

TEACHING AND LEARNING IN TEACHING COURSES

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ABSTRACT

Given the challenge of training teachers to work in the complex scenario of contemporary education, we recognize the need for research that addresses pedagogical training and the work of university professors, who train future teachers. It is important to reflect on the classroom environment at university and how pedagogical practices are developed. We reaffirm that university teaching is made up of ruptures, continuities and contradictions between discourse, practice and the scientific field, which is permeated by different values and beliefs and which deals with challenges that reconfigure and resignify it. By highlighting the field of Didactics in undergraduate courses, we highlight the role and increased responsibility of these professors towards their students, since the way in which they develop their work constitutes content for students in training. The reflections dialogue with authors such as Tardif (2005), Marcelo Garcia (1999), Freire (1996), Pimenta and Anastasiou (2002), Souza Santos (2000) and Bourdieu (1983), to record the main ones. It is the result of field research that favored the theoretical understandings conveyed here.

Keywords: Didactics. Undergraduate courses. Teacher training. Content and form. Pedagogical practice.

RESUMO

A DOCÊNCIA E A APRENDIZAGEM EM CURSOS DE LICENCIATURAS

Diante do desafio de formar professores para atuar no complexo cenário da educação contemporânea, reconhecemos a necessidade de pesquisas que tratem da formação pedagógica e do trabalho dos docentes universitários, formadores de futuros professores. É importante refletir acerca do ambiente da aula na universidade e de como são desenvolvidas as práticas pedagógicas. Reafirmamos que a docência universitária é feita de rupturas, continuidades e contradições entre o discurso, a prática e o campo científico, que é atravessado

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por diferentes valores e crenças e que lida com desafios que a reconfiguram e a ressignificam. Destacando o campo da Didática nas licenciaturas evidenciamos o papel e a responsabilidade redobrada destes docentes frente aos seus alunos, pois a forma com que desenvolvem seu trabalho constitui-se como conteúdo para os alunos em formação. As reflexões dialogam com autores como Tardif (2005), Marcelo Garcia (1999), Freire (1996), Pimenta e Anastasiou (2002), Souza Santos (2000) e Bourdieu (1983), para registrar os principais. Decorre de uma pesquisa de campo que favoreceu as compreensões teóricas aqui veiculadas. **Palavras-chave:** Didática. Licenciaturas. Formação de professores. Conteúdo e forma. Prática pedagógica.

RESUMEN

ENSEÑANZA Y APRENDIZAJE EN CURSOS DE GRADO

Ante el desafío de formar docentes para actuar en el complejo escenario de la educación contemporánea, reconocemos la necesidad de investigaciones que aborden la formación pedagógica y la labor de los docentes universitarios, formadores de futuros docentes. Es importante reflexionar sobre el ambiente de aula en la universidad y cómo se desarrollan las prácticas pedagógicas. Reafirmamos que la docencia universitaria está compuesta de rupturas, continuidades y contradicciones entre el discurso, la práctica y el campo científico, que es atravesado por diferentes valores y creencias y que a borda desafíos que lo reconfiguran y le dan nuevos significados Destacar el campo de la Didáctica en los cursos de pregrado resalta el papel y la mayor responsabilidad de estos docentes hacia sus estudiantes, ya que la forma en que desarrollan su trabajo constituye un contenido para los estudiantes en formación. Las reflexiones dialogan con autores como Tardif (2005), Marcelo García (1999), Freire (1996), Pimenta y Anastasiou (2002), Souza Santos (2000) y Bourdieu (1983), para registrar las principales. Resulta de una investigación de campo que favoreció las comprensiones teóricas aquí transmitidas.

Palabras clave: Didáctica. Grados. Formación de profesores. Contenido y forma. Práctica pedagógica.

Reflections¹ on teacher training began to gain the status of scientific knowledge as education, based on social sciences, claimed this legitimacy for itself. As a result of the dominant scientific perspective, the initial studies developed in the educational field incorporated the assumptions of modern science. The view of teacher training pointed to the construction of prescriptive profile models that could achieve generalizations capable of better informing about this task. The research emphasized the skills needed by teachers based on an idealized

construct. Their objective living, training and work conditions were not considered a prerequisite for their teaching.

In our studies (Cunha, 2000, p. 152) we recall that:

It was the so-called critical theories, which were expanding rapidly in the Western world, that, at the end of the 1970s, interfered with the dominant perceptions of teacher training carried out in academic and school settings. The recognition of education as a historically and socially produced production was established as a necessary premise for understanding teaching. Studying it presupposed taking the

1 Text translated by Ângela Perelló Ferrúa

teacher in his or her concrete life condition, marked by a cultural and contextual trajectory. It was no longer possible to propose universal and generalizable models for teacher training, because, despite the identification of common components present at the base of the teaching profession, the circumstances of its production would be configured singularly (Cunha, 2000, p. 154, tradução nossa)².

Reflection on teacher training is subsidiary to political understandings of education. The philosophical and epistemological positions that support these understandings are directly related to training proposals. This reference has favored studies that recover the training processes in their historical constitution, linking them to the paradigmatic trends that they reveal in their profiles.

