economy" (OLIVEIRA apud BOSI, 2007, p. 1506) and that it is in this scenario that precariousness, deregulation and flexibilization of labour relations emerges:

- 1964 - Growth of higher education - mainly post-graduate and where education is seen as a "non-exclusive state service sector";
- Until 1980 - Public and private universities - balance of supply: 50% each;
- 1990s - Change to 70% private universities and 30% public universities;
- 2004 - The proportion of private universities reaches 80% and public universities 20%;

- 2004 - Only 16.9% of university professors work on a basis and there are many postgraduate students as substitute professors.

The educational legislation mentions in its wording the legal requirement to have at least one third of the teaching staff working full time. However, what is in Brazil's private institutions is that 70% of their teaching staff are hired on an hourly basis, and this is also supported by the flexibilization of employment contracts, where there have been many changes in the routine of teaching, research and extension activities since at least the Collor de Melo government, characterizing the increase in the extent and intensity of teaching work. Other aspects also presented by Bosi are:

(...) the insane increase in class hours, the reduction in time for master's and doctoral degrees, the evaluation by the quantity of publications, colloquia and congresses, the multiplication of Commissions and reports, etc. Focused on its own navel, but without knowing where it is, the operational university operates and therefore does not act. (Chauí, 1999, p. 3); pressure for 40-hour workdays where teachers must be more productive and also the business orientation of science, technology, research and development, present in the notices issued by the bodies that promote scientific production (BOSI, 2007, p. 1.513).

Faced with this scenario, in which the means of producing teaching work (and knowledge) are increasingly privatized, teachers are left to develop their own working conditions, combining "competition", "entrepreneurship" and "voluntarism". (BOSI, 2007, p. 1.514)

This context, the proliferation of lato sensu courses is notorious, and teaching work, conceived as university extension, is commercialized and the "culture of performance" is perceived in primary and secondary education, according to Santos (2004) cited by Bosi (2007).

The environment we have is marked by extreme competitiveness, showing that scientific articles are valued according to the journal in which they are published and where the teacher is "valued" for the number of orientations, articles and books published and, above all, for the "research productivity grant" that they get their own merits.

In such a hostile scenario, there is a need to fight to overcome the most prominent difficulties in this process of alienation from work and, although Bosi's (2007) analysis structures his reflections in the period from 1980 to 2005, we will see below that many of the dilemmas presented above are still present in our reality today.

## METHODOLOGY

The present research is based on some preliminary considerations based on the intention of carrying out a bibliographic survey of this reality in the last 10 years in the Brazilian educational reality, where Google Scholar was selected as the source of research, for the period of the last 10 years (2011-2021) and where the following keywords were used: Precarization of teaching work in higher education; Higher education institutions in Brazil; Reconfiguration of teaching work in the Brazilian education system higher education, obtaining approximately 16,500 results in this first filtering.

In view of the huge number of results and also taking into account the changes that have occurred on the world stage in the years (2020-2021), due to the health crisis established in the face of the pandemic triggered by COVID-19 and more specifically in the Brazilian educational context, legalized by Ordinance 343 of the Ministry of Education (MEC), published in March 2020, which provides the replacement of face-to-face classes with remote classes in higher education for the duration of the pandemic, with educational

institutions being able to define which subjects can be replaced. (BRASIL, 2020), there have also been changes in teaching methods, which have started to take place through remote classroom platforms and mediated by information and communication technologies in ongoing courses. This measure was published in the March 18, 2020 edition of the Federal Official Gazette (DOU). The authorization was valid for 30 days and could be extended depending on the guidance of the Ministry of Health and the state, municipal and district health agencies. (BRASIL, 2020)

It is also noted that the temporary flexibilization of education was one of the first actions taken by the MEC's Emergency Operational Committee in order to minimize the effects of the coronavirus in the school environment and in view of this instituted scenario, a new time frame (2020-2021) was made for the object of analysis of this research, whose filtering of material from Google Scholar took into account the following keywords: Precarization of teaching work; Distance education; Remote teaching; Hybrid teaching; Illness; and COVID-19 Pandemic.

