

Pedagogical Formation of Teachers and the Licentiates' Curriculum for the Quality of Basic Education

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Abstract: *Our goal is to understand the learning process of teachers, the reality of the curriculum, the pedagogical practice and its effect on the teacher's formation within the Basic Education. The methodological design had a bibliographical and a documental research along with interviews performed. The context was two Federal Universities from Minas Gerais State. The results has shown that the teachers from Licentiate Courses are post-graduated, government employees with an exclusive dedication contract. However, it lacks pedagogical didactic. The continuing formation happens individually and in congresses; there are barriers to the interdisciplinary work; the work conditions hardens the innovative practice. Concluding, there is a need to move towards achieving higher quality.*

Key-words: *Teacher's training; pedagogical formation; quality on the Basic Education*

Date of Submission: 06-01-2019

Date of acceptance: 21-01-2019

I. Introduction

This article brings a snapshot of the conclusions from a study titled as "Formação de Professores, Qualidade de Ensino e Inclusão". Which has been performed in two Federal Universities from Minas Gerais State, and supported by two students enrolled on a Scientific Research with scholarship sponsored from the institute FAPEMIG (Fundação de Amparo à Pesquisa do Estado de Minas Gerais)".

The Umbrella Project's (Projeto Guarda-chuva) *general goal* was to acquire knowledge of the educational practices and the reality of the implementation on the Educational System from the country side of Minas Gerais State, for the docent formation, taking into consideration a qualitative improvement on the education.

The research of the sub-project, which results are presented here, titled as "Formação Pedagógica dos professores formadores dos licenciados das Universidades do Triangulo Mineiro" had as objective to understand the currently situation on the training program for the teachers, relating the quality of the docent team, the curriculum and the pedagogical practice. Bringing improvements to the limitations and new perspectives on the formation for the basic education of new teachers.

II. Theoretical Backgrounds

Is known that, after the LDB/9394/96 (Lei de Diretrizes e Bases da Educação Nacional) and according to the regulations from the MEC (Ministry of Education and Culture) and CNE (National Education Council), the guidelines and discussions on teachers training, along with its practicing, is being guided to different paths. The author Severino (2006) claims that in regards to the LDB, apart from the concept improvements brought and the official policies implemented, it represents a setback on the quality of the teacher's training. Therefore, a bigger understanding over this subject is mandatory.

In fact, facing the great challenge, MEC is implementing educational policies, seeking alternatives to improve the teaching quality. The training of the docents is being named as: continuing formation, formation on service and professional qualification.

Thereafter, the subject *teaching quality* was already present on the ancient Greek society, being one of the concerns of that civilization. On the golden era of the Age of Enlightenment, the newborn society, the theorist John Locke back on the 17th century, had classified the quality, highlighting the differences presented.

In this sense, the history has shown that the quality is not presented on the contemporaneous time; it came alongside with humankind path and developed into many shapes and meanings on many society formations that the World knows.

In regards to the Brazilian basic education, does it have quality? The authors Silvia e Vizim (2001) condemned publishing that in São Paulo, the richest region of the country, the majority of the youth between 18 and 24 years old (56,2%) are not enrolled at any school, within these, 44,3% does not completed the basic education.

Recently, the research performed in 2003 by SAEB (Sistema de Avaliação da Educação Brasileira), has pointed that the quality of the public education presented still unsatisfactory rates. The research concluded for instance, that on average, the 4th grade students misinterpreted the long texts or the ones with scientific data and could not identify the hour on pointer clocks. Also, were unable to do math operations such as multiplication with two-algorithm numbers. (SANDER,2006, s.p).

Another problem connected to the teaching is the scholar dropout. The 2010's census pointed that the public education image continue to be a filter: the Brazilian school system has almost the double of students enrolled on the initial grades of the elementary school than the ones enrolled on initial grades from the high school. The data reveals that the Country use to table 13,4 millions of applications on the initial grades of elementary school (1st to 5th grade; kids from 6 years old) and 7,1 millions of applications on the high school (1st to 3rd grade). (GOMES, 2001)

Thus, the analytical data, the conclusions from the researches had shown that the school has not succeeded on playing its part of the social role. Also, unfortunately, those who failed on school are those who need it more. The sons from the class devoid of wealth who would have on this opportunity, ascend socially and most important, quoting Paulo Freire (1996), to learn how to "read the world" on a critical way, and transforming yourself on an independent being to build and modify its own path.