Bachelor's degree courses in Brazilian legislation

Undergraduate courses in Brazil have undergone substantial changes included in Law No. 9,394/96 (Law of Guidelines and Bases for National Education). Krahe (2004) states that this legislation brought innovative recommendations for teacher training at the turn of the millennium, since the set of Curricular Guidelines for Teacher Training – CGTT (Brazil, 2001) proposed a break with the technical model, emphasizing the understanding of teaching from a broad perspective. In this perspective, the teacher must overcome superficial knowledge regarding his/her work, not limiting himself/

herself to the transmission of ready and conclusive knowledge, but assuming a reflective practice regarding his/her teaching.

The CGTT, which serves as a parameter for structuring courses, brings the notion of competencies as relevant. At the same time, they propose procedural and broad alternatives, enabling innovative reorganizations. Research, in this context, expresses a significant possibility of articulating theory and practice since it requires systematic reflection on the reality on which it affects.

To this end, it is proposed that Institutions adopt pedagogical practices at the undergraduate/postgraduate interface, encouraging research and insertion into the community via extension, linked to the logic of the competencies of autonomy, flexibility, adaptability and decentralization.

The National Education Council (NEC), through Resolution No. 1/2002, in its third article, establishes that all teachers, to work in basic education, must be trained with the following guiding principles:

I - competence as a core concept in the course orientation;

II - coherence between the training offered and the practice expected of the teacher, considering:

a) Inverted symmetry, where the teacher's preparation, because it occurs in a place similar to the one in which he/she will work, demands consistency between what he/she does in the training and what is expected of him/her.

b) Learning as a process of building knowledge, skills and values in interaction with reality and with other individuals, in which personal capacities are put to use.

c) Content, as a means and support for the constitution of competencies.

d) Assessment as an integral part of the training process, which enables the diagnosis of gaps and the measurement of the results achieved, considering the competencies to be constituted and the identification of any necessary changes in the course.

III - research, focusing on the teaching and learning process, since teaching requires both

2 No original: "Foram as chamadas teorias críticas, em forte expansão no mundo ocidental que, ao final dos anos setenta, interferiram nas percepções dominantes de formação de professores realizada no espaço acadêmico e escolar. O reconhecimento da educação como uma produção histórica e socialmente produzida estabeleceu-se como um pressuposto necessário ao entendimento da docência. Estudá-la pressupunha tomar o professor na sua condição concreta de vida, marcada por uma trajetória cultural e contextual. Não mais se poderiam propor modelos universais e generalizáveis para a formação de professores, pois, apesar da identificação de componentes comuns presentes na base da profissão docente, as circunstâncias de sua produção se configurariam singularmente." (Cunha, 2000, p. 152).

having knowledge and mobilizing it for action, as well as understanding the process of knowledge construction (NEC, 2002, tradução nossa)³.

From this perspective, it is not enough for the teacher to know the content well or to be a good researcher in his/her field. He/she needs to know his/her *audience* – in the words of Boaventura de Sousa Santos (2000), to identify and understand the people with whom he/she will maintain training relationships. He/she also needs to provide knowledge and expertise in accordance with the reality of this audience, which requires developing teaching skills that include versatility and flexibility, valuing the capacity for adaptation and creativity, which is renewed in the face of the demands of contexts and rapid social changes.

New parameters for teacher professionalization, in which identity is woven into competence and commitment, are urgent: teachers need to be recognized personally and professionally as a central axis of their students' training activities.

Currently, NEC/PC Resolution No. 2, of December 20, 2019, is in force, which defines the National Curricular Guidelines for Initial Teacher Training for Basic Education and establishes the Common National Base for Initial Teacher Training for Basic Education (CGIT-Training), of which we highlight the following:

Art. 10. All undergraduate courses aimed at

3 No original: "I - a competência como concepção nuclear na orientação do curso; II - a coerência entre a formação oferecida e a prática esperada do professor, tendo em vista: a) A simetria invertida, onde o preparo do professor, por ocorrer em lugar similar àquele em que vai atuar, demanda consistência entre o que faz na formação e o que dele se espera. b) A aprendizagem como processo de construção de conhecimentos, habilidades e valores em interação com a realidade e com os demais indivíduos, no qual são colocadas em uso capacidades pessoais. c) Os conteúdos, como meio e suporte para a constituição das competências. d) A avaliação como parte integrante do processo de formação, que possibilita o diagnóstico de lacunas e aferição dos resultados alcançados, consideradas as competências a serem constituídas e a identificação das mudanças de percurso eventualmente necessárias. III - a pesquisa, com foco no processo de ensino e de aprendizagem, uma vez que ensinar requer tanto dispor de conhecimentos e mobilizá-los para a ação, como compreender o processo de construção do conhecimento." (NEC, 2002)

Initial Teacher Training for Basic Education will be organized into three groups, with a total workload of at least 3,200 (three thousand and two hundred) hours, and must consider the development of professional skills set out in the BNC-Training, established under Chapter I of this Resolution. Article 11 presents the following distribution of workload for undergraduate courses:

I - Group I: 800 (eight hundred) hours, for the common base that includes scientific, educational and pedagogical knowledge and underpins education and its articulations with educational systems, schools and practices.

