

TEACHER TRAINING: ADVANCES AND CHALLENGES
FORMAÇÃO DE PROFESSORES: AVANÇOS E DESAFIOS
FORMACIÓN DOCENTE: AVANCES Y DESAFÍOS



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How to refer to this article:

LEITE, M. E. T. B.; POLETTTO, L. Teacher training: Advances and challenges. **Rev. Educação e Fronteiras**, Dourados, v. 12, n. esp. 1, e023015, 2022. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v12in.esp.1.17138>



| **Submitted:** 20/12/2021

| **Revision required:** 15/01/2022

| **Approved:** 18/02/2022

| **Published:** 22/04/2022

Editor: Profa. Dra. Alessandra Cristina Furtado

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

ABSTRACT: This article consists of a bibliographic study to reflect on the origin and challenges of the Pedagogy course and teacher training, emphasizing the advances and challenges of this training. The reflections are based on authors such as Minayo (1994), Gatti (2018), Masetto (2012), Brzezinski (2011), Arantes and Gebran (2014), Scheibe and Aguiar (1999), Almeida (1995), Luzuriaga (1960), Torquato et al. (2015), Graciani (2014), and Grillo (2000), with a focus on teacher training. The works of Gadotti (1996), Fernandes (2008), and Freire (1987, 1996) are also used, which contribute to a better understanding of teacher training, addressing its advances and challenges. Understanding how Brazilian education is configured in the current scenario leads us to seek facts that can reveal a reality full of advances, considering the various dimensions that make up the social fabric, its conflicts, and challenges, and allows us to reflect on the close relationship between education and society. The role of the teacher requires specialized training, which involves acquiring knowledge and a commitment to the community based on principles that motivate human behavior, especially in this period of changes and transformations in contemporary society.

KEYWORDS: Teacher education. Brazilian education. Educational process.

RESUMO: Este artigo consiste em um estudo bibliográfico com o objetivo de refletir sobre a origem e os desafios do curso de Pedagogia e a formação de professores, com ênfase nos avanços e desafios dessa formação. As reflexões baseiam-se em autores como Minayo (1994), Gatti (2018), Masetto (2012), Brzezinski (2011), Arantes e Gebran (2014), Scheibe e Aguiar (1999), Almeida (1995), Luzuriaga (1960), Torquato et al. (2015), Graciani (2014) e Grillo (2000), com destaque para a formação de professores. Também são utilizados os trabalhos de Gadotti (1996), Fernandes (2008) e Freire (1987, 1996), que contribuem para uma melhor compreensão da formação do professor, abordando seus avanços e desafios. Compreender como a educação brasileira se configura no cenário atual leva-nos a buscar fatos que possam revelar uma realidade repleta de avanços, considerando as diversas dimensões que compõem o tecido social, seus conflitos e desafios, e permite refletir sobre a estreita relação entre educação e sociedade. A função do professor requer uma formação especializada, que envolve a aquisição de conhecimentos e um compromisso com a sociedade, baseado em princípios que motivam o comportamento humano, especialmente neste período de mudanças e transformações na sociedade contemporânea.

PALAVRAS-CHAVE: Formação de professores. Educação brasileira. Processo educativo.

RESUMEN: Este artículo consiste en un estudio bibliográfico con el objetivo de reflexionar sobre el origen y los desafíos de la carrera de pedagogía y de la formación docente, destacando los avances y desafíos en la formación docente. Las reflexiones se basan en Minayo (1994), Gatti (2018), Masetto (2012), Brzezinski (2011), Arantes & Gebran (2014), Scheibe, Aguiar (1999), Almeida (1995), Luzuriaga (1960), Torquato et al. (2015), Graciani (2014), Grillo (2000), con énfasis en la formación docente; en Gadotti (1996), Florestan Fernandes (2008) y Paulo Freire (1987/1996), que ayudan a pensar mejor la formación docente con sus avances y desafíos. Comprender cómo se configura la educación brasileña en el escenario actual lleva a la búsqueda de hechos que puedan mostrar una realidad llena de avances frente a las dimensiones que componen el tejido social, sus conflictos y desafíos, permitiendo reflexionar sobre la estrecha relación entre educación y sociedad. El rol del docente requiere de una formación exclusiva, que suma la adquisición de aprendizajes y el compromiso con la sociedad con principios que motivan el comportamiento humano, especialmente en este período de trayectorias y transformaciones en la sociedad actual.