This new filter shows 941 results, from which we have selected two that emphasize the following aspects:

- Changes in teaching work: the main dilemmas;
- Precarious working conditions related to the change in format (switching from face-to-face teaching to Distance Education and Emergency Remote Teaching).
- The precariousness of teaching work and illness (physical, psychological and mental) in the face of the changes evoked in the context of the COVID-19 pandemic

The articles selected were:

Text 1: *Precarization of teachers' work and illness: COVID-19 and transformations in the world of work, an investigative section* (2020) by Fernanda Rodrigues Pontes and Márcia Helena Sauaia Guimarães Rostas.

Text 2: *Education in times of pandemic and the strengthening of distance education in higher education: the opportunities of the lucrative educational market* (2021) by Luciane da Silva Nascimento and Andreia Gomes da Cruz.

## TEXT ANALYSIS

In the first text, Pontes and Rostas discuss the precariousness of teaching work in higher education and the illness of these professionals, relating this process to the COVID-19 pandemic.

In the introduction, the authors point out that in the scenario of uncertainties caused by the COVID-19 pandemic, where in addition to social distancing and the large number of deaths (currently around 500,000 deaths), teaching work has had to, in a short space of time, reinvent interaction formats for the teaching-learning process (remote, hybrid, mixed), live with overload and numerous demands to fulfill their work activities and learn to live with this emotional overload, where, according to authors, a scenario of

“[...] generalized anxiety, depression, panic and somatization disorders [...]” (BARROS, 2019, p. 81), contributing to the precariousness of teaching work. These “new” work patterns have caused emotional and psychological instability with psychosomatic effects on the body, directly affecting teachers, who despite their essentially intellectual work are overloaded to the limit.” (PONTES; ROSTAS, 2020, p. 279).

The scenario of instability in the face of the challenges of the COVID-19 pandemic context, the risk of contamination and illness linked to the instabilities in the job, the need to know how to use technological tools, the

pressure for productivity and the increased time spent preparing lessons all contribute to this job increasingly stressful, leaving these professionals prone to developing multiple illnesses, in a context of devalued self-esteem and depersonalized teaching identity.

The methodological procedures used in this research were based on the quantitative survey and qualitative analysis of an empirical corpus derived from the mapping of research published in the field of Education in the last ten years (2009-2019) and, through an investigative section relating the factors of illness and the precariousness of teaching work, related to the pandemic caused by COVID 19, in order to “initiate an important, but necessary, reflection on the dangers of the process of precariousness of work and the consequent illness of teachers”. (PONTES; ROSTAS, 2020, p. 281). The authors also state that “In addition to collaborating with teachers to access information and perception of their own illness, generating searches for improvements in relation to psychological health, learning and work development.” (p. 281).

In addition, according to Pontes and Rostas, in the pandemic context and linked to the change in the way work is constituted, it can be seen that workers are extending their working hours and reducing their hours of sleep, leisure and rest, prioritizing the need to maintain productivity standards and all of this happening in a scenario that is often confined to the home, where these spaces are generally not prepared for this type of activity and where activities are carried out on top of others, such as looking after children who are also not attending school, taking care of home activities, dealing with the lack of space and technological devices that guarantee the quality standards demanded by the world of work, as well as often living with people who have fallen ill and other situations that demand time, dedication and action from this

professional who finds themselves sharing their home with their work space, a fact that can lead this worker to a process of falling ill.

This moment of social isolation requires greater reflection, an understanding of one's own limits, and adaptation to new routines that are unstable, mixing work, home, family, children, research, classes and personal study. The search for a new normal triggers processes of precariousness and illness (PONTES; ROSTAS, 2020, p. 284).

It should be noted, however, that COVID-19 has not brought precariousness and worker illness, but it has certainly made it more evident.

According to Pontes and Rostas, some of the analyses carried out the research using the AC - BARDIN methodology, based on two emerging analytical categories: Category 1 (C1) - teaching work x precariousness; and Category 2 (C2) - illness and where a comparative cut was proposed between two research studies associating them with COVID-19, reveal that the pandemic is still ongoing and evolving and in this scenario, teaching presents configurations based on a remote, hybrid or mixed configuration. Since 2019, numerous political, economic and social changes have been taking place aimed at curtailing teachers' speech, including: the “School without a Party” bill, changes in the Ministry of Education (MEC), changes in higher education standards and the implementation of a National Common Curriculum Base (BNCC). In the face of these complex issues, the pandemic context of a health crisis that demands isolation and changes in the context of relationships, called COVID-19, emerged.

