

The university pedagogy and teacher training for basic education: approaches and challengesⁱ

*A pedagogia universitária e a formação de professores para a educação
básica:
aproximações e desafios*

*La pedagogía universitaria en la formación de profesores de la enseñanza
básica:
cercanías y desafíos*

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Abstract: This article indicates some theoretical approaches regarding the possibilities and challenges for the consolidation of a university pedagogy for the college education of teachers to work in Basic Education. It is methodologically linked to the historical dialectical conception, using the Content Analysis technique (BARDIN, 2002). The research points to the theoretical-methodological achievements in the scope of the production of research on university pedagogy in the context of Brazilian higher education and to the difficulties overcoming the characteristics of a historical experience of university pedagogy in Brazil, setting a scenario of dispute between current pedagogical achievements and the technical-professionalizing, fragmented and utilitarian tradition of higher education.

Keywords: University pedagogy. Teachers degree. Basic Education.

Resumo: Este artigo indica algumas aproximações teóricas quanto às possibilidades e desafios para a consolidação de uma pedagogia universitária para a formação dos profissionais do magistério para atuar na Educação Básica. Metodologicamente, está vinculado à concepção dialética histórica, com aporte na técnica de Análise de Conteúdo (BARDIN, 2002). A pesquisa indica para as conquistas teórico-metodológicas no âmbito da produção de pesquisa sobre a pedagogia universitária no contexto da educação superior brasileira e para as dificuldades de superação das características da experiência histórica de pedagogia universitária no Brasil, configurando um cenário de disputa entre as conquistas pedagógicas atuais e a tradição técnico-profissionalizante, fragmentada e utilitária da educação superior.

Palavras-chave: Pedagogia universitária. Formação de professores. Educação básica.

Resumen: Este artículo expone algunas cercanías teóricas en relación a la consolidación de una pedagogía universitaria para la formación de profesores de la enseñanza básica brasileña. La metodología está basada en la concepción de la dialéctica histórica, con soporte en la técnica de Análisis de Contenidos (BARDIN, 2002). La investigación muestra logros teóricos-metodológicos en el espacio de producción de investigaciones sobre la pedagogía universitaria en el contexto de la educación superior brasileña y para las dificultades de superación de las características de la experiencia histórica de la pedagogía universitaria en Brasil, construyendo un espacio de lucha entre logros pedagógicos actuales y la tradición técnica-profesional, dividida y utilitaria de la educación superior.

Palabras clave: Pedagogía universitaria. Formación de profesores. Enseñanza básica.

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Introduction

The Federal Constitution of 1988, in article 207, besides recognizing the didactic-scientific autonomy of the university, comprises it, pedagogically, upon the inseparability between teaching, research and extension (BRASIL, 1988). This principle is reaffirmed in the LDB (*Lei de Diretrizes e Bases*) – National Education Guidelines and Framework Law of 1996, which recognizes, in its article 62, the university, therefore, the university pedagogy, as privileged locus for the qualification of teachers to work in basic education. “The training of educational guidance specialists to work in basic education will take place at a higher level, in academic teaching courses providing a full degree, in universities and educational institutes” (BRASIL, 1996).

The formalization of the principle of inseparability, within the national teacher education policy, seems to materialize out of norms such as the Curriculum Guidelines for initial teacher education, guidelines that reaffirm the commitment to the degree of teachers working in basic education, based on university pedagogy, as defined in item V of § 5 of Art. 3, of Resolution No. 02 of 2015, when characterizing the principles of training Basic Education teachers, providing that “the articulation between theory and practice in the process of teacher education based on the domain of scientific and didactic knowledge, considering the inseparability between teaching, research and extension” (BRASIL, 2015).

Nevertheless, the important legal achievements do not constitute practical guarantees that the education of teaching professionals to work in Basic Education is based on the teaching practice of university pedagogy, that is, politically and pedagogically centered on the principle of the referred inseparability. Thus, this article, the result of research by the author since his doctorate at the Federal University of Paraná and research by the group of authors, currently at GForP - Study and Research Group in Teacher Education, institutionally linked to the Federal University of Mato Grosso do Sul, aims to elucidate the theoretical and legal efforts and challenges in order to link the teacher training policy to university pedagogy, by analyzing the proposal articulated by UNESCO, in the 1998 World Conference on Higher Education, and the consequent impact on curriculum guidelines for teaching degree in Brazil.