PALABRAS CLAVE: Formación del profesorado. Educación brasileña. Proceso educativo.

Introduction

Reflecting on teacher training has become extremely important in the academic sphere and society as a whole, especially regarding initial training. In this perspective, the discussion at hand is based on qualitative research of a bibliographic nature.

As pointed out by Minayo (1994), the process of methodological understanding encompasses the apprehension of reality, which is composed of the worldview transmitted by the set of techniques the researcher employs to approach their object of study.

Thus, the methodology adopted by the researcher is a factor of great importance for guiding the research. The research process is a scientific work based on formulating questions and reformulating experience. Therefore, action is grounded in how knowledge is transmitted, updating what is established and connecting thought to action, as "nothing can be intellectually a problem if it has not first been a problem of practical life" (MINAYO, 1994, p. 17, our translation).

The reflections in this article are grounded in Minayo (1994) and Gatti (2018), with a focus on teacher training, as well as Gadotti (1996), Florestan Fernandes (2008), and Paulo Freire (1987/1996), who contribute to a deeper reflection on teacher training, considering its advances and challenges.

Origin and Challenges of the Pedagogy Course

With the creation of the Faculties of Philosophy, Science, and Literature by Decree n. ° 19,852 on April 11, 1931 (BRAZIL, 1931), which established the organization of the Federal University of Rio de Janeiro, there arose a concern for the training of teachers for the normal course. It was in this way that the Pedagogy Course was established in Brazil in 1939, through Decree-Law n. ° 1,190 on April 4, 1939, which established the creation of the National Faculty of Philosophy, including a "pedagogy section" as one of the "four fundamental sections" mentioned in Article 2, clause "a" (BRAZIL, 1939). This Decree-Law was responsible for developing the first curriculum for training to be implemented in the Pedagogy course.

Since its creation, the Pedagogy course has been marked by dichotomies between teacher and specialist, bachelor's degree and teaching degree, generalist and specialist, educational technician and teacher. As highlighted by Arantes and Gebran (2014), regarding the field of work of the pedagogue, Article 51 of Decree-Law n. ° 1,190/1939 stipulated that as of January 1, 1943, clause "c", a bachelor's degree in Pedagogy would be required for positions

as educational technicians. On the other hand, teaching degree holders could work as teachers in Normal Schools, responsible for training primary school teachers.

This distinction between a bachelor's degree and a teaching degree, regarding areas of work, persisted in the Opinion of the Federal Council of Education (CFE) n. ° 251, dated April 11, 1962, which established the second minimum curriculum and the duration of the Pedagogy course in Brazil. In Resolution CFE n. ° 2, dated May 12, 1969, the third curriculum was developed, setting the minimum contents that should be included in the course. Finally, the fourth curriculum was established by the Resolution of the National Council of Education (CNE) n. ° 1, dated May 15, 2006 (BRAZIL, 2006), which instituted the National Curriculum Guidelines for the Undergraduate Course in Pedagogy (Teaching Degree), revoking Resolution CFE n. ° 2/1969.

According to Scheibe and Aguiar (1999), in the Pedagogy course, educators face conflicts related to theoretical-methodological and epistemological positions. To mediate this process, the Commission of Specialists in Pedagogy Education works by analyzing training proposals for professionals in the field of education. For example, a bachelor's degree in Pedagogy was prepared to hold technical positions in the educational field, while a teaching degree was intended for teaching. There was a separation between the disciplines of the bachelor's degree and those of the teaching degree, which caused a rupture as if they were not interdependent. The course on Didactics, for instance, was reduced to teaching classroom methods. This originates from the well-known dichotomy between theory and practice (FURLAN, 2008).

The Pedagogy course was divided into two distinct and autonomous blocks: on one side, the disciplines of the so-called foundations of education, and the other, the disciplines of specific specializations. The course began to predominantly train the so-called "specialists" in education, such as school supervisors, educational counselors, school administrators, and school inspectors. Additionally, it continued to offer the teaching degree "Teaching of subjects and practical activities in normal courses" as a specialization, providing an alternative teaching method in the early years of elementary education (SCHEIBE; AGUIAR, 1999).

Throughout its 82 years of existence, the Pedagogy course still seeks and struggles for its identity. It is a long journey of survival in the face of changes in a capitalist society, where some institutions, including higher education, strive to survive by offering courses that seem like mere diploma factories. In this context, the Pedagogy course constantly has its identity questioned, although, over the years, it has been dedicated to training professionals capable of

questioning and seeking improvements in their field of work.

