

From teacher educator to teacher educator: four challenges to graduate teachers in pre-service teaching courses

*De professor formador para professor formador:
quatro desafios para formar para a docência nas licenciaturas*

*De profesor formador para profesor formador:
cuatro retos para la capacitación para la docência en la licenciatura*

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Abstract: This paper discusses teacher education in pre-service teaching courses by relating it to four questions: do students want teaching less and less? How to educate students who do not want it as a future profession? To what extent has collective work been built, in the context of undergraduate degrees, aimed at preparing students for teaching? Moreover, how to train teachers in contexts where the value of pedagogy in teacher professionalization is unknown or often disregarded? This theoretical study aims, in a (self) questioning perspective, to interrogate and reconstruct the meaning of the action of teaching in pre-service courses in Brazil. This reflection builds on the argument of the preponderant role of the teacher educators to entice the students to sign up in the formation and the teaching profession.

Keywords: Teacher educator. Students. Teaching. Pre-service teaching course.

Resumo: Neste artigo, discute-se a formação para a docência nos cursos de licenciatura relacionando-a a quatro indagações: será que os estudantes querem, cada vez menos, a docência? Como formar para a docência estudantes que não a querem, muitas vezes, como futura profissão? Até que ponto tem sido construído um trabalho coletivo, no contexto das licenciaturas, visando formar os estudantes para a docência? Além do mais, como formar professores em contextos onde se desconhece, ou desconsidera, muitas vezes, o valor da pedagogia na profissionalização docente? Este estudo, de natureza teórica, visa, numa perspectiva de (auto)questionamentos, interrogar e reconstruir o sentido da ação de ensinar nas licenciaturas no Brasil. Esta reflexão assenta o argumento do papel preponderante dos professores formadores de instigar os estudantes a se inscreverem na formação e na profissão docente.

Palavras-chave: Professor formador. Estudantes. Docência. Licenciaturas.

Resumen: Este artículo aborda la formación del profesorado en los cursos de grado relacionándolo con cuatro preguntas: ¿quieren los estudiantes enseñar cada vez menos? ¿Cómo capacitar a los estudiantes que no lo quieren a menudo como una futura profesión? ¿En qué medida se ha construido el trabajo colectivo, en el contexto de los títulos universitarios, dirigido a capacitar a los estudiantes para la enseñanza? Además, ¿cómo capacitar a los docentes en contextos donde el valor de la pedagogía en la profesionalización docente es desconocido o a menudo se ignora? Este estudio teórico tiene como objetivo, desde una perspectiva de (auto) cuestionamiento, interrogar y reconstruir el significado de la acción de enseñar en cursos de grado de licenciatura en Brasil. Esta reflexión se basa en el argumento del papel preponderante de los formadores de docentes al instar a los estudiantes a inscribirse.

Palabras clave: Profesor formador. Estudiantes. Enseñanza. Grados de licenciatura.

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First words

A **formação inicial e a formação continuada destinam-se, respectivamente, à preparação e ao desenvolvimento de profissionais para funções de magistério na educação básica em suas etapas** – educação infantil, ensino fundamental, ensino médio – **e modalidades** – educação de jovens e adultos, educação especial, educação profissional e técnica de nível médio, educação escolar indígena, educação do campo, educação escolar quilombola e educação a distância – a partir de compreensão ampla e contextualizada de educação e educação escolar, visando assegurar a produção e difusão de conhecimentos de determinada área e a participação na elaboração e implementação do projeto político-pedagógico da instituição, na perspectiva de garantir, com qualidade, os direitos e objetivos de aprendizagem e o seu desenvolvimento, a gestão democrática e a avaliação institucional¹ (BRASIL, 2015, art. 3º, emphasis given).

Considering this brief reference to the Brazilian Curriculum Guidelines for pre-service teaching courses (undergraduate courses, pedagogical training courses for graduates and second teaching license courses) and for continuing teacher education in Brazil, it is clear that there is no opportunity for doubts and misinterpretations of the characteristics of the pre-service teaching courses as teacher education courses. At the very beginning of the pre-service teaching courses in the country, in 1934 at the University of São Paulo, they were offered with the explicit purpose of offering the pedagogical knowledge necessary for teaching activities (PIMENTA; ANASTASIOU, 2003).