II - Group II: 1,600 (one thousand and six hundred) hours, for learning specific content in the areas, components, thematic units and knowledge objects of the BNCC, and for the pedagogical mastery of these contents.

III - Group III: 800 (eight hundred) hours of practical teaching, distributed as follows: a) 400 (four hundred) hours for supervised internship, in a real work situation at school, according to the Course Pedagogical Project (CPP) of the training institution; and b) 400 (four hundred) hours for the practice of the curricular components of Groups I and II, distributed throughout the course, from its beginning, according to the CPP of the training institution. Sole paragraph. Previous training and experience may be used, provided that they were developed in educational institutions and in other activities, in accordance with item III of the Sole paragraph of art. 61 of the LDB (As amended by Law No. 12,014, of August 6, 2009). Art. 12. In Group I, the 800-hour workload must begin in the 1st year, based on the integration of the three dimensions of professional teaching skills – knowledge, practice and professional engagement – as organizers of the curriculum and content according to the skills and abilities provided for in the BNCC-BE. (NEC/PC, 2019, tradução nossa)⁴.

4 No original: "Art. 10. Todos os cursos em nível superior de licenciatura, destinados à Formação Inicial de Professores para a Educação Básica, serão organizados em três grupos, com carga horária total de, no mínimo, 3.200 (três mil e duzentas) horas, e devem considerar o desenvolvimento das competências profissionais explicitadas na BNC-Formação, instituída nos termos do Capítulo I desta Resolução. Apresenta no artigo 11 a seguinte distribuição de carga horária dos cursos de licenciatura deve ter a seguinte distribuição: I - Grupo I: 800 (oitocentas) horas, para a base comum que compreende os conhecimentos científicos, educacionais e pedagógicos e funda-

The structure of this guiding document follows the standard of the National Education Curricular Base (BNCC), which is the document that guides the curricula of education systems and education networks in the country, presents the pedagogical proposals of all public and private schools of early childhood education, elementary and secondary education throughout Brazil, and establishes in a prescriptive way the knowledge, skills and abilities that students must develop throughout basic education. In this same line, the BNCC-Basic Education document provides the guidelines, prescriptions and presentation of the essential skills and competencies for the training of teachers in Brazilian education (Guedes, 2020).

CGIT-Training aims to be a reference for undergraduate courses at universities, determining content and competencies for both initial and continuing education in a “systemic vision”, and overcoming the dichotomies between theory and practice, school and university. Its ultimate goal is the “effective development of teaching competencies that integrate knowledge, practice and professional engagement, supporting the training of competent teachers in the professional exercise of their teaching” (Brasil, 2018, p. 9). The proposal points to a

mentam a educação e suas articulações com os sistemas, escolas e práticas educacionais. II - Grupo II: 1.600 (mil e seiscentas) horas, para a aprendizagem dos conteúdos específicos das áreas, componentes, unidades temáticas e objetos de conhecimento da BNCC, e para o domínio pedagógico desses conteúdos. III - Grupo III: 800 (oitocentas) horas, prática pedagógica, assim distribuídas: a) 400 (quatrocentas) horas para o estágio supervisionado, em situação real de trabalho em escola, segundo o Projeto Pedagógico do Curso (PPC) da instituição formadora; e b) 400 (quatrocentas) horas para a prática dos componentes curriculares dos Grupos I e II, distribuídas ao longo do curso, desde o seu início, segundo o PPC da instituição formadora. Parágrafo único. Pode haver aproveitamento de formação e de experiências anteriores, desde que desenvolvidas em instituições de ensino e em outras atividades, nos termos do inciso III do Parágrafo único do art. 61 da LDB (Redação dada pela Lei nº 12.014, de 6 de agosto de 2009). Art. 12. No Grupo I, a carga horária de 800 horas deve ter início no 1º ano, a partir da integração das três dimensões das competências profissionais docentes – conhecimento, prática e engajamento profissionais – como organizadoras do currículo e dos conteúdos segundo as competências e habilidades previstas na BNCC-EB.” (NEC/PC, 2019).

new training dynamic guided by a pedagogy of competencies and skills, obligatorily aligned with BNCC-Basic Education, in which students must be subject to external evaluations, in addition to linking continuing education to functional evolution throughout their career.

This perspective has been criticized by intellectuals in the field and training institutions, as CGIT-Training seems to be moving backwards from the perspective of the guidelines and bases of education law (GBEL), valuing instructional aspects. There is a return to technicality, with a new guise, centered on know-how and skills. For Curado (2020), the profile of the new teacher, trained by CGIT-Training, is centralizing, an instrument for transmitting knowledge and essential learning, devoid of criticality in the face of educational and social reality. The author’s opinion represents a significant spectrum of the community of educators according to which this model is guided by technical rationality, so often criticized, both for the pedagogical conception it conveys, and for its lack of harmony with the demands of contemporary society.