Pedagogy aims to improve the learning process of individuals through reflection, systematization, and knowledge production. As a social science, Pedagogy should be connected to socially produced knowledge while adhering to each country's educational standards (SILVA, 2014).

According to Almeida (1995), the issue of identity in teacher education programs, especially in Pedagogy, and the role of education faculties has been a central topic in discussions among Brazilian educators for over half a century.

Pedagogy, as a "pedagogical science," integrates different approaches to providing coherence to the study of the educational phenomenon. According to Coelho and Silva (1991), it is necessary to specify the object of education in a way that does not reduce the educational phenomenon, thus developing a specific methodology that captures the dynamic and constantly evolving aspects of education. It is also important to broaden the historical debate that Pedagogy and its epistemological status have achieved in recent years, especially considering the relevance of its contribution to the construction of a society based on social justice, solidarity, respect for diversity, freedom, and equality of rights (HAGEMEYER, 2008).

The importance of Pedagogy is evident due to its comprehensive training, in which fields of knowledge such as History, Psychology, Sociology, Philosophy, and Mathematics, among others, come together in a single course to prepare professionals capable of dealing with the diversity present in schools today. Another point highlighted in the guidelines is reaffirming universities as privileged places for teacher education (SILVA, 2014).

Discussing the Pedagogy course is a challenging task. Its trajectory is permeated by doubts, criticisms, and questioning, leaving a significant mark on the history of Education over the years.

In light of the above, the importance of pedagogues becomes evident. They are education professionals responsible for various subjects at different stages of Education and performing administrative, coordination, and leadership roles in basic Education. The pedagogue assumes responsibility for both administrative and educational competencies. The identity of the pedagogue as an education professional is legally supported by Article 61 of the National Education Guidelines and Bases Law (LDB) n. ° 9,394, dated December 20, 1996:

Article 61. **Basic school education professionals** are considered those who, while effectively working in it and having graduated from recognized courses, are: [...]

II - Education workers holding a **degree in pedagogy** with qualifications in

administration, planning, supervision, inspection, and educational guidance, as well as master's or doctoral degrees in the same areas (BRASIL, 1996, emphasis added).

Almeida (1995) states that a brief analysis of the history of Brazilian education reveals that teacher training for the early grades of basic school, at the higher level, is not only an urgent matter but also of great social importance in countries where children and young people are completely excluded from educational benefits. This is due to the inefficiency of the education systems, governmental negligence, and the material and cultural conditions these social groups face. In the face of this reality, the importance of Social Pedagogy as a specialized area for pedagogy professionals and the relevance of pedagogical actions in socio-educational institutions is highlighted.

Social Pedagogy as a specialization area for the pedagogy professional

As stated by Luzuriaga (1960), when examining the historical development of Social Pedagogy, it is necessary to establish a distinction between the precursors or predecessors in Classical Pedagogy, from Plato to Pestalozzi, and the founding theorists in Modern Pedagogy, from Natorp to the present day.

According to Torquato *et al.* (2015), pedagogy is dedicated to systematically studying educational practices that occur in society, considering them fundamental processes of the human condition. It investigates the nature, purposes, and relevant and essential processes in the practices carried out in educational settings, intending to propose implementing these processes in different contexts in which these practices develop. Therefore, pedagogy is considered a "science of education."

Graciani (2014) states that Social Pedagogy is characterized as a transversal science open to popular needs in the search to transform oppressive conditions existing in society. It nourishes its roots in the reflective perspective, based on people's culture, to build other possibilities and alternatives without destroying the past but rather promoting the overcoming of what needs to be transformed.

Social Pedagogy is not a scientific doctrine but a field of intervention, much like the family and the school. Where the pedagogical action of these institutions does not reach, social pedagogy appears to exert subsidiary action, dependent on both the state and non-governmental organizations. [...] The most central aspect of concrete social pedagogical work lies in the educational relationship between the educator and the learners. It is a personal relationship that should not be hindered by the bureaucratism of pedagogical institutions

(CABANAS, 1997, p. 79, our translation).

In this understanding, we revisit Paulo Freire when he stated (1979, p. 84, our translation): "Education does not transform the world. Education changes people. People transform the world." This quote highlights the real possibility of Social Pedagogy in various educational contexts.

In light of this, Social Pedagogy emerges to address social issues of a particular situation from an educational perspective, promoting dialogues with new approaches to the training and practice of the pedagogy professional.