As a consequence, there is the fact that the school of poor quality ends up reproducing social exclusion, creating victims of the exclusionary capitalist system

The Federal Constitution of 1988 (art. 206, item I) establishes as one of the principles of education the equal conditions of access and permanence in school. In addition, *democracy* stands out, in which the basis is established for enabling equal opportunities, giving rise to the expression of differences and conflicts and, thus, of coexistence with *plurality*.

But what is the social function of the school? According to Rios (2003), it is the task of the school quality, to develop capacities, skills and socialization of knowledge, of multiple knowledges. Therefore, the content transmitted, constructed or socialized in the school must have sense and be committed to human development. The democratization of Brazilian society, and specifically of education, will be done not only by guaranteeing access to the school, but also by the permanence and success of the teaching.

In the construction of the Pedagogical Project of the School, there is a wide process of discussion, exchanges and interactions, which are also part of the school curriculum. This process also results in learning and, therefore, developing concepts and practices.

That is why, unquestionably, the training of teachers must receive special attention, because in order to teach everyone with quality, it is imperative that one be open to learning and always innovating. In this way, investment in the ongoing formation of teachers is fundamental to the inclusion process.

III. Methodological procedures

The two Federal Universities involved in the research are located in the interior of Minas Gerais region and are part of the university expansion process, having created several graduated courses from 2006 and 2007.

Through interviews, listening to the subjects involved in teacher education, we sought to identify the ideas and practices related to appreciation of the teacher from basic and higher Education. In line with that, we seek to understand what changes have occurred in the search for improvement of the initial formation of teachers and what still needs to be pursued / perfected to achieve the idea of quality education for everyone.

The methodology of the research is qualitative, within a critical aspect.

Initially, a bibliographical review was carried out focusing on teacher education, quality of teaching. Next, the focus was the analysis of the documents - especially, the pedagogical projects of the graduation courses.

Therefore, we conducted interviews using the semi-structured script. Selecting, by sampling, thirty-two subjects. The informants, fourteen teachers from the higher education which were working within degree courses from two Federal Universities in the country side of Minas Gerais region; the remaining were eighteen graduate students. Among the teachers some were also managers of graduated courses. For the selection, during the meeting, the goals of the research were clarified and has been given opportunity to the subjects to demonstrate the interested and the willing to contributing freely.

IV. Analyzes of empirical data: teacher training courses at the Public University

Through interviews, listening to the subjects involved in teacher training, we sought to identify ideas and practices related to the initiation and continued formation of the teachers. In this way, we seek to understand how the formation of the trainers is and what training is offered to the future teachers of Basic Education, what changes have occurred in the search for improvement of the initial formation of teachers and what still needs to be pursued / perfected for the quality education for everyone, according to current policies.

The semi structured script that guided the interviews brought the questions, with the following objectives: to identify the formation of the trainers as well as the didactic-pedagogical training of the same ones and that offered in the curricula of the initial formation; if teacher trainers seek updating and how continuing training happens; *if the curriculum of your course offers broad, multidisciplinary and interdisciplinary training* if the students receive training and feel prepared to work with the diversity present in public schools.

In the interviews, we have selected some testimonials to illustrate the issue. The students answered the question: *"Are the professors of the licentiate course well prepared? Do they have good Didactics?"*:

"Yes, they're well-prepared." Most have master's and doctorate degrees and have taken public examinations. They vary well in teaching strategies and dominate content, with exceptions. (Disc.A. 1)

"Not all of them. There are teachers who, even being doctors, are very traditional in the evaluation process. They are very strict and disapprove the majority. (Disc.A. 7)

"Some know the content, but they do not know how to pass. There is no didactic. He has difficulty communicating. (Disc.A. 2).

-There are teachers who instructs the students to present seminars all the time and they do not lecture and they do not interfere to ask questions ... (Disc A.3).

The testimonies of the students elucidated that some believe that all teachers are good, exalting the training of masters and PhDs. However, they also perceive limitations. The limitations of training range from fragility in the field of content to pedagogical training, especially in the traditional and rigorous way of evaluating. Summative and quantitative assessment leads to a high number of disapprovals.