Teaching and learning in undergraduate courses

It is true that the topic of teacher training, especially undergraduate courses, has been the subject of repeated studies and research. One of the areas of tension is the dual curricular nature of these courses, in which specific disciplinary knowledge and knowledge of educational sciences are divided. One of the reasons for this dichotomy lies in modern science itself, which has turned knowledge into a structure so present in academic culture, where form and content are viewed individually and, in general, under the responsibility of specific teams. Unlike the practice that will be required of future teachers, student training is not unitary, and students do not even perceive the cultural condition of the professional knowledge for which they are preparing.

Educational *praxis* is a condition for the mediation of culture, and it is through language that subjects construct themselves, understanding this articulation as inevitable. The classroom is a space full of signs and meanings that take shape and color through language and dialogue between teacher and student, interacting with the world. It is by producing culture that learning is realized, where articulation with the lived world is made, understood as a transcendental place where dialogue takes place. It is the place where the intention of multiple visions to intertwine can be reciprocally established, involving the objective, subjective and social world. A place where it is possible to criticize and display the foundations of the respective claims to validity, resolve divergences and build convergences. It is in the social system that the human being constructs himself and that the teacher becomes a mediator of the emancipatory relationship in educational action.

In the task of teaching, in its essence, there is also something to learn, two basic and fundamental elements of teaching work: one cannot teach what one does not know and, knowing, one must also learn.

Freire (1996) states that there is no teaching without learning. Both are clear in that their subjects, despite their differences, are not reduced to the condition of one another's objects. For him, those who teach learn by teaching and those who learn teach by learning, characterizing processes of human interaction, the basis of educational activity.

Habermas (2000) also highlights that education has always been based on the telos of dialogue, an interactive process in which the constitution of the subject occurs through communicative action between people.

The teaching-learning process is one of the main focuses of the higher education teacher's activity. And, in order to deal with the diversity of students that make up the university public, he or she must have the communicative capacity to establish dialogue with them.

In undergraduate courses, this condition becomes more urgent, because in this learning space, content is form. What the teacher does with his students establishes the reference for pedagogical practice, which is the content that the teacher wants to teach. Therefore, the teacher's actions are doubly responsible for the student's learning: for what he says and for what he does; 'what he professes'. For this reason, the practice of teachers in the field of Didactics, including Specific Didactics, deserves special studies.

It is therefore important to understand Didactics and Specific Didactics as a fundamental field in the professional training of teachers. They seek to provide theoretical and practical tools for teachers' performance at school and in the classroom. They involve the subjects studied and the tools used by teachers, including the relationships between teaching and learning and the specific contents of the school curriculum. Didactics is expected to mediate culturally and cognitively between the student's structures and the objects of knowledge, which is why the core concept of didactics is learning, which in turn is the reason for teaching (Libâneo, 2010).

If the core of didactics is scientific knowledge of the processes of transmission and appropriation of knowledge (teaching and learning) of a disciplinary content, it is impossible to separate it from epistemology, that is, from the nature of knowledge, its genesis and its structure; at the same time, if teaching is aimed at student learning, scientific knowledge needs to be converted into knowledge to be taught, which is why science needs to undergo a didactic transposition. (Libâneo, 2010, p. 86, tradução nossa)⁵.

By agreeing with the author, we understand that teachers, especially those of Didactics and

5 No original: "Se o núcleo da didática é o conhecimento científico dos processos de transmissão e apropriação de conhecimentos (ensino e aprendizagem) de um conteúdo disciplinar, é impossível desvinculá-lo da epistemologia, ou seja, da natureza do conhecimento, sua gênese e sua estrutura; ao mesmo tempo, se o ensino se dirige à aprendizagem dos alunos, o saber científico precisa converter-se em saber a ser ensinado pelo que a ciência precisa passar por uma transposição didática" (Libâneo, 2010, p. 86).

Specific Didactics disciplines in undergraduate courses, by appropriating the modes of action and epistemological understandings that support their methodologies, teach their students to be teachers. Their practices reveal concepts and knowledge and through them express their professionalism.

However, Libâneo (2011) also emphasizes that it is not enough for the teacher to master the content, but he/she must also master the investigative processes of the discipline, the mental actions, the logical procedures for constructing the disciplinary field, since learning implies the relationship between the student and the objects of knowledge. And this is the meaning of teaching with research, that is, incorporating investigative skills into teaching, understanding knowledge in movement, where doubt can be the reference point for learning.

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Candau (1988) states that the great challenge for the Didactics teacher – general or specific – is to overcome didactic formalism, that is, the search for a single method capable of teaching everything to everyone. It is also essential to overcome the reductionist view, because the didactic method has different structures – among them the content –, and the important thing is to articulate these different structures in an attempt to overcome the dichotomies in the teaching and learning process.

Zabalza (2004) advocates for an active, participatory student, aware of the needs and willing to meet the demands of his/her profession and society. He proposes the metaphor that

learning is like conversation, in which dialogue calls for involvement with society. In doubt, in conflicting questioning, in reflective action, in planning and in collective assessments, at the macrosocial/educational level, one can find inspiration for the curricular and methodological reforms necessary for teacher training.