This work is methodologically linked to the historical dialectical conception as “an exercise within the context of reality, the context of history, in the form of a plot of contradictory, conflicting relationships, of laws of making, development and transformation of facts” (FRIGOTTO, 1997, p. 75), as well as theoretical possibility and logical instrument for interpreting reality, being able to show an epistemological path for the interpretation of the proposal under analysis (BENITE, 2009).

When proposing to analyze, both the academic-scientific production on university pedagogy, as well as a set of institutional documents that internationally discipline higher education policies and the laws that formalize this proposal within the national education system, for teacher degree policy, according to the historical dialectical conception, the research demands the contribution of Content Analysis, as a technique of analysis of those pieces of communication, indicating the meanings of the messages through an objective, systematic and quantitative description of the content (BARDIN, 2002).

The Content Analysis is structured, in the present work, from the characteristic phases of this technique: the pre-analysis, the exploration of the material and the treatment of the results, as indicated by Bardin (2002). It is noteworthy that the work is responsible for the detailed analysis of the content expressed in the documents agreed upon from the 1998 World Conference on Higher Education, articulated by UNESCO: World Declaration on Higher Education for the 21st Century: Vision; and Action and Policy for Change and Development in Higher Education, and the laws that affect the national education system in view of the consensual agreements at the international level, especially, Opinion of the National Board of Education CNE / CP No. 9 of 2001 and consequent Resolution CNE / CP No. 1 of 2002, which institutes the Curricular Guidelines for the Training of Teachers of Basic Education, at a higher learning level.

The analysis is based on the categories inherent to university pedagogy - teaching, research and extension - and three basic exercises. First, it seeks to point out, in the context of the literature on this field, to the possible approaches and challenges inherent in the consolidation of a university pedagogy for teacher education in the Brazilian educational system; second, it indicates the implications for university pedagogy resulting from the international alignment proposed by UNESCO in the context of the 1998 World Conference on Higher Education; and third, the effort to understand the characteristics of this alignment in the context of teacher degree policies in the Brazilian educational system.

The characterization of university pedagogy: theoretical approaches

The search for understanding the scope and possibility of pedagogical practice at the university, that is, university pedagogy as a training proposal for teachers working in basic education, in the final analysis, tells of the very characterization of the relationship between the categories teaching, research and extension in undergraduate courses within Brazilian universities. Categories that, in the present work, are also understood to be involved in the technical, scientific-pedagogical and political education of the teacher.

The university in Brazil is a recent experience. When he appeared in the 1920s, it seemed unable to break, in its pedagogical experience, with the strong base of the technical-professionalizing principle, which outlined the pedagogy of higher education implemented as a state policy, by the Brazilian imperial state, from 1808 on (PROTA, 1987). The newborn university easily incorporates, or continues, in its curricular and pedagogical structure, the very functionality of the aforementioned experiences of higher education in Brazil, marked by the positivist model, centered on the concern to produce and socialize knowledge that is technically materialized.

This ideal favors, according to Masetto (2003), as basic requirements for teaching, the domain of professional knowledge and experience, guiding a professionalizing functionality for higher education. Character accentuated at the university reform of the 1960s, promoted under the militarized state, deeply setting borders between the cultural, epistemological and political dimensions of Brazilian university pedagogy, determining the functionality, rituals

and pedagogical practices to be incorporated by teachers in reassuring teaching as a technical dimension of university pedagogy (CUNHA, 2005).

Consequently, supported by the alleged needs of technical-scientific development of modern society and in the history of the Brazilian university model, structured for professionalization, this also constitutes current pedagogy in teacher training courses, with prevalence of technical-theoretical training for the transmission of content (PEREIRA, 1999). Approach that reaffirms, in the teaching processes, the primacy of the logic of transmission of knowledge and experiences from a teacher who knows it to a student who does not know it (MASETTO, 1998).