Next, we selected the following answers from university students, in the question *"Do teachers from graduation courses seek continuing education? How and where?"*

-Yes, they go to national and even international congresses. They publish articles and are always seeking new knowledge. (Disc.A. 3)

- Yes, the teachers are good, they are researchers and there are several students doing scientific initiation with them, in research groups. (Disc.A.2)

As far as I know, the Institution does not have continuing education courses for teachers. Each one seeks the training he needs individually. (Disc.A.3).

The students' responses revealed that the teachers seek, through research and congress, the permanent update. The important highlight is the existence of research groups and the opportunity for students to participate in scientific initiation. However, it was also clear that, in the Institutions, there is no systematized training of trainers, aimed at meeting the needs of the context of each course. We believe that this would be fundamental for the collective growth of the group of teachers and to favor collective and interdisciplinary work.

The professor who works at the University has to attend many other projects, such as research and publications, extension, coordination, meetings, representations, commissions, etc. There are so many charges that the updating, the planning for the exercise of teaching, which would be the main function, ends up being the last.

Continuing the research, we asked the students and professors of the graduation courses the following question: *"Does the curriculum of your course offer a wide, multidisciplinary and interdisciplinary training?"*

-I believe that more multidisciplinary training. It's very rich. But, interdisciplinary I think it is to be desired. (Disc.A. 6)

-I think the curriculum trains more the researcher teacher than the teacher for the classroom. I think that when the teacher is in the classroom, lecturing, we will face problems. (Disc.B. 1)

-Lacks pedagogical training in courses. Ex .: Psychology of education. More didactic, with practice classes, would also be good. (Disc.B. 5)

"They're still only subjects, just modified the name. There is no interdisciplinary. (Prof. 1).

Regarding the curriculum, the deponents demonstrated that there are diverse disciplines that offer dense and important content for teacher training. Critics noted that there is an effort for multidisciplinary work; however, interdisciplinary work is flawed. There is also curriculum concern with a lot of theory and little practice. They suggest that there is a lack of teaching how to solve the problems of the classroom, dealing with students, among others. In this sense, they point out the deficient pedagogical formation and the lack of a discipline of Education Psychology to understand the development of children and teenagers, how they learn and how to deal with them in each age group. They also cite questions such as the teacher-student relationship, and the limitations of training to link with syndromes and learning difficulties, etc.

However, in the Pedagogic Projects of the courses it is stated that the concurrent implementation of such degrees would allow a curricular organization that had a integration group specially directed to the

development of an interdisciplinary pedagogical work (exigency of contemporaneity) and for the cultural amplification of the future teacher. (PPP Historia, 2009).

Through the reports presented, we verified that for the interdisciplinary work, much more is needed than the registration of this intention in the PPP of the Course. It requires a lot of teachers, study, dialogue, changing of educational conception, collective and cooperative work, openness to the new, in the end, the revision of concepts, how to teach and how to learn.

Therefore, we ask students: "*Do you feel prepared to work with the diversity of students in schools? Can you work with diversity and teach all students?*"

-Although I have LIBRAS I still do not feel prepared to work with students with disabilities. How to act with the blind and mentally handicapped? The classrooms are crowded and there is no support at all. (Disc.B. 3)

I'm not ready. Proof of this is that in our classrooms there are students with disabilities and our teachers do not know how to deal with them. Some are more tolerant and some less ... (Disc.A.8).

-A little. The inclusion of people with disabilities think that more than the teacher's effort, there is a need for support in school. (Disc B4)

-Only at the University it is not possible to prepare to support students with disabilities. You need to look for other continuing education courses. (Disc A.2)

"Our University professors are not prepared for that." How will they prepare us? We have a blind colleague who suffers the consequences ... (Disc.A.5)

The student's voices reveals that they are being trained to care for the deaf through the Libras course; which is a good thing. However, there is a lack of training to understand other deficiencies and difficulties in the teaching-learning process. They say that they would not be able to deal with the mentally disabled, with students diagnosed with syndromes or behavior disorders.

However, some students believe they are prepared to embrace to diversity, with the support of the school. However, most people say they feel unprepared to work with people with disabilities, who require different care. Other deponents have acknowledged that even teachers are not prepared to serve people with disabilities. Thus, graduation courses in the institutions investigated are not able to teach, with quality, professionals able to work with all students enrolled in school, regardless of their physical, social or emotional conditions.