In the 21st century, social relations are marked by social exclusion. According to Sella (2002), this exclusion has been a challenge, and Social Pedagogy can play a fundamental role in promoting inclusion and striving for a more just society.

[...] is the bitter fruit of modern society, despite the many advancements in its various sectors. It is not only about exclusion from the world of work, considered one of the harshest consequences of neoliberal capitalism through unemployment but also exclusion from other basic goods: health, education, food, housing, land, leisure, etc. It excludes human dignity, creating a massive population of disposables with nothing (SELLA, 2002, p. 13, our translation).

As an education professional, the pedagogue can engage in this context and address social issues. They can contribute to the development of children, nurturing the hope for a fairer world and providing conditions for them to become reflective, critical, and aware individuals of their rights.

Social Pedagogy aims to understand social and human reality, contributing to improving the quality of life through a commitment to processes of liberation and social transformation in the context in which people live or suffer. The participation process assists in acquiring skills to deal with difficulties and fight for better living conditions (PASSOS, 2018).

Article 227 of the Federal Constitution of 1988 establishes the recommendation to defend children's rights, reaffirming that it is the duty of the family, society, and the state to ensure, with absolute priority, the right to education. From this pedagogical perspective, the child is recognized as a social and historical belonging to a specific social and cultural class (BARROS, 2008).

Queiroz (2018) states that education goes beyond addressing only educational subjects. On the contrary, it is an action intrinsically linked to public policies. When addressing education and public policies, it is essential to highlight the legal aspects that ensure quality education for all. Therefore, it is understood that social pedagogical practice begins with a theoretical analysis

to transform the world and contribute to social transformation.

Teacher Education: Education, Advancements, and Challenges

It is essential to highlight the significance of reflecting on teacher education. This topic has gained prominence in discussions both in Brazil and around the world, and it is questioned in its more traditional approaches, "which have been present in our educational history since the beginning of the 20th century, inspired by the scientism prevalent in the 19th century" (GATTI, 2018, p. 163, our translation).

From this perspective, according to Gatti (2018, p. 163, our translation), these traditional approaches to discussion resist the emergence of new practices in the educational field that consider "[...] diverse social and cultural contexts, constituted in our historical, social, and cultural trajectory." This trajectory is challenged by the contemporary context, permeated by various forms of information transmission through digital technologies, revealing different approaches in production relations and multiple forms of tasks.

Gatti (2018) draws attention to the current societal landscape in which schoolwork occurs. It is a context that challenges us to reflect on values, how the social conditions in which schoolwork is carried out are highlighted, and the need to promote social justice and strive for social equality/equity.

From these problematizations, it is relevant to mention the reflection of Brzezinski (2011, p. 5, our translation): "In the process of these modern perceptions, it is still necessary to exercise 'in contemporary times the culture of emancipation, which will require the articulation between cognitive, affective, volitional, social, axiological, and cultural competencies'."

Gatti (2018) highlights that difficulties arise in the face of current configurations, encompassing various dimensions, especially in exercising democracy. These are issues that involve values, heterogeneity, and modes of educational practice in school institutions. These institutions are embedded in society and face the particularities of collective actions, contributing to the conflicts and divergences of the present moment. In light of the above, the author argues that the formation and activity of teachers and educational managers materialize and establish the construction of students' knowledge.

Understanding the consequences that impact school education presents itself as an obligation for teachers and managers who aspire to develop themselves in the face of challenges in the educational field and, consequently, in teacher and manager training. "In this line of

thought, we affirm our belief in the intellectual autonomy of the teacher, capable of thinking and promoting changes, as well as their commitment to broader educational and ethical purposes" (GRILLO, 2000, p. 76, our translation).

Discussing teacher education is paramount, as educational processes in current productions play highly relevant roles in contemporary societies. As an undeniable instance of public interest, school education is carried out by education professionals, especially teachers, who perform various roles in school institutions, and whose education underpins different forms of knowledge acquisition related to various responsibilities in professional practice. "To interpret the activity they develop, the teacher produces an original theory and organizes a specific body of knowledge - professional practical knowledge" (GRILLO, 2000, p. 73, our translation).

The readings revealed the advances and challenges faced in the education path, particularly regarding teacher education issues. According to Gatti (2018, p. 164, our translation), the tensions experienced by different collectives in unequal situations, "such as managers, researchers, and educational evaluators, giving rise to claims expressed in various ways (different associations, media, movements for more and better education, etc.)," highlight the challenges related to educational policies. Thus, the author emphasizes the need to understand the transformations in teacher education, as evidenced by the regulations discussed by the National Council of Education in 2015.