Studies have been carried out in the hope of advancing alternatives that meet this perspective, which certainly involves the understanding of the actors regarding the training processes. Imbernón opportunely reminds us that “[...] innovation in practice occurs when the person who executes it reflects and internalizes the process as their own, draws solid conclusions, plans the action and is able to carry it out by establishing elements of new reflection and innovation.” (Imbernón, 1994, p. 65).

A new perspective on the educational process is needed, one that proposes situations in which students act on their own education, stimulated by experiences that have this purpose. This certainly involves breaking away from traditional ways of teaching and learning, characterizing an innovative process in education.

For Cunha (1998, p. 20), “innovations that seek to explore new alternatives, often built against the dominant forces, can be important milestones for the construction of new possibilities” in higher education. The “repercussions of this evolutionary process of thinking about knowledge and reorganizing sciences are bringing profound changes to the contemporary world and, consequently, to the university”.

In an attempt to identify criteria for understanding the meaning of innovative experiences, it has been possible to mention some indicators. In the studies we have carried out, the innovation indicators assumed indicate that it is necessary to:

- break with tradition and move towards the importance of subjectivity; promote, through training, individuals who are self-builders and builders of society;
- break with the dualities of science/mean-

ings, popular knowledge/scientific knowledge and education/work; effectively relate theory/practice;

- value creativity, demanding questioning and uncertainty;
- perceive knowledge in an interdisciplinary way, attributing relationships between the contents, without losing the specific meaning of each one;
- encourage reflection and openness to innovation in their commitment to learning, with the promotion of justice and social freedom.

Certainly all curricular places and territories assume this commitment, but here we give special emphasis to the field of Didactics, considering its nature and objectives in undergraduate curricula.

It is essential that Didactics incorporate the principles of paradigmatic rupture foreseen in the concept of innovation to stimulate a methodological perspective that assumes this commitment. Such a change presupposes Didactics in action, led by the teacher and his/her students, in which the daily practice of training is inspired by innovative assumptions. It means experiencing with the students what the theory inspires; making them experience experiences that incorporate the principles of innovation that we want to have present in their training.

This is certainly a challenge for teachers, who themselves need to be constantly vigilant, since teaching is done more by example than by discourse.

These situations require a professional approach that demands a break with traditional practices and, at the same time, a deep reflection on their practice, understanding a professional approach that combines practice and theory. Practical knowledge is increasingly considered relevant in the learning process, both in teacher training and for students. The latter certainly have previous traditional experiences, but through differentiated pedagogical action in the classroom, they gradually incorporate an innovative perspective. This process is not always smooth, as it is natural that there

may be some estrangement with the demands and effective learning. Traditional practices encourage a passive student, a receiver of information, which they must reproduce. On the contrary, in a pedagogical process inspired by the innovation criteria described above, a participatory and committed action is expected, with authorship by each one.

When teachers and students commit to a proposal for a paradigmatic change, a destabilization occurs with impacts on their practices and beliefs; the new causes conflicts. The change induces a dialectical process, where the teacher evaluates the degree of effort and commitment required for this. The innovation is subjected to its practical exercise.

Sousa Santos (1994, p. 34) states that “the more global the problem, the more local and multi-local the solutions must be”. He also points out that the degree of disruption is what measures innovation, and is conditioned by the contexts of practice. In some contexts, an epistemological change may be a special disruption, while in other contexts it is a common practice. Scientific fields have their own trajectories that give them specific pedagogical practices. Thus, what is very disruptive in one field is common in others, which is reflected in the teacher training of the different undergraduate courses.

In a previous study (Cunha, 2000, p. 145), we warned that

[...] investigating localized innovative experiences that show signs of disruptive processes can be an interesting alternative for improving the educational process. By doing so, we intend to contribute to making universities and educational systems an alternative to themselves. Is this intention a myth or a possibility? (Cunha, 2000, p. 145, tradução nossa)⁶.

Paulo Freire (1996) contributes greatly to

6 No original: “[...] investigar experiências inovadoras localizadas, que tenham indícios de processos rupturantes, pode ser uma interessante alternativa para a melhoria do processo educativo. Temos o intuito de, assim fazendo, poder contribuir para que a universidade e os sistemas educativos sejam uma alternativa a eles próprios. Será este intento um mito ou uma possibilidade?” (Cunha, 2000, p.154).

the necessary ruptures in education, but warns that education alone will not change the social structure, since society as a whole certainly impacts changes in education and its mobility. Institutions also need to learn to adapt to the demands of the current society, which can create alternatives to generate the new. Furthermore, learning begins when this condition is recognized, assuming that institutions teach and also learn.

Certainly, commitment to academic education is essential for teachers, especially those who work in undergraduate programs. The construction of pedagogical knowledge, involving exchanges of knowledge in this collective pedagogical process, opens doors to theoretical and empirical reflection on teaching. Innovation in the training of educators can have an impact on society, because it is revealed in the education of their students.