As a way of complementing the research, the authors analyzed two articles, the first being the article entitled *Publish or perish: the sphinx of academic productivity* (2017) by Janete Luzia Leite, published in the journal *Katál* in Florianópolis/SC. This

article shows that the transformations in the structure of higher education emphasize state action, transforming social services into commodities and that the educational reforms implemented overload the curricula and teaching pedagogies, overloading education workers, leaving them prone to illness and precarious factors, especially since the Program to Support Plans and Restructuring and Expansion of Federal Universities (REUNI), since the government project that proposed REUNI aimed to optimize spending and expand vacancies for higher education, without highlighting and elucidating the needs of qualified personnel.

The significant increase in the demand for teaching work, including the production of research and the monitoring of students, in the context of the COVID-19 pandemic, is aggravated by the fact that it requires them to work harder the need to monitor them, including the reduction in scholarships for students who previously carried out some activities, because

scientific initiation students who assist in the collection and systematization of empirical material, both for the elaboration of pedagogical resources, as well as for the development of research, corroborates the decrease in the quality of work in the classroom and, consequently, its precariousness, high productivity is demanded of the teacher and the valorization of the personal curriculum, which is linked to the evaluation grade of the course, determined by the Ministry of Education and Culture. (LEITE, 2017 apud PONTES; ROSTAS, 2020, p. 288).

This “productive restructuring” leads to illness gradually and almost imperceptibly, causing ruptures in physical and mental health and showing signs of depression, anxiety, apathy, concentration problems and countless other physical, mental and emotional illnesses, as well as the appearance of what Leite (2017) calls triad between job insecurity and illness,

known by specialists as *Burnout Syndrome*, characterized : emotional exhaustion, lack of professional fulfillment and depersonalization (insensitivity and affective hardening).

The second article analyzed by Pontes and Rostas was by Amanda da Silva Dias Oliveira, Maristela de Souza Pereira and Luana Mundim de Lima, entitled *Trabalho, produtividade e adoecimento dos docentes nas Universidades Públicas Brasileiras*, published in the Revista *Psicologia Escolar e Educacional* in 2017. This article describes issues related to the precariousness of teaching work and how it is part of people’s lives.

The authors emphasize that the work of university professors follows the same rules of production and reproduction as the [capitalist] system and that, therefore, it is necessary to understand it in the face of the implementation of neoliberal policies and where the pandemic acts as an accelerator of changes, such as: scenarios with fewer professors and more students, with online classes, appreciation of *homeschooling*, reduction of academic campuses and teaching focused on student autonomy and individualism. Thus, the transfer of teaching activities to the homes of these professionals generates an overload not only of activities, but also with a direct impact on the routine of each person who turns their home into their.

The authors of the second article, citing Antunes (2018), point out that many workers who use technologies as a way of optimizing work, reducing costs and, consequently, increasing profits, are experiencing the *uberization* of work and teachers, by having their activity uberized, in times pandemic and social isolation, become owners of the means of production (equipment and inputs), bearing their costs, In addition to becoming responsible for the creation of another form of education and often without adequate training in the use of ICT, they are held responsible for the results, further contributing to their process of becoming ill, and that it is necessary to reflect on

the need for the university to break with the labor flow of production and reproduction, inspired by the capitalist system, in order to overcome alienated work.

In higher education, even before the pandemic context, teachers were already under pressure to produce a lot, mainly related to quantity (classes, orientation, scientific articles, events and extension projects) and that with the pandemic and, more specifically, in the face of Ordinance No. 544 (BRASIL, 2020), which provides for the replacement of face-to-face classes with classes in digital media, for the duration of the pandemic situation of the new coronavirus - COVID-19, in its article 1 authorizes “[...] on an exceptional basis, the replacement of face-to-face disciplines, in regularly authorized courses, with teaching activities that use digital educational resources, information and communication technologies or other conventional means [...]”, further highlights the alienation of their work and, often, performing it in a mechanical and reproductive way becomes alienating, configuring itself as exploitation of the workforce. In this way, remote teaching needs to be thought out so that it doesn't become a process focused solely on the execution of tasks and deadlines, devaluing learning.