From the perspective of pre-service teaching courses as locus for teacher education it emerges, in one way or another, the commitment of teacher educators, in this same context, with teaching professionalization. This means mediating a process, based on the peculiarities of the various curricular disciplines, of (trans)forming an individual for a particular profession. This required, in a nutshell, to consider pre-service teaching courses as a locus for teaching knowledge development (ARAÚJO, 2019a; 2019b; 2020).

Although the idea of **teaching knowledge** is a very valuable concept for education, subject to several and even conflicting definitions, we are adept of Franco's understanding (2018, p. 50) that "teaching knowledge is built on and for the subject". The author helps us to look clearly to knowledge and to understand it not as a finished and polished product, but as a dynamic process. This process, explains Franco (2018, p. 50), "is the result of a subjectivation work of the subject; it is not something that one incorporates from the outside in; it is necessary an active cognitive reconstruction process of the subject".

Thus, by adopting the concept of pre-service teaching courses as a locus for teaching knowledge development, it is intended to state the commitment of teacher educators to encourage students to sign up in the education and teaching profession. To sign up, as recommended by Nóvoa (2017), is to publicly assume yourself as a teacher as a chosen profession to which it is exclusively dedicated.

Thus, regarding this approach, we place the work of these teachers, articulated with the student role in this same process, as one of the aspects of the initial teacher education process. Thus, it is in this first aspect that lies the students commitment with its professionalization as a process that includes self-education. To paraphrasing Moreira (2005),

it is argued that, in the context of teacher professionalization, the role of the teacher is also to transfer responsibilities to students so that they can grasp the teaching profession, taking it as a self-educating process, making each one assume the responsibility to become an agent of transformation.

Nevertheless, there is another aspect of pre-service teacher education, even more important and that includes the conditions and the institutional support, in particular, pedagogical support, including educational research appreciation that may favor the professionalization (such as the Brazilian Institutional Program for Teaching Initiation Scholarships and the Pedagogical Residence, or Supervised Practicum). Thus, teaching in pre-service teacher education courses, and teaching future teacher in these courses are inseparable elements.

The perspective presented here is that of teacher educators who have sought to know the basic school, the formation and the teaching profession from inside, since teaching and research are activities that need to happen in this way, from the inside out, from the everyday situations to theory; but not the other way around as historically instituted. For this, we present this study, which follows a theoretical perspective, aiming, in a (self) questioning reasoning, to interrogate and reconstruct the meaning of teaching in pre-service teaching courses. This is because we believe that there is only teaching education pre-service courses when students learn the profession. Thus, to be a teacher educator, in this scenario, is to believe in the possibility of a commitment to constantly try to sign up students in education and the teaching profession. This reflection, therefore, is not based on an guesswork about teaching education. On the contrary, it is configured as an effort to enhance teaching experiences as a field of pedagogical research capable of reconfiguring personal theories, forging teacher professional development and renewing teaching (VIEIRA, 2013; NÓVOA; AMANTE, 2015).

Thus, based on several years of experience as teacher educators in pre-service teaching courses in Brazil, we share our ideas and thoughts on teacher education to these courses, relating them to four central questions: do students want less and less to teach? How to teach students who do not want it often as a future profession? To what extent has collective work been built, in the context of pre-service courses, aimed at educating students for teaching? Moreover, how to train teachers in contexts where the value of pedagogy in teacher professionalization is unknown or often disregarded? In so doing, we discuss these questions, and, as an unfolding, their challenges.

These four questions become challenges, to which we seek to rehearse possible answers in order to promote different perspectives on the meanings of teaching future teachers the breadth and complexity of the profession. In order to develop this study, we first present the context from which the concerns about the pre-service education and the students' desire to follow or leave the teaching path emerged. Following, we highlight each of the four questions, reflecting on them through the look of our (own) experience. At the end, we hope to present important reflections to rethink the formative role of teachers in pre-service teacher education, considering this ideal of signing up in the profession.