But with the diversity present in schools, we cannot remain indifferent to differences. Mantoan (2003) said that the inclusive school is one that has teachers who succeed in *teaching the whole class*, whose main characteristic is heterogeneity, which requires a lot of theoretical and practical knowledge to guarantee the effectiveness of the teaching / learning binomial.

Therefore, from the questions presented to the students, concerning the quality of the teachers and the classes in their respective courses, we summarize them in the table below:

- Do teachers have teaching skills?
- Do you feel prepared to support the diversity of public school students and conduct an *inclusive education*?
- Do teacher participate in *continuing education*?
- Do teacher work in an *interdisciplinary* perspective?

Number of interviewed - 32	% YES	% NO
didactic	28	72
Diversity and Inclusive Education	33	67
Continuous formation	33	67
Interdisciplinarity	33	67

Source: Made by the authors of this research.

We saw that 72% of the interviewees denounced the limitations in the formation of the teacher regarding the *Didactics* aspect, regarding the use of teaching strategies, the teacher / student relationship and, mainly, the form of evaluation adopted.

As for the pedagogical work within the *interdisciplinary* perspective, around 67% of respondents stated that there is still no interdisciplinary work, that is, they work with isolated disciplines.

With regard to *continuing education*, approximately 67% stated that teachers seek to improve themselves, through participation in congresses, seminars, etc. However, they also stated that in both Institutions there is no *continuous training project*, which guarantees the permanent formation of teachers and meets local needs. In addition, there are few study and planning meetings in the Institution. Knowing this, teachers seek updating, attending congresses and presenting the results of their research in Brazil and abroad.

Regarding feeling prepared to attend to *diversity and inclusion*, 67% of the statements made explicit that they do not feel prepared to attend to students with different needs. They also affirmed that the course offers

a short course of Libras, which does not sufficiently prepare them to attend the deaf students, and there is no training for other physical and / or psychological needs; and neither for behavior disorders, language, among others. However, a significant number of informants still believe that the degree course is of quality, since there is a lot of demand and collection of teachers.

Therefore, we continue the research, with the question: *Are the policies for higher quality teacher education effective? To what extent?*

-Not totally. There is lack of appreciation of the teaching profession. (Disc.A. 1)

"I think there's a need for more investment in this area. There is more taking than practice regarding teacher training. (Disc B.7).

"I think a lot has been done, but it's still not enough to solve all the problems. (Disc B6).

- Teachers earn little, are very demanded, overworked and little support ... besides training there is a lot to be seen ... (Disc.08)

Some students believe that teacher education policies have been effective. They note, however, that there are more political speeches than practical actions to guarantee quality training, which should focus on improving the quality of teaching.

In view of the above, it is clear that the curriculum for the initial training of the teachers, as well as continuing education, must be rethought. In order to guide us in this purpose, the Ministry of Education published Resolution No. 2 of July 1, 2015, which defines the National Curricular Guidelines for initial training at the higher level (graduation courses, pedagogic courses for graduates and courses of second degree) and for the continued formation . This resolution expresses concern about formation, since, in Art. 1, the National Curricular Guidelines for Initial and Continued Higher Education for Professionals of the Magisterium for Basic Education were established, defining principles, foundations, formative dynamics and procedures to be followed on the policies, on the management and the training programs courses.

The Resolution also states in the first paragraph of Article 13 that graduation courses must have at least 3,200 (three thousand and two hundred) hours of effective academic work in courses lasting at least eight (8) semesters or 4 (four) years. In addition, all graduation curricula must review their content, tailoring them to a minimum of 3,200 hours of instruction.

This legal orientation makes explicit the requirements of the graduation courses that train teachers for Basic Education, in their different areas and specificities, adjust their curricula and workload with the purpose of guaranteeing solid training to the graduates based on and anticipating an increase of time in practical activities.

The need to seek innovation and improvement of the Teacher Training Curriculum is a reality and has now become a requirement to comply with Resolution No. 2 of July 1, 2015, presented above and, even more so, to meet PNE's goals / 2014.

In this context, we emphasize that the current National Education Plan PNE - 2014-2024 - (Law No. 13,005, June 25, 2014) brings among its guidelines in Art.2º, in item IV - the guarantee of "the improvement of the quality of education "and in item IX, the guarantee of" valuation of professionals from educational system".