Gatti (2018) demonstrates that it is necessary to reflect on teacher education and analyze the context, accuracy, and objectivity in technological production, which confirms significant changes in the current context. From the truths and patterns established in the sciences in the 19th century, uncertainties and knowledge emerged that demanded linguistic innovations mediated by the support of digital technologies.

In this context, professional education, with the emergence of the knowledge or learning society, presents an almost infinite multiplicity of production sources (MASETTO, 2012, p. 16).

In the Brazilian educational sphere, Gatti (2018) highlights a context marked by intense conflicts in basic education. Despite advances and challenges, the path of early childhood and primary education is still limited and essentially precarious. Although the quality of teaching is directly related to school goals, these goals are indicators that allow us to evaluate how school knowledge is internalized. They also point to other issues related to the role of teacher training institutions, such as incentive programs for such training.

In this sense, Gatti (2018, p. 165, our translation) notes that, regarding teacher training in undergraduate courses, no significant advances are identified "in policies and practices related to modern aspects or harmonious novelties with the new panorama that is being established for the new generations [...]".

In this perspective, the author highlights the importance of reflecting on the experienced data in the educational context, affirming that: "the idea that from them the spirit of transformation is stimulated, in line with Saviani and Duarte (2012, p. 15, our translation), so that a change can occur, a systematic and rigorous analysis in its entirety is necessary regarding the circumstances that reality offers (GATTI, 2018, p. 165)".

Given this aspect, the aim is to prove that reflecting on the formation of these professionals is still a complex process in undergraduate courses that train teachers. According to the scholar, this difficulty arises from the historical-social construction and the division in training, resulting from the emphasis on academic culture,

[...] regarding bachelor's degrees and other teacher training programs where they are conceived as appendices to bachelor's degrees, higher education institutions where pedagogical training is viewed with a certain disregard, where teaching itself is undervalued and expressed through representational elitism associated solely with research and researchers rather than teachers – it is expected that the establishment of new perspectives for teacher training courses will encounter cultural barriers, defense of established forms and habits, hindering changes (GATTI, 2018, p. 166, our translation).

Reflective practice is essential and necessary but should not be treated superficially or turned into a fad, possibly limited to abstract or theoretical aspects (GRILLO, 2000, p. 79). In this perspective, it is necessary to reflect on the problems, experiences, and pedagogical mediations that consider the teacher as a researcher (GRILLO, 2000), going beyond mere educational action.

The teacher-researcher is the one who dedicates themselves to their own experience, seeking to Reconstruct your knowledge through reflection, in practice, and about practice. This role requires pedagogical competence because the teacher is an educator, and this is their professional responsibility. To perform this role well, the teacher needs appropriate pedagogical training (MASETTO, 2012, p. 15).

Thus, the challenge presented to teacher educators, according to Gatti (2018, p. 13, our translation), is to

[...] change their curriculum perspectives, discuss them, devote themselves to thinking about them, seek the development of horizontally, vertically, and

transversally integrated curricula, understand and know how to integrate pedagogical practices and theories, and thereby differentiate disciplinary knowledge from knowledge for teaching (SHULMAN, 2004), learn how to deal with interdisciplinary approaches and with technologies and media, integrating them into their pedagogical practice, working cooperatively, for example, in didactic projects, etc.

In the situation presented by the author, the teacher identifies special situations, uses relevant elements to analyze them, seeks to develop the curriculum, and organizes diagnoses to make decisions about pedagogical mediations. Multiple approaches are created that are appropriate to the different situations that occur in the classroom.

Gatti (2018) understands that the role of the teacher requires specific training, as this training incorporates the acquisition of knowledge and a commitment to a society based on principles that guide human behavior, especially in a period marked by rapid and intense transformations in history.

A new way of reading reality: Brazilian education advances and challenges

Reflecting on the configuration of Brazilian education in the current scenario implies seeking evidence that demonstrates a reality full of advancements in the different dimensions that compose the social fabric, with its conflicts and challenges. This allows for an understanding of the close relationship between education and society. In this perspective, it is important to consider an education based on dialogue with the community and its social context, highlighting the complex interaction between society and education so that they do not consolidate in isolation, with education's contribution becoming increasingly relevant to society (GADOTTI, 1996).