From experience as teacher educators aiming at teaching aspiration

In recent years, in the context of teacher education, we have been taken over by various elements related to teacher education in pre-service teaching courses. Be it daily, through the way students transforms our feelings when we read and/or hear their impressions about education, but mainly it is about the exercise of teaching as a profession. Perhaps this is something existential, because it **affects** us the conflicts between the ideal pre-service education and the actual contingencies of schools, policies and the social conception about education, etc. Thus, it is from these **feelings** and **affectations** that we develop this study, always in the condition of learning by writing and, who knows, teaching by sharing the seen-and-lived, often in the context of pre-service teacher education.

This study, by exploring the **feelings** and **affectations** of the lived experiences, constitutes itself as a self-educating strategy, from which we learn possible means to improve education practices, bringing opportunities for a productive-collective learning, to the (re)construction of the teaching identity and for the strengthening of teaching professional development.

Historically, we have observed that the job “teacher educator” and, consequently, its work and professionalism are still few defined and are in the process of being constituted (ANDRÉ; ALMEIDA, 2017). In this sense, we dare to say that the many years of experience as teacher educators in pre-service courses have allowed us invaluable gains and, in particular, given us the possibility of establishing a possible pedagogical work, yet exploratory, transient and always experiential.

These years of experience have also led us to the understanding that being a teacher educator involves the obligation to often participate in the beginning of the initial teacher education of many students. Learning-teaching and teaching-learning in pre-service courses requires a culture that values the curiosity and joy of many students when they enter the University, especially public and quality.

We need to ask ourselves if the work as teacher educator, in the first years of pre-service teaching courses do not differ, in some ways, from the important role we play in educating students in the last semesters of their courses. With this, we want to say that, in our conception, right in the first semesters, which mark the insertion of students in pre-service teaching, our work should bring together these students to the teaching profession in a very special way. It is, therefore, the building of curiosity and discovery and, perhaps, convincing students to remain in teaching.

In this context, paraphrasing Nóvoa (2001), our main role as teacher educators it is to present teaching to those who come to us. Our work in the process of professionalization should aim to forge a student role that leads each student to “become a teacher”. Thus, the last words belong to the students, future teachers. In this direction, to be a teacher educator is to realize the responsibility to lead and instruct every pre-service student for an experience with teaching. Being a teacher educator is also, as we have already argued, “to value the culture that is inscribed in a person, thus contributing to its education” (NÓVOA, 2001, p. 2).

If there is no education without teachers, it seems unlikely to be able to build it and keep it alive without educating teachers who sign up in teaching, assuming it as an exclusive professional commitment, based on the premises of an education that gives autonomy and transforms. That is why we consider that, day after day, it has become increasingly difficult to apprehend and educate students for the teaching profession. After all, we have witnessed, in many ways, many students dropping out the pre-service course; others, although they remain, seem to us to be on the fringe of education and the teaching profession, in their different features. In this sense, our experience has allowed us to identify four basic challenges for our own practice as teacher educators. Hence, we try to better understand them.

First and second questions: Do students want teaching less and less? How to educate pre-service teaching students who do not want it as a future profession?

Our experience reveals that many students who attend or have already started a pre-service teaching course want to access the knowledge of teaching, especially in the field of pedagogy. On the other hand, there are those who want to learn only the knowledge of their specific area of training, be it Physics, Mathematics, Portuguese, among others. In these cases, pedagogical disciplines tend to be overlooked by the undergraduates themselves, who value more the specific knowledge of the course they have chosen. This type of thinking falls on an archaic but still prevailing form that a good teacher is one who knows what he teaches, thus ignoring that teaching aims for autonomy, critical thinking, the will to learn etc.

But more generally, we realize that many students find themselves lost in the face of the need to make a professional choice; or to remain and succeed in a course that prepares them for a career that, for various reasons, they do not recognize it as their future profession. Although interest is a basic condition for the formation and construction of knowledge to be installed from the inside out, we are thus faced with the challenge of educating students who in no way envision staying in the teaching profession. Some of them are even they the course due to lack of opportunities to join in the effectively desired formation, staying the course only because of the desire/need/interest to complete the higher education degree.