We also highlight the Goal 13 in strategy 13.4, which guarantees the improvement of the quality of pedagogy and graduation courses, through the use and application of an evaluation instrument approved by the National Commission for the Evaluation of Higher Education - CONAES – meeting the demands and needs of the Basic Education networks and, in this way, to enable the students to acquire the necessary qualifications in order to carry out the pedagogical process of their future students.

Training well-educated teachers is a requirement to achieve a quality public education that is accessible to the entire Brazilian population. And, as Saviani (2014) said, the focus of improving public education lies in the defense that educational quality will be ensured by the establishment of a solid National Education System, guided by clear goals defined in the National Education Plan, which, as a priority, should ensure the means by which those goals will be achieved.

Moreover, subsidized by the ideas of Saviani (2014), we defend the premise that policies and legislation, which are also essential, are not enough, but, moreover, means must be offered such as resources, support and conditions for them to materialize as a fact.

Good quality education is a practice practiced by professional educators, committed to the development of the oppressed class in all forms. Undoubtedly, good quality school education should contribute to the emancipation of the individual as a participant in a democratic society, and to provide him with the resources to live well, taking advantage of the social and cultural assets that, unfortunately, are now the privilege of a few.

V. Conclusions

Among the students from the graduation courses of the two Universities located in the interior of Minas Gerais, among the future professors, most emphasize the advantage of attending a Public University and, above all, the importance of having well-trained teachers - masters, PhDs and researchers - but also realize their

limitations in didactic training. We analyze the contradictions in the curriculum on courses regarding repetition of content, fragmentation, summative evaluation, lack of integration between contents, lack of pedagogical training and little training for working with the diversity of the public school and, especially, students with disability. Students and teachers state that there is no institutional project of continuous formation and collective planning of the trainers, in the Institution; which hinders interdisciplinary work and the quality of teaching. So there is no culture to find time to meet, plan and study together. The updating of techniques of the teachers happens in participation in conferences, often isolated.

The pedagogical training of the courses needs improvement and resizing, because there is a shortage of contents such as didactics and psychology of learning and education. Graduates and teachers feel unprepared for inclusion, that is, they are insecure in how to attend to all the diversity of students enrolled in the so-called democratic education system, thus open to all. The content and discourse of the pedagogical political projects of the courses are much more advanced than what actually happens in the daily practice of the classroom. In addition, working conditions do not contribute to the viability of a more innovative practice. It is important to warn that teachers with precarious training and poor working conditions end up reproducing such conditions, creating a vicious circle. Thus, teacher training at the Public University requires planning and greater investments to guarantee, in fact, teachers and quality education.

The teachers confirm that they still do not work in an interdisciplinary way and that there are limitations in continuing education. They perceive limitations in the curriculum and complain about working conditions. In the teachers' voice, problems are present in the initial training and continuous training has been insufficient to meet the needs and challenges they face in the classroom. Such problems involve social, family, health and political issues; require a sum of efforts to be overcome.

Inadequate conditions for teaching work, overwork and professional devaluation are explained in both Basic Education and Higher Education. Thus, a vicious circle is formed: students with insufficient basic education are formed teachers with limitations in the knowledge and skills that, consequently, will form other students with limitations in the quality of teaching. Therefore, obviously, the training of Higher Education teachers has a radical effect on the initial formation of Basic Education teachers.

We believe that much investment has been made in initial and continuing teacher training. But not enough to guarantee the improvement of the quality of teaching in the public school and nor better working conditions of the professionals of the area. In order for Brazilian education be truly democratic and inclusive, we need educational policies to go beyond discourses and, in fact, invest in a public university of good quality for all. In this way, curricular re-organization within the current Legislation should be a promising way to improve the quality of teacher training.

The critical view on this reality and the union of the teaching professionals with collective and intervention actions, can change the current picture of the training in the undergraduate courses of the Public University. And only then will we have well-trained teachers who can contribute to building a society with greater social inclusion.

Finally, we realize that investments in research, studies, viable educational policies, serious investment in salaries, training, actions, and society's awareness, among others, represent work to be carried out in the long term, together, in the quest to attenuate the precariousness of the teacher training for Basic Education, nowadays.

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Leonice Matilde Richter. "Pedagogical Formation of Teachers and The Licentiates' Curriculum for the Quality of Basic Education." *IOSR Journal of Polymer and Textile Engineering (IOSR-JPTE)* , vol. 6, no. 1, 2019, pp. 07-13.