However, the limits of the purely technical pedagogical approach, especially for teacher degree, are widely recognized, since they disregard the nature of educational phenomena, that is, the political, economic and social conditions that permeate educational action, as well as the epistemological discussions present in the process (VASCONCELOS, 1996; POPKEWITZ, 1997; MASETTO, 1998; PÉREZ GÓMEZ, 2000; SEVERINO, 2003).

This finding led the aforementioned authors to identify the need for a new theoretical-methodological and epistemological approach to teacher education, assuming the promotion and development of an investigative and collaborative stance through teacher-student involvement in the face of knowledge and recognition of the present educational principle in the concrete relationships that are established between educators and students, gaining body and historical-social reality.

The need for reform, commonly justified by the challenges of contemporary society, is stated as pressing (PIMENTA; ANASTASIOU; CAVALLET, 2003), demanding that the teaching-learning process consider that the mastery of a cultural collection beats the accumulative logic of pre-elaborated information, and that responds for the approximation and assimilation of the knowledge production process, mediating a broader awareness process (SEVERINO, 2003).

The need to support a relational, collaborative and collective approach between subjects of learning and between them with social practice claims from university pedagogy, especially in teacher degree, an inseparable relationship between teaching and research. In other words, the dialogical mediating relationship of cognitive subjects around the object of study and social practice.

This requirement relates to the pedagogical practice itself and, in it, the identification of research as a guiding axis of the teachers' training times and spaces. This pedagogical practice recognizes research as a scientific and educational principle, and therefore, as a political phenomenon, since it projects itself as a critical dialogue with social reality and guides a dialectical posture of questioning (DEMO, 2011).

The proposals underway in Brazil since the 1990s bring to the teacher education policies the announced concern with research, easily identified in categories such as reflective teacher, researcher teacher, investigative teacher, among others, which for Pimenta (2006), respond more for generalized appropriations and conceptual fads, strongly functional and with reformist intentions, than to its real potential as a political-epistemological

dimension.

LDB 9394/96, in its article 62, recognizes the university as a privileged locus for the training of teachers, making explicit the intention to articulate training projects as a human education project, assuming the socio-political education of teachers as an educational principle (BRASIL, 1996). Specifically for teacher education, it materializes the possibility of a training project as political education, in order to regain the capacity of the technical and scientific-pedagogical dimension of university pedagogy in dialogue with social practice, represented by the sociocultural identity of future teachers, feeding and enhancing the historical-critical awareness process.

According to Masetto (1998), it is responsible for the statement that the teacher in the classroom is still a citizen, and cannot claim a pedagogical practice that does not recognize the social and cultural context as a historical process. Therefore, it is required, here, the recognition of university extension as a university model, different from fragmented reading that considers its intervention capacity as something added, aggregated, usually only voluntary and occasional.

However, the aforementioned expectation of a university pedagogy suggested by the Federal Constitution of 1988 (BRASIL, 1988), characterized by the inseparable articulation in its technical (teaching), scientific-pedagogical (research) and socio-political (extension) dimensions, in practice, is fragile in the face of the inheritance of a university system characterized by the mere administrative and legal junction of higher schools of a technical and professional character and markedly devoted to the function of teaching (SILVA, 2002; SOUSA, 2010).

This weakness seems to manifest itself even more seriously in the teacher degree policy, for which university pedagogy has historically been co-opted as a social profit manager, since it manifests itself as a capacity for training human capital for the market (SILVA, 2002). Affirmation that can be verified by institutional, international and national efforts, as pointed out by UNESCO guidelines for the 21st century university and its impact on curricular guidelines for undergraduate courses in the Brazilian context.

The logic of international consensus and university pedagogy for teacher training

The announced and necessary reform capable of consolidating a pedagogy for teacher education based on the awareness process, while assimilation of the knowledge production process is now assumed and articulated based on proposals promoted and agreed around the articulation of international organizations, specifically UNESCO.

The reformist orientation, articulated by UNESCO, materializes from studies and documents with editorial scope worldwide. Some in the nature of guidelines, such as reports derived from special study commissions and others of a consensual nature, which outline the reformist guidelines based on international pacts, and should guide the reformist policies of the member countries, especially those designed for teacher training policy.