Let us then acknowledge, at least provisionally, trying to understand one of the main challenges of pre-service teacher education: **to teach those who do not want it as a professional option**. Teaching students who want it as a future profession has not been easy, so let's imagine the challenge of teaching students who don't want it as a future profession. And if they want it, it's often like a second choice. It is worth here to recall the warning from Nóvoa (2017, p. 1121) that "[...] in many countries, and also in Brazil, the choice of a teaching degree course is a second choice, either due to the lack of other alternatives, scheduling (offering evening courses) or because they are easy (distance learning)". For the author, the fact that teacher education is prioritized as a second choice is a strong indication of weakness in pre-service teaching courses. Probably, this fragility is expressed, among others, in the high dropout rate and the devaluation of the profession itself.

To paraphrase Charlot (2003), we would say that many students are enrolled in a teaching course, and they even attend it, but they have never truly signed up in teaching as a profession. Thus we have one of our main challenges, often in the context of pre-service courses: **to teach future teachers who do not want to be teachers.**

Recalling the teachings of Philippe Meirieu, Franco (2011, p. 275) teaches us that “one cannot learn by decision of others: it is necessary for people to want to learn, can learn and to do so with delight”. Transposing these ideas into this debate, we believe that the teaching profession cannot be apprehended by the decision of others. On the contrary, it is necessary for students to want teaching so that they can learn it, and thus build it with delight. This resonates again with Franco’s (2011, p. 280) ideas learned from Meirieu: “New interests and new knowledge must be created in them. If the desire is not there, it must be created, produced, rekindled”.

Thus, this challenge must be put into historical perspective. Let’s see what Gomes (1998, p 3-4) found in his thesis presented over 20 years ago:

Esta baixa produtividade dos cursos de formação de professores evidenciada pelos altos índices de evasão e repetência nos cursos de licenciatura, ou ainda, pela ausência dos concluintes destes cursos em sala de aula (conforme atesta a frequente falta de professores na rede oficial de ensino), tem desafiado a universidade, especialmente aqueles professores diretamente ligados à formação de professores. Além disso, fica evidente o desinteresse dos alunos pela profissão face à crescente desvalorização da carreira docente, seja pelos baixos salários ou pelas condições adversas de trabalho a que são submetidos tais profissionaisⁱⁱ.

In this case, the challenge of signing up in the teaching profession also permeates the historical context of dropout in pre-service courses. However, if we have no control over the dozen circumstances that tend to direct students to dropout, as cited by Santana (2016), it is our responsibility to ensure the involvement with the teaching of those who remain with us until the end of their degree journey. This is because the completion of the degree does not guarantee involvement in the profession, being motivated by non-teaching engagements, as pointed out by Santana (2016). The author found that maintenance (housing, food, transportation) and institutional scholarship programs (monitoring, extension, research), as well as engagement in the academic universe (research groups, laboratory work, production of papers and congresses), are elements that enable students to complete their degree – although such activities are not directly related to the goal of becoming teachers.

Thus, we put two situations on the agenda, one external to our performance as teacher educators and another internal, directly related to the pedagogical work that we develop. The external situation was very well presented by Imbernón (2016) as one of the biggest educational challenges of our present time: what society expects from teachers is what will determine conditions and valuation of the profession which, in turn, become fundamental elements for involvement and completion of a degree course. Thus, the less prestigious (whether morally and/or economically) the profession, the more difficult it will be to gain students’ permanence and, consequently, to promote the enchantment for the teaching of those who persist until they obtain a degree.

The second situation in question concerns the pedagogical effort to involve, in the teaching profession, the pre-service students who remain in the course. In this case, there is no reason to ignore the wise words of Freinet (1975), that teaching as a gift or vocation is not necessarily untruth. Even in the study on dropout, Santana (2016) also deals with vocation, intensified by the sensible that overlaps the rational, as an important element of engagement of students in the pre-service teaching courses. In this sense, if there is **one thing we can** do to reach those who are enrolled and frequent in the course to sign up in teaching is to act with coherence.

Thus, if we, as educators, do not publicly assume the mission of being teachers, we do not teach with delight, we do not speak of teaching with a sense of belonging and we do not propose innovations, it is because we do not subscribe to it and we do not yet grasp its prosaic and poetic senses. So, have to make use of what is called “learning from oneself” (FORTUNATO, 2018), that is, making use of self-assessment as a more fundamental way of understanding one’s own performance that will, or not, be in line with the engagement of our students.

Third question: to what extent has collective work been built, in the context of undergraduate degrees, aimed at pre-service teaching courses?