Faced with so many changes and uncertainties, it can be seen that these professionals find themselves in a condition of vulnerability that can lead to psychic and emotional illness; body illness and psychosomatic illness, elements that make up the complexity of being and which, consequently, imply a considerable loss in worker productivity.

In their concluding remarks, Pontes and Rostas point out that education has been one of the areas impacted by the COVID-19 pandemic and that the transposition the shift from face-to-face to remote teaching involves countless factors and consequences, and the impact on mental health is inevitable, given the increase in teachers' working hours and

the need to guarantee their productivity, even in a scenario uncertainty.

In the second text, by authors Luciane da Silva Nascimento and Andreia Gomes da Cruz, the central objective was to analyze the expansion of Distance Education in undergraduate courses, specifically degrees, accentuated in the context of the pandemic caused by COVID-19.

In the introduction, the authors point out that over the last thirty years, Brazil has experienced an increase in structural reforms in the state apparatus and, since these are driven by neoliberal ideology, education is subordinated to the capitalist economy and the demands of the world of work.

With the pandemic, caused by COVID-19, global economies have been shaken and, in the educational sphere we have seen remote teaching made possible by information and communication technologies (ICTs) advance, and where on the national scene this type of teaching has further highlighted existing inequalities, as mentioned by the authors, citing a series of reports by the newspaper *O Globo* (2020), showing that in 60% of the states that monitor remote teaching, they observe that it has not worked and that they contribute to this educational *apartheid* for students. In this complex and unequal scenario, we can see the growth of educational proposals that follow the trend towards the massification of distance learning and hybrid education, a fact that existed even before the pandemic, but which has found very fertile ground.

In this reality, it is possible to observe the redirection of teacher training, following the utilitarian logic of low-cost training for teaching and without pedagogical autonomy. Thus, the year 2020 brings to light the process of financialization of higher education, increasing the precariousness and overexploitation of teaching work and the consequent impoverishment of human formation, with a utilitarian bias towards education.

In their theoretical and methodological notes, Nascimento and Cruz contextualize the fact that higher education has taken on a service bias with the following characteristics private and mercantile, legitimized by educational policies with Distance Education (EAD) as a teaching modality and Emergency Remote Education (ERE). The authors also point out that although Article 80 of the Education Guidelines and Bases Law (Lei de Diretrizes e Bases da Educação) includes distance learning in the education system, Article 1 of Decree No. 9,057/2017 some requirements for it:

[...] didactic-pedagogical mediation in teaching and learning processes occurs with the use of information and communication media and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develops educational activities by students and education professionals who are in different places times. (BRASIL, 2017 apud NASCIMENTO; CRUZ, 2021, p. 261).

In the scenario shaped by the pandemic caused by COVID-19, we are seeing a growing increase in activities based on Emergency Remote Education (ERE), both in basic education and in higher education and legitimized by Ordinance No. 343/2020, which is the legislation that provisionally regulates the replacement of face-to-face classes with classes in digital media. Specifically in relation to higher education, university autonomy allows each university to establish its understanding of what remote teaching is, as follows:

Sole paragraph: Emergency remote education is defined as a temporary change in the way classes are offered due to crisis circumstances. This modality involves the use of remote solutions for educational processes which, under normal conditions, would be offered face-to-face and which will return to the face-to-face modality as soon as the crisis is overcome. Class sizes must maintain

the same standards as face-to-face teaching and the direct teacher-student interaction necessary to ensure the quality of the learning process must be ensured by the means of communication deemed most appropriate by the teacher and the program's collegiate body in each case. (UFRRJ - Deliberation No. 40 of July 9, 2020). (NASCIMENTO; CRUZ, 2021, p. 261).

Distance Education (DE) and Emergency Remote Education (ERE) have a number of differences: ODL is a teaching modality legitimized by Law 9.394 and ERE is something that can only be established in the face of an emergency context and for a specific time, ODL presents a specific structure and platforms from the creation, elaboration and development of the subjects and support to the case of remote learning, teachers and students are trained in the use of different platforms and it is not ensured that everyone will have equal access to them, leaving it up to teachers and students to establish combinations for the teaching-learning process, revealing yet another scenario of countless inequalities, for the use of distance learning, users and teachers are trained in how to interact with the specific platform, and in the case of remote teaching, not only is there no such training, but often the very interaction between students, teachers and objects study is left to their own devices or in the hands of those who have a monopoly the major interaction platforms.