Lucarelli (2000) suggests that university innovation presupposes methodologies that break with traditional teaching methods in terms of content, strategies, resources, and purposes, including the relationships between the institution, students, and teachers. Another relevant point, according to the author, is related to overcoming fragmentation in disciplines, including interdisciplinary methodologies, such as teaching with projects and the detachment of knowledge aimed at reproduction. It is important to think about the assumptions of research and apply them to teaching, encouraging the proposition of articulating thematic axes and the valorization of doubt as a starting point for learning.

Lucarelli (ibid.) also affirms the importance of creating spaces for problematization and mobilization of theories and practices. Empirical and theoretical articulation, both as a genuine learning process and in the acquisition of complex professional skills, is a significant element as a booster of processes that constitute university teaching methods. The author states that, since the 1970s, the university has been thinking about lines of research that ad-

dress innovations, with the aim of facing the crisis in education. However, this movement needs to be constantly stimulated, so that the relationship between theory and practice can constitute an important methodological device for teaching and learning.

There are several reflections on higher education and the field of Didactics, referring to the scenario and the protagonists, proposing innovative paradigmatic changes, both in course curricula and in the training of trainers. We have argued that

emancipatory attitudes also require academic knowledge and technical and social skills that configure a know-how that goes beyond reproduction processes. However, they are not established on a general regulatory ethos. On the contrary, as Sousa Santos (2000) states, their characteristic is not to be indifferent to difference (p. 30). This means that competence lies precisely in acting differently for each situation, based on the reading of the culture and the conditions of knowledge production that are established between the teacher and his/her students (Cunha, 2005, p. 8, tradução nossa)⁷.

Certainly, the growing social challenges in a territory affected by globalization call for a more demanding education for educators. They require training that is committed to the profession of students as active, challenging and productive for the reality of the economic and social world.

If these conditions are important for all higher education teachers, they are even more important for those who train teachers, with an emphasis on those who work in pedagogical disciplines, in the field of Didactics and Specific Didactics. For them, content is form; they need

7 No original: "atitudes emancipatórias também exigem conhecimentos acadêmicos e competências técnicas e sociais que configurem um saber fazer que extrapole os processos de reprodução. Entretanto, não se estabelecem sobre um ethos regulatório geral. Ao contrário, como afirma Sousa Santos (2000), sua característica é de *não ser indiferente à diferença* (p. 30). Isso significa que a competência situa-se justamente em agir diferenciadamente para cada situação, a partir da leitura da cultura e das condições de produção do conhecimento que se estabelece entre o professor e seus estudantes" (Cunha, 2005, p. 8).

to be attentive to the coherence between what they announce and what they experience.

Challenges of university teaching: between tradition and innovation

Many studies have been conducted on Brazilian universities, revealing their trajectory in the historical conditions that explain the organization of their courses and analyzing legislation. These studies contribute to opening paths and reflections; however, those that explore the pedagogical training and daily practice of university professors are not yet as expressive.

The productions on teacher training have especially highlighted aspects such as: knowledge and skills of the profession; understanding of the professional development of the teacher; training models; teaching identity; teaching professionalization and reflective practices. Teacher training, in this context and in the face of the changing scenario, identifies with the profile of a teacher who considers learning as a permanent challenge, in which knowledge and skills are learned throughout life, within the school environment and outside it. Therefore, the perspective of professionalism in teaching is important.

For Giméno Sacristán (1995), this condition concerns the recovery of the image of the teacher as an intellectual, as the holder of a discourse that is incorporated by technical elements, but that also expresses political components that determine academic practice.

Studies by Marcelo Garcia (1999), Masetto (2003), Morosini (2000), Anastasiou (2002), Cunha (1998), Pimenta and Anastasiou (2002) and Isaia and Bolzan (2009), among others, also support the importance of investing in the field of university pedagogy and in the professional development of teachers at this level of education.

Masetto (2003) states that, in Brazil, the field of higher education teacher training only

emerged about two decades ago, as a result of course evaluations and the changes that pedagogical science has implemented in this field. Everything indicates that knowledge for teaching – knowledge specific to educational sciences – was for a long time seen as a simple complement to disciplinary knowledge, in which learning and knowledge specific to teaching were disregarded, based on the premise of ‘learning by doing’ or the conception that those who have mastery of specific knowledge know how to teach – in other words, a naturalization of teaching without proposing its professionalization.

Tardif (2002) emphasizes the importance of understanding what teachers’ professional knowledge is and how it is established. It is temporal, in the sense that the first years of professional practice are decisive in acquiring a sense of competence and establishing work routines, in structuring professional practice. For the author, beginning teachers are driven by beliefs acquired during their careers as students. Research by Raymond, Butt and Yamagishi (1993), cited by Tardif (2002), points out that when discipline problems occur in the classroom, teachers tend to reactivate conflict resolution models that they experienced in their family or school histories.

Also according to Tardif (2002), the knowledge and understanding constructed by teachers is temporal, plural and heterogeneous, personalized and situated. This is because it is constructed throughout their careers, at the intersection of their life stories and their schooling. They do not have a single source, but are composed of the diversity of contexts, personal, school, institutional cultures, professional category and scientific field to which they dedicate themselves. They are organized into disciplinary, pedagogical, curricular and experiential knowledge, appropriated in the relationships and concrete practices they experience. They are subjective because they are incorporated from their referents, in which the subjects leave their marks.