It is hardly possible to prepare for teaching those students who often do not want it as a career choice. But could we prepare teachers without a collective work, in the context of undergraduate degrees, aimed at pre-service teaching courses?

Nothing is less “meaningless” to many students than dealing with teacher teachers who often urge them to “run away from teaching”. There are one too many testimonials from undergraduates about the discouragement they suffer in schools (and, worse, in their own pre-service course), from their own teachers who, instead of glimpsing the potentiality of changes in school reality with the presence of a student, they mock the profession, scorn the earning and complain about the students they have either in elementary or high school. Some fellow teachers even say to pre-service students things like “give it up while there is time”, or even something ominous like “don't do this with your life”.

To think that we can fulfill our formative role without first setting up the teaching from the inside out is pure illusion. In this study, we want to draw attention to the following questions: “What is expected of the teacher’s teacher? What is their role in training future teachers? What would be the most appropriate knowledge and practices to meet the demands of the profession in the current social context?” (ANDRÉ; ALMEIDA, 2017, p. 204).

It is worth reiterating the question already exposed, but here rephrased: how to prepare teachers in a collective-collaborative perspective when the teacher’s teacher often does not talk about teacher professionalization?

The absence of collective work around the needs and issues of teacher professionalization is increasingly evident in the scope of many Higher Education Institutions that hold pre-service teaching courses (VIEIRA, 2013; ANDRÉ; ALMEIDA, 2017). Even the

teachers themselves recognize the implications of the isolation of teaching work so that they can present more advanced and consistent propositions aimed at preparing teachers (ANDRÉ; ALMEIDA, 2017).

Pre-service teaching courses have often been populated by many, but at the same time, few teacher educators, where there are numerous teachers, but few teacher educators. In these places, everything seems to be of importance, except to train-lead for teaching, and thus, many times, it has not been possible to establish a meaning for the formation and the teaching profession in the context of many Higher Education Institutions. Within this fragility, we find many students who, after attending a pre-service teaching course, do not intend to follow in teaching. In this perspective, many undergraduates recognize themselves, depending on the specific area of their degree, such as: biologists, physicists, mathematicians; professional of languages, translators, historians, among other professional categories. Teaching thus remains a second option, as it was to attend a teaching degree.

We have been following, in many institutions that offer pre-service teaching courses, scientific-cultural activities alluding to the day of the biologist or from the professional of languages; the chemist, for example, but in these same contexts, we have often not seen the delineation of scientific-cultural activities aimed specifically at strengthening the political-pedagogical formation of students around teaching. For example, when discussing this need and possibility, it is soon understood that it should be the assignment of the teachers of the pedagogical subjects.

We are not arguing that pre-service teaching students cannot work in other professional contexts. All we want is to emphasize that we need to “free” the students from certain apathy in relation to teaching; eliminate some embarrassment that students in Brazil often face when presenting themselves as pre-service teaching students. We therefore need to value-renew the education and teaching profession and give them the future they deserve. Here are the questions of Nóvoa (2011, p. 13):

[...] temos sido capazes de atrair os melhores alunos do ensino secundário para a profissão docente? E de lhes dar uma boa formação? E de os motivar? E de os valorizar do ponto de vista social? Temos sido capazes de promover os professores? E de os apoiar na sua ação profissional? E de melhorar as suas condições de trabalho? E de proteger a colegialidade e a imagem pública da profissão? Ou será que não temos feito nada disto?ⁱⁱⁱ

We have argued, agreeing with Rios (2015), that our preponderant role in pre-service courses is to teach students the action of teaching; it is, above all, to involve them in the art of teaching. Hence our preference for practicum and didactics, within the scope of pre-service teaching courses due the numerous possibilities they bring us to lead students to teaching. We even think that our formation work ends only when these students begin to feel like teaching, that is, to constitute their own way of **being** and **practicing** the profession.

However, it should be recognized, as expressed by André *et al.* (2010, p. 124), that “very little is known about the one who conducts the initial teacher education, that is, the teacher’s teacher”. Almost a decade after this quote, this imprecision still seems to persist, which may contribute to the absence of a collective work of teacher education.