It is important to note that it is not enough just to transpose university subjects to the remote context; the entire academic, pedagogical and technological structure must be mobilized to make the teaching-learning process effective.

In the current scenario, distance learning courses are extremely profitable and make it possible to renew human capital through teleworking, where the utilitarianism movement ends up adapting the school to the usefulness of economic activity. The reformulation of the curriculum, based on the



Competencies model, and the objectification of the professionalization teachers legitimize educational utilitarianism. Nascimento and Cruz also bring up the concept of dependent capitalism, presented by Florestam Fernandes (2009), which emphasizes that

Dependent capitalism generates both economic underdevelopment and social, cultural and political underdevelopment. [It promotes limited or segmented modernization at all levels of the organization of the economy, society and culture, in other words, parallel underdevelopment in all spheres of life (FERNANDES, 1975 apud NASCIMENTO; CRUZ, 2021, p. 264).

In Brazilian universities, this is no different, as higher education does not guarantee access and permanence for all, even with the growth process observed between 1930 and 1960.

The 1990s were marked by numerous reforms implemented by the Brazilian government in line with neoliberal guidelines, which saw an increase in enrollment and the growth of higher education institutions and the need for universities to take on a new role. These reformulations

This intensified during the government of Luís Inácio Lula da Silva, due to [...] a “broader process of reorganization of the capitalist state, considered to be one of the main strategies of the international bourgeoisie to deal with the structural crisis of capital” (LIMA, s/a, p. 9). In this sense, a series of initiatives are underway, such as: the University for All Program/PROUNI (Law No. 11.096/05); the National Higher Education Evaluation System/SINAES (Law No. 10.861/04); Decree No. 5.(FERNANDES1975 in: NASCIMENTO; CRUZ, 2021, p. 265).

Higher education follows the logic of economic dependence and educational neocolonialism, which during the pandemic has not only affected the private sector, but also the public sector, through emergency remote activities and with the intensification of working hours and overexploitation of the uber-labor

society and flexible labor laws, with the increase in working hours, the reversal of the workforce from face-to-face teaching to distance learning and the accumulation of functions, in the face of the same salaries, reveal their overexploitation covered in seductive speeches of a flexible time organized by the worker himself, in the face of his pseudo autonomy, further revealing the utilitarian character of education in our country and in the context of dependent capitalism in the scenario of the COVID-19 pandemic.

Social isolation has given a new meaning to working relationships, with a shift from face-to-face work to remote work, and in the educational context 80% of students are not attending school, according to a survey carried out by the authors.

In the Brazilian reality, face-to-face classes have been suspended from basic education to higher education and, more specifically relation to universities, Ordinance Nº 343/2020 guided the replacement of face-to-face classes with remote classes.

It turns out that in the case of companies operating in the education sector, social isolation has led to profits and even the expansion of distance learning courses, where the democratization of access is evident, low costs and generally low quality and where groups such as “Anhanguera Educacional, Kroton Educacional, Estácio de Sá, Sociedade Educacional Brasileira (SEB) and Colégio Oswaldo Cruz began to operate their assets on the Stock Exchange and, with this, began to be “captained by investment funds, which came to control their administrations, creating large rentier and oligopolistic educational firms.” (LIMA et al, 2019 apud NASCIMENTO; CRUZ, 2021, p. 269).

With the advance of the pandemic, we can see the intensification and precariousness of teaching work mediated by information technologies, generating work overload, new demands for pedagogical practice and all of

this established in absence of legislation and labor inspection for Distance Education.

Another problem in this context is the division of labor, where we find the following professionals in distance learning: teachers, face-to-face and online tutors, content teachers and, given these new nomenclatures, we will consequently have new duties for each function that impact on their respective salaries and autonomy.

In the pandemic context, according to Nascimento and Cruz (2021, p. 271), there is a scenario of “commercialization of Brazilian education, revealing the concentration of enrolments in private HEIs - 6,373,274 million enrolments (75.4%) -, while the public network participated with 2,077,481 million (24.6%)”. With regard to distance education, when analyzing the period between 2008 -In 2018, the census revealed the following:

“Enrollment in distance learning undergraduate courses increased by 182.5%, while growth in face-to-face courses was only 25.9% over the same period.” (BRASIL, 2019, p. 22). In practice, this means that today we have more students enrolled in undergraduate distance learning courses (50.2%) than in face-to-face courses (49.8%) (NASCIMENTO; CRUZ, 2021, p. 271).