As previously indicated, the reformist proposal mediated by UNESCO, for higher education, gains official contours in the document released in 1995 and published in Brazil in 1999 under the title “Policy Paper for Change and Development in Higher Education”. The document is structured on a reading of naturalization of the ongoing transformations of an economic and political scope, demanding an adaptive transformation of higher education, as a functional prerequisite justifying its institutional existence in the globalized world (UNESCO, 1999).

The adaptive features mentioned before, claimed to university pedagogy from its technical dimension, make it possible to perceive that the reformist demand immediately impacts on the concept of university itself, due to the apparent disqualification of its legal and administrative nature, diluting it in the concept of higher education, referred to as flexible and diversified expressions.

This orientation is officially assumed and agreed upon in the “World Declaration on Higher Education in the 21st Century: Vision and Action”, resulting from the 1998 World Conference on Higher Education. When formalizing the agreement around the framework presented by the “Policy Paper for Change and Development in Higher Education”, it agrees that “higher education comprises all types of studies, training or education for research at the post-secondary level, offered by universities or other educational establishments approved as institutions of higher education by the competent authorities of the state” (UNESCO, 1998, p. 1).

Added to these guidelines is the one that determines the deepening of the training proposal, advocating such an impact that promotes a reevaluation of the teaching mission in the general mission of the institutions. “At the same time, they must establish countless - but not necessarily formal - links with organizations, trade and industry” (UNESCO, 1999, p. 61), promoting the opening of “doors to teachers from the economic sector and other sectors of society, in order to facilitate exchanges between these sectors and education” (UNESCO, 2006, p. 143).

It seems to be a maximum expression of this reformist proposal the occupation of teaching chairs by corporate agents. This practical rationality also takes shape in guiding the opening of teachers to pragmatic experiences in the business environment. “Teachers should also have the possibility to exercise other professions, outside the school context, in order to become familiar with other aspects of the world of work, such as the life of companies that, often, they know poorly” (UNESCO, 2006, p 163).

The proposition was incorporated into the Declaration as partnership movements, justified by the economic changes taking place worldwide and propagated here as the world of work. Thus, it becomes understandable the constant approximation, when not juxtaposition, to UNESCO documents, of the concept of teaching to the concept of training, good training, high level training, complete training, professional training.

UNESCO, with this movement, rescues the responsibility for the development of human resources to higher education, now understood as its modernized expression, that is, the modern format of training. Considered “a continuous source of professional training,

updating and retraining, higher education institutions must systematically take into account trends in the world of work and in the scientific, technological and economic sectors” (UNESCO, 1998, p. 8), which suggests, based on teaching-training, a pragmatic take that also affects the concept of research articulated by UNESCO.

The thematic group that discussed the relationship between higher education and research, in preparation for the 1998 World Conference on Higher Education, explains the option it called the university's utilitarian function, justified by the advances in the field of natural sciences and the adaptability of the contemporary university to new economic arrangements. The document orients for the adoption of management tools from private corporations in research at public universities. “The injection of public funds into university research presupposes transparency that is now controlled by an external body, independent of the university's internal evaluation procedures” (UNESCO, 1999a, p. 504).

The utilitarian and managerial function is also assumed by the Policy Paper for Change and Development in Higher Education, since it conditions the recognition and defense of the academic importance of research in higher education to the proactive capacity of institutions upon social, political and economic transformations, represented here by the new financial and institutional arrangements.

The university's utilitarian role regarding research promotes the shift of its concern with the production of knowledge, except when it has to do with the technological aspect, being scientifically and economically functional, towards the idea of extensive service to the community (UNESCO, 1999a). The university is not a social institution anymore and becomes a social organization, in which research materially functions as a competence to be acquired, linked to the scientific and technical-economic heritage of contemporary society and focused on economic growth (UNESCO, 1999a).

This utilitarian and pro-activism ideology of the University also restricts the educational function of research to the rationality of technological development, with “an understanding that they must extend to areas such as pedagogy, training, study organization and institutional structures” (UNESCO, 1999, p. 55).

Although UNESCO (1998, p. 7) mentions that “research must be implemented in all disciplines, including the social and human sciences, in educational sciences”, it does not articulate it in its educational principle, that is, pedagogically articulated to teaching, not even in teacher education pedagogy, a situation that becomes even more serious in developing countries, since their governments “are encouraged to study the opportunities offered by new information technologies, for the implantation of virtual universities” (UNESCO, 1999a, p. 511).