This model of practical rationality sees the teacher training process as continuous and the teacher himself as an active subject of his professional development. However, in this training, teaching knowledge and skills are the result not only of professional training and teaching practice, but also of learning acquired throughout life, inside and outside of school (Mizukami et al., 2002). From this perspective, it can be assumed that the professional development of teachers involves values, ideals, feelings, beliefs, experiences, interests and social, professional and political practices.

In his studies, Marcelo Garcia (1999) inquires about the processes by which teachers generate knowledge, in addition to investigating what types of knowledge they acquire. He seeks to understand how individuals become teachers throughout their life trajectory, questioning what they know and how they acquire the knowledge of the profession.

Professional identity is achieved through a construction that permeates professional life, from the choice of profession, to the different institutional spaces where the profession is developed and the different cycles of career development.

We believe, like Pimenta (2006), that the professional identity of the teacher must be constructed based on the review of traditions and the social significance of the profession, the theoretical-practical confrontation, the systematic analyses of practices in light of theories, the meaning that each one gives to their activity, the representations of future teachers, as well as the relationships established with other professionals.

Therefore, teachers, as professionals, are constantly developing. It is up to us to recognize and identify the factors that influence the development of their professionalism, capable of responding to the challenges of higher education in light of the changes that universities are undergoing. They need to accept that the quality of teaching is linked to professionalism and that, for this to be possible, in addition to

solid knowledge in the specific area, they need skills and knowledge in the field of teaching and pedagogical practice. Teachers must be innovative and reinvent their practices to keep up with the changes in the contemporary world.

Teaching is understood as a relationship that focuses on the importance of ethical and humanistic education for students, teacher-student and student-student interaction, clarity and organization of presentations, the need to adapt the language used in the classroom, the specificities of teaching in their area – combining knowledge, skills and attitudes –, the appropriate use of technologies available for teaching, among other issues. Thus, the teacher thinks, organizes, and constructs a pedagogical intervention, paying attention to the complexity of the determinations that permeate his/her pedagogical practice.

Nóvoa (1992) also addresses the genesis and development of the teaching profession in its relationship with the genesis and development of the school institution. In this sense, the trajectory of education systems and schools tend to undergo significant transformations in moments of transition in societies, caused by the cultural, social, and economic models in force in each era. According to the author, the history of the teaching profession deals with a series of changes and, today, takes on new contours, based on a broad debate around the need to redefine the educational function, seeking to elucidate the following questions, among others: who are the students? Who are the teachers? What is the role of the school? What to teach? This reflection is also present in the university, the place where these professionals are trained.

Uncovering the meanings of teacher training requires observing the harmony between the theoretical and practical knowledge acquired in this process and the needs of schools and universities in the current context, since the challenges in the area of teacher training are significant. It is worth noting that training processes do not occur in an exclusively abstract

context, because they are aimed at professionals who, like other workers, have concrete living and working conditions – and it is in this social reality that training develops and is established in its complexity. It is therefore necessary to take into account the teacher's training trajectory, based on the set of actions, knowledge, attitudes and values associated with it, which constitute the specificity of being a higher education teacher, in the direction of their professional identity. Pimenta and Anastasiou (2002) mention this importance:

A professional identity is constructed, therefore, based on the social significance of the profession; on the constant review of the social meanings of the profession; on the review of traditions. But also on the basis of the reaffirmation of culturally consecrated practices that remain significant. [...] It is also constructed by the meaning that each teacher, as an actor and author, gives to teaching activity in his/her daily life, based on his/her values, his/her way of situating himself/herself in the world, his/her life history, his/her representations, his/her knowledge, his/her anxieties and desires, and on the meaning that being a teacher has in his/her life. As well as through his/her network of relationships with other teachers, in educational institutions, in unions and in other groups. (Pimenta; Anastasiou, 2002, p. 77, tradução nossa)⁸.

The authors point out that many professionals from various fields of knowledge enter the field of teaching in higher education as a result of their work in specific areas in the world of work or research. They bring with them a significant amount of knowledge, but

it is still far from the professional knowledge for teaching, understood as knowing how to do and justify what they do (Tardif, 2002). And this justification, being a professional work, must be theoretically grounded.

Certainly, as Franco (2000) states, the university professor is characterized by diversity, by the plurality of options, paths, alternatives, interests and tensions. The movement of constructing professional identity presupposes a process, which also accompanies their trajectory as a person and professional, both influenced by the institutional and social context in which they are inserted. It is a reflective perspective that also promotes the understanding of teaching work as a task permeated by responsibilities, attitudes, relationships and growth.

Training should stimulate a critical and reflective perspective, which provides teachers with the means for autonomous thinking and facilitates the dynamics of participatory self-training. Being in training implies a personal investment, free and creative work on one's own paths and projects, with a view to building an identity, which is also a professional identity. (Nóvoa, 1992, p. 25, tradução nossa)⁹.