With regard to the enrollment of students in degree courses, Nascimento and Cruz state that:

62.4% are in private HEIs, while the public network accounts for 37.6% (BRASIL, 2018). The data is quite revealing and shows that teacher “training” in Brazil today is in the hands of private HEIs, especially in the distance learning modality (NASCIMENTO; CRUZ, 2021, p. 272).

In a brief conclusion, the authors emphasize that the pandemic has widened the opportunity gap between rich and poor, but that it has also expanded opportunities for entrepreneurial investors who have mastered the use of new technologies. There has also

been an increase in distance education, especially in higher education and private institutions, and an increasingly fierce process of commercialization/financialization and entrepreneurialism in public education as a whole, reaching new heights.

## **A BRIEF CONCLUSION AND CONTRIBUTIONS:**

The work of teachers, as well as other professionals, has been greatly impacted in the period (2020- 2021) due to the health crisis we are experiencing due to the pandemic caused by COVID-19.

The precariousness of the work of these professionals in higher education can be seen, however, in the face of its historical configuration and in a scenario where the privatization of my production of their work is increasingly taking place and in an environment marked by extreme competitiveness and productivity.

The research was based on a bibliographical survey of two articles that highlight this precariousness, illness and the strengthening of Distance Education and Remote Learning in the context established in the face of the aforementioned pandemic and health crisis.

The scenario analyzed is characterized by countless challenges, uncertainties and illness among professionals, teachers, revealing the devaluation and depersonalization of the teaching identity and where the worker, in order to maintain productivity, reduces his hours of sleep, rest, leisure and his home assumes, in addition to all the complex relationships already demanded, the responsibilities of also being the space adapted indefinitely for the work of this professional.

Academic productivism is still at the center of relations, but today, with the mediation of digital platforms, where activities called Distance Education, Emergency Remote Teaching, Hybrid and Mixed Teaching are established, however, despite the switch from

face-to-face work to a virtual world, professionals have taken on these challenges, without however having the time and conditions for continuing training, even in the face of the new platforms that go beyond a reality based on the development and delivery of tasks and that really reveal the concern for the teaching and learning process, in the face of principles of equality and fairness of opportunity.

The uberization and alienation of teaching work, in the face of conditions of vulnerability, can result in the professionals becoming ill,

and most of the time they are left to fend for themselves, with a direct impact other consequences that can be analyzed in the short, medium and long term.

The pandemic is not directly responsible for all these issues, but it does highlight a fertile ground for the financialization of higher education, increasing the precariousness, overexploitation and impoverishment of training with a utilitarian bias, affecting countries on the periphery and at the center of capitalism differently.

## REFERENCES

BOSI, A. P. A **precarização do trabalho docente nas instituições de ensino superior no Brasil nesses últimos 25 anos**. Educação e Sociedade, v.28, n.101, p. 1503-1523, Campinas, set./dez. 2007. Disponível em <<http://www.scielo.br/pdf/es/v28n101/a1228101.pdf>>. Acesso em: 15/06/2021

NASCIMENTO, Luciane da Silva; CRUZ, Andreia Gomes da. Educação em tempos de pandemia e o fortalecimento da educação a distância no ensino superior: as oportunidades do lucrativo mercado educacional. In: **Germinal: Marxismo e Educação em Debate**. Salvador, v.13, n.1, p. 258-276, abr. 2021. Disponível em: <<http://periodicosnovo.ifsul.edu.br/index.php/thema/article/view/1923/1597>>. Acesso em: 15/06/2021

PONTES, F. R., & ROSTAS, M. H. S. G. (2020). Precarização do trabalho do docente e adoecimento: COVID-19 e as transformações no mundo do trabalho, um recorte investigativo. **Revista Thema**, 18(ESPECIAL), 278-300. Disponível em: <<https://periodicos.ufba.br/index.php/revistagerminal/article/view/43565/24613>>. Acesso em: 15/06/2021