As a result, this poses a major challenge for career involvement, as it seems sensible to state that it would be crucial to recognize every teacher's teacher as such: a teacher of future teachers. In this sense, an individual, collective and institutional effort to enrich pre-service teaching courses should be undertaken making it as an effective place for initial teacher education. The aim of this would be to get all the teachers who teach future teachers to sign up to the profession, making them recognize themselves as indispensable parts in the formation of the future teachers. This could change the idea that the teacher education is only a portion of the teaching course. As well pointed out by André *et al.* (2010, p. 140): "It is true that the solitude of the teaching work restrains the possibilities for institutions to present more advanced and consistent propositions to train teachers". Thus, we cannot ignore this basic element of formation, which is the formative institution itself, capable of valuing teaching.

Fourth question: How to educate teachers in contexts where the value of Pedagogy in teacher professionalization is unknown or often disregarded?

Franco (2011, p. 275), based on her dialogue with Philippe Meirieu, highlights Pedagogy as a "special doing, art and science, which allows everyone to be included in the desire and learning possibilities, considering the real conditions of each student". Even so, we continue to attend an initial teacher education that does not dialogue with Pedagogy, and sometimes many teacher educators seek to transport teacher education only to specific areas of teacher education, such as Physics, Mathematics, Portuguese, Chemistry, among others.

On the other hand, we come across cases that have taken hold of many pre-service teaching courses, with an unusual frequency: undergraduates who chose *stricto sensu* graduate studies aiming at accessing university teaching and/or research as a future professional field, deliberately rejecting the possibility of exercising the teaching at the Basic Education schools. It is often a painting in which thousands of students have sought to replace the possibility of teaching by saying: "I am a teacher by training, but I do not act on it"; or, "I am a researcher, I'm a scientist".

One way or another, we will not be able to teach teachers if the teaching profession itself, as a life and professional choice, is silenced in our pedagogical work in the field of pre-service courses. Thus, it is not enough to teach in the context of pre-service courses. It is necessary that this professional practice to bring and inspire others to like teaching, and this requires, therefore, "knowledge of various orders, changes in practices, new personal and professional investments" (ANDRÉ; ALMEIDA, 2017, p. 214). As we can learn from Freire's (1996) contributions, there is no experience that better forms a teacher than the concrete example of practice. We must therefore recognize that our role as a teacher's teacher, in the context of pre-service courses, is to lead students to teaching. This argument necessarily requires a teaching pedagogical work for future teachers.

Many undergraduates and teachers already in the profession are getting divorced from teaching. On the other hand, teacher's teacher remains, or perhaps reconcile daily with the teaching profession. We need, in short, to understand that **Being** and **Exercising** fully in teaching is to establish a first sense and approach of students with the profession. To think of

the daily reconciliation movement with teaching is always to see it as an admirable profession and, par excellence, a place to teach and learn with joy, as Freire taught us (1996). Thus, it is understood that to live teaching with joy is always to build it as a work that allows us, *a priori*, to transform ourselves radically, because it has a close connection with life, and, later, work for formation and development of the “other”, because “it is in the human relationship that education finds its fundamental meaning” (NÓVOA; AMANTE, 2015, p. 31).

It is understood, moreover, that if there is something that distinguishes good teachers is the ability to enroll students in an irreplaceable educational experience of personal and professional, individual and collective development and development. Above all, at a time when employability has been worshiped over general education; excellence to the pedagogical gesture; entrepreneurship over learning communities and entrepreneurship to public responsibility (NÓVOA, 2019), as we have seen in the current Brazilian social-political context^{iv}.

The position that we can take in the face of this situation, as was remembered by Zeichner (2008), is working against this scenario in order to do our work in teacher education that contributes to shatter these destructive tendencies and to link what we do in our classrooms to the struggles of the teaching profession; citizens and professionals, and to build a society in which everyone has access to the means and conditions to help them build a dignified and happy life.

Considering pre-service courses and collective places for teaching education, we are against the construction of a pedagogical work on an individual perspective, to the detriment of the collective; against the divorce of the subjects themselves from the curricula of teacher education courses and, consequently, from the isolation of the teacher trainers in their respective areas or disciplines.