Like Nóvoa (1992), Shön (1995) and Tardif (2002) also encourage teaching by adopting an epistemology of practice, based on the professional's reflection on his/her action that can bring about possible changes in teaching, capable of helping the teacher find answers to the dilemmas that professional practice imposes on him/her. It is worth noting that the experiences, knowledge, and understanding that the teacher incorporates and builds throughout his/her career, translated into formative processes, constitute a habitus that, according to Bourdieu (1983), means a system of durable and transferable disposition that functions

8 No original: "Uma identidade profissional se constrói, pois, com base na significação social da profissão; da revisão constante dos significados sociais da profissão; da revisão das tradições. Mas também com base na reafirmação de práticas consagradas culturalmente e que permanecem significativas. [...] Constrói-se, também, pelo significado que cada professor, enquanto ator e autor, confere à atividade docente no seu cotidiano, com base em seus valores, em seu modo de situar-se no mundo, em sua história de vida, em suas representações, em seus saberes, em suas angústias e anseios, no sentido que tem em sua vida o ser professor. Assim como mediante sua rede de relações com outros professores, nas instituições de ensino, nos sindicatos e em outros agrupamentos" (Pimenta; Anastasiou, 2002, p. 77).

9 No original: "A formação deve estimular uma perspectiva crítico reflexiva, que forneça aos professores os meios de um pensamento autônomo e que facilite as dinâmicas de auto formação participada. Estar em formação implica um investimento pessoal, um trabalho livre e criativo sobre os percursos e os projetos próprios, com vistas à construção de uma identidade, que é também uma identidade profissional" (Nóvoa, 1992, p. 25).

as a matrix of perceptions, appreciations, and actions of the actors in different social spaces. Through a panel of meanings, built since primary family education, constantly replenished, updated, and modified throughout the actor's social career, he/she gradually builds his/her habitus. Through it, the actors give meaning to a field, conferring value to the activities developed in it, that is, it is a way for the teacher to be, think, and act in the world and in his/her professional practice. From this perspective, the concept of education is identified with the idea of a path, a process, a personal and professional life trajectory. Therefore, education is not complete; it is ongoing.

The concept of habitus is a theoretical and methodological instrument created by the French sociologist to discuss the relationship between the individual and society. It is in the relationship between habitus and field, with the possession of certain capitals (economic, cultural, symbolic or social), that the driving force of action is constructed in Bourdieu's theoretical perspective. The author recognizes the individual as the bearer of action strategies, analyzing him or her as a socialized agent. It is by thinking of the subject as a socialized individual, represented by the constitution of a habitus, that Bourdieu seeks a reflexive mediation for the discussion of the relationship between the individual and society, or more specifically between the actor and the institution.

Habitus contributes to the constitution of a given field by producing agents that give meaning to the activities developed within it. The relationship that an individual maintains with his or her culture, or more specifically with his or her field, depends on the conditions in which he or she acquired it. This can be achieved by analyzing the professional trajectories of these teachers. Thus, it is possible to learn about characteristics of family and educational background, economic position, and, ultimately, elements that situate teachers in the social structure. In this way, it is also

possible to seek aspects that can construct an analysis of the hegemonic values present in the structuring of the field of higher education and the specificities brought by each teacher.

Final Considerations

Understanding the professionalism of higher education teachers requires perceiving the characteristics of the time and space in which they are inserted, and understanding beyond the daily routine, including the articulations that demand as a result of this process, such as: lesson planning, organization of curricula and programs, developed methodologies, teacher/student relationships and assessments.

The positive relationship between teachers and students confirms the condition that knowledge is instituted in the context of human relationships. Its condition of intelligibility and significance is linked to the way in which the teacher and his/her students attribute meanings to their practices.

The experiences, knowledge, and understanding that the teacher has incorporated and constructed throughout his/her career, translated into formative processes, constitute a habitus, that is, a way in which the teacher is, thinks and acts in the world and in his/her professional practice. From this perspective, as we have already stated, training is understood as a process, permanent par excellence and intertwined with the trajectory of personal and professional life.

In some way, teachers reproduce, with resignifications, the cultures they experience with their students. But they are also capable of, through formative and reflective processes, breaking away from an intuitive professionalism and achieving one that presupposes their own theoretical and practical knowledge of their profession.

This condition is very important for all teachers, but it is even more acute for those who work in undergraduate courses, since the

content and the way they teach are a powerful tool for students to build their own professional knowledge.

Teachers, especially Didactics teachers, teach by what they say, but even more so by example, by what they do with their students. Their pedagogical understanding is manifested in the methodologies they use, the strategies they put into practice and the assessment models they establish. Their teaching is didactics in action and should be explored both in their practical knowledge and in their theoretical assumptions.

It is worth recognizing that lived didactics probably has more impact on training than discourses on ways of learning.

Although there are many challenges in the field of teacher training in undergraduate courses, to a certain extent they permeate the training of the teachers who work there. More than ever, given the challenges of qualifying and including undergraduates, technical and political action is needed in the training of educators.

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