In this context, the contributions of Florestan Fernandes (2008) and Freire (1987) are fundamental for reflecting on dialogic education based on the action/reflection of practices. This action is manifested through what is learned, known, through the very process of understanding, and put into practice through teaching. In short, it is a systematization driven by action, lived, experienced, known, and felt.

Freire (1987) states that this understanding is based on action/reflection and encompasses the whole human being, involving corporeality, affectivity, human and social relations, morality, and ethics. In this sense, this action constitutes an inseparable set of conscious and unconscious practices. It is observed that these aspects highlighted by Freire enable a formation that considers the life, experiences, and knowledge of the individuals

involved in the process, as they are based on values and traditions.

In his set of formulations, Florestan (2008) presents admirable contributions to the reflection of this process, emphasizing that for real advancements to occur, the supreme goal must be the construction of an autonomous national society. In this line of thinking, the scholar highlights that the educational process should serve as a mediator for the development of society, ensuring the social interaction of all those involved. From this perspective, the aim was to establish an organized education that would enable critical thinking, with the goal of forming a nation autonomously.

It is understood that the challenges for education, mediated by the learning relationships established in the educational process, as well as educational projects, play a guiding role in the construction of politicization as an act of knowledge and social transformation. In its broadest sense, critical education promotes processes of conscientization. This is the purpose of educating in all dimensions of an individual's agency. For Freire (1987), liberating education represents a social investment, an act of rebellion in the struggle against imposed determinations that produce individuals. It is a refusal by the oppressed to allow themselves to be shaped by chance, circumstances, or "banking" education. Education as the practice of freedom aims to enable individuals to shape their way of thinking and interpreting reality, understand their world, write their own destiny, create themselves, and create humanity itself.

By making choices and deliberating on them creatively and courageously, the individual develops a belief in the possibility of improving and transforming the environment in which they live. Thus, Paulo Freire (1996, p. 97–98, our translation) asserts:

An education that enables individuals to engage in courageous discussions of their issues. Their engagement with these issues. That warns them of the dangers of their time so that, conscious of them, they gain the strength and courage to fight instead of being led and dragged towards the ruin of their own "self," subjected to external prescriptions. An education that constantly places them in dialogue with others. That predisposes them to constant revisions.

It is an education that reveals itself as an instrument of individual emancipation and transformation of behaviors.

Paulo Freire and Florestan are essential references for reflecting on the advancements and challenges in education. These challenges provide an opportunity to reflect on the role and purpose of education, particularly in the context of contemporary Brazilian education. The studies of these thinkers allow us to understand society as lacking autonomy and to consider education based on the relationships between individuals, recognizing them as autonomous

subjects capable of making decisions.

Thus, the challenge for Brazilian education in the face of the reality of the dimensions that make up the social fabric needs to be (re)thought. The protagonists of this process are the learner and the educator, who, mediated by dialogism, learn from others and experiences.

According to Brzezinski (2011, p. 5, our translation), "another model of teacher education is approaching a paradigm of science that is still under construction, thus identified as emergent" and emphasizes that this new model should "[...] meet the quality requirements in the pedagogical work of the teacher-researcher through the articulation of mental intelligence and sensitive intelligence, combined with their creative imagination." In the current context, being a teacher-researcher capable of exercising pedagogical practice with competence and providing individuals with the conditions to exercise their citizenship entirely becomes a great challenge.

Final Considerations

The formation of teachers in the Brazilian educational context is marked by events that have interfered with their traditional modes of discussion, creating a disrupted path in contemporary times. Understanding the articulation of these experiences has been essential to reflect on the need for teacher education in the face of the human action of educational activity.

In the reflections mediated by the readings conducted for the composition of this article, the perspective of authors based on educational processes, with a basis in dialogism, points to a teacher education that requires reflecting on the purposes of education as one of the transformative instruments of society. Therefore, education needs to be liberating and emancipatory, a dimension that empowers individuals to interpret knowledge and the environment in which they live.

Studies have shown numerous advances and challenges in teacher education in Brazilian education, as found and observed in the researched literature. Among them, the need for quality and equitable education for all Brazilians stands out.

Looking beyond the current challenges of teacher education, within the paradigms of thought of these authors, highlights the need to rethink the educational process itself as one engages in realizing it. Additionally, it is important to confront the advancements and crises in the educational field, which challenge the adoption of proposals to overcome the challenges faced in teacher education. New studies and articles are necessary to assist in this reflection on

education, especially in adopting educational policies in the Brazilian context.

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Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