Therefore, our teaching practice as teacher educators needs to be as true as possible, including seeking to know the basic school, the formation itself and the teaching profession within. This implies, on the one hand, understanding that teaching in the context of pre-service courses and the reality of basic schools are inseparable parts, regardless of the subject taught (BRASIL, 2015). On the other hand, it is the argument that the education itself and the teaching profession will only make sense to the students if they understand the movements that constitute it. That is, it is the need to truly enroll, early on, as we have already argued, students in training and in the teaching profession.

In other words, we – teacher educators – must learn to cultivate an admiration for our own education and teaching profession; to find and nurture the sense of training new teachers, and in particular, we need to remain vigilant reflective critics of all that disenchant us with teaching. Training teachers only makes sense when teaching itself makes sense within us. We therefore need to become more and more coherent teachers and therefore build meaningful practices.

Final remarks

Let no one think that the issues dealt with here, with a focus on training for teaching in pre-service courses, were posed as a scapegoat in the face of political incompetence that often does not ensure the conditions and institutional support needed, as well as valuation policies of professionalization for teaching. As is well known, it would be very easy and convenient to settle the deficiencies of the pre-service teacher training, especially in Brazil, only in the “not wanting”, often, of our students, or of the teachers themselves. This would even serve to divert our gaze from political and social weaknesses, among others, which, of course, have implications for the systematic consolidation of teacher education.

And, as it could not be otherwise, we, teacher’s teacher, wrote and here we leave the invitation so that we can reexamine the set of issues and challenges highlighted here. It is the need to raise new eyes and debates, motivation, enthusiasm, knowledge and commitment to the professionalization of teachers and, thus, **it is necessary to prepare students for TEACHING in pre-service teaching courses...**

In this study we seek to briefly discuss teacher education in pre-service courses, relating it to four central issues: less and less students seem to want the teaching profession; how to teach students who often do not want it as a future profession; the extent to which a collective work has been built, in the context of pre-service teaching courses, aiming to prepare students for teaching; and, furthermore, to prepare teachers in contexts where the value of Pedagogy in teacher professionalization is unknown or often disregarded.

We recognize that training for teaching in pre-service courses often translates as an ultimate goal. When, in fact, the goal to be pursued should be to unite students around teaching. We are not, in this reasoning, saying that many teachers do not see with boldness and ambition, (re)discovering ways for the renewal of education and the teaching profession. Or that many teacher educators do not actually involve students in a teacher education, which many do. What we want to reiterate is that students are subtly moving away from teacher education and profession, especially at a time when it has once again become a good thing to discredit teacher education and profession. Thus, we will not be able to prepare for teaching those who do not find meaning in teaching.

Therefore, it is necessary to create desire in those who do not want teaching; It is necessary to recreate and build the desire in the students for the formation and the teaching profession... This is one of our current pedagogical challenges in the context of the pre-service courses: to reconstruct, in order to evidence, the meaning **of wanting to be a teacher**.

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Notes

ⁱ English version: The initial training and continuing education are designed, respectively, to the preparation and development professionals to teaching functions in basic education in their steps - kindergarten, elementary school, high school - and methods - adult education, education specialization, vocational and technical education at secondary level, indigenous school education, rural education, quilombola school education and distance education - based on a broad and contextualized understanding of education and school education, aiming to ensure the production and dissemination of knowledge in a given area. and participation in the elaboration and implementation of the institution's political-pedagogical project, with a view to ensuring, with quality, the rights and objectives of learning and its development, democratic management and institutional evaluation.

ⁱⁱ English version: This low productivity of teaching courses is evidenced by the high dropout and repetition rates in pre-service courses, or by the lack of graduates of these courses in the classroom (as attested by the frequent lack of teachers in the official school system), is a challenge for the university, especially those teachers directly linked to teacher education. Moreover, it is evident the students' lack of interest in the profession due to the growing devaluation of the teaching career, either due to the low salaries or the adverse working conditions to which these professionals are subjected.

ⁱⁱⁱ English version: [...] have we been able to attract the best high school students to the teaching profession? And give them a good education? And to motivate them? And to value them from a social point of view? Have we been able to promote teachers? And to support them in their professional action? And to improve their working conditions? And to protect the collegiality and public image of the profession? Or have we not done any of this?

^{iv} See, in this regard, the Future-se Program, the Higher Education Financial Autonomy Program, Brazilian Federal Government, available at: <http://twixar.me/gJmm>. Access on: July 27, 2019.

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