This program seems to respond positively also to the proposal for university extension articulated by UNESCO in its project to reform higher education because it advocates that in the new world scenario - globalized - human development is characterized by the principle of sustainability. In other words, linked to economic developmentalism, reflexively catering to social development, giving education, including higher education, the responsibility to seek solutions to possible problems arising from this process (UNESCO, 1999). Rationality that

requires a functional redesign of university pedagogy, proactively more articulated to service and to the service of society, here strongly endorsed to the current economic and productive organization, that is, to the statement that social development is conditioned to the current political and economic development model.

This principle is assumed by the Policy Paper for Change and Development in Higher Education, when the term extension is annulled, literally replaced by the concept of service, demarcated, even, as a condition for the relevance of higher education. “The relevance of higher education is perhaps best expressed through a variety of “academic services” offered to society. In the years to come, the types and methods of transmission of these services will have to be defined and renegotiated” (UNESCO, 1999, p. 51-52).

The guidance already elucidated is also agreed and aligned with the World Declaration on Higher Education for the 21st Century, both due to the almost total absence of the concept of university extension, that is, the political function of university pedagogy, and the maintenance of the proposal to accommodate it to the principle of service provision. This document makes only two references to the concept of extension, but in no way relates it to the dimensions of teaching and research at the university.

Like the Policy Paper for Change and Development in Higher Education, the Declaration not only links extension to service provision, but also holds it responsible for ensuring the relevance of higher education based on a certain functional rationality. “Higher education must reinforce its role as an extensive service to society, especially activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, deterioration of the environment and diseases” (UNESCO, 1998, p. 7).

The pedagogical characterization of the 21st century university, proposed by UNESCO, profoundly impacts the experiences and practices of local education systems, especially in teacher training courses.

Curricular guidelines for teacher training in Brazil and university pedagogy

The Brazilian educational system, as one of the signatories of the reformist ideology already mentioned for higher education, consequently, for university pedagogy, is committed to making efforts to ensure its alignment with the policy agreed by UNESCO. One of the privileged loci for this incidence became the policy of Curricular Guidelines, especially, the guidelines for teacher degree in higher education.

In the early 2000s, the National Education Council approved Opinion CNE / CP No. 9 of 2001 and Resolution CNE / CP No. 1 of 2002, which institutes the National Curricular Guidelines for the Degree of Teachers of Basic Education, in higher education, undergraduate courses, teaching degree, which seems to find legal materiality of the incidence, in the national policy of teacher education, of the arrangements articulated by UNESCO for university pedagogy, especially for developing countries like Brazil.

It is noteworthy that the National Education Council, in 2015, with the CNE / CP Opinion 02/2015 and CNE / CP Resolution 02/2015, promoted a broad re-discussion of these guidelines, a review process resumed in 2019, with the Resolution No. 02/2019 that establishes the Common National Base for the Degree of Teachers of Basic Education (*BNC-Formação Continuada*). However, these new guidelines, although pertinent to the research theme, do not appear as the object of this analysis.

Initially, it is possible to state that Opinion CNE / CP No. 9/2001 reveals the influence of this reformist ideology, both by assuming as justifying assumptions for investments and efforts to define guidelines for teacher training, the referred technological advance, political and economic internationalization / globalization, when it advocates as one of the first characteristics inherent to the teaching activity, nowadays, an alluded epistemological shift from the teaching function to the learning function, “committing oneself to the students' learning success” (BRASIL, 2001, p. 4).

This shift presupposes, in teacher education, the rescue of their professional preparation, “now to enable them to experience, in their own learning context, the development of the skills necessary to act in this new scenario” (BRASIL, 2001, p. 11), therefore, focused on the concern with the effectiveness of the school curriculum, content and didactics. In teacher education, now, concerned about learning, no longer for teaching, the interpretation and reinterpretation of the contents seem to presuppose the school context and not the context of social practice.

The Opinion states that the school committed to student learning requires a high level professional training from the teacher. “Professional training is understood as the preparation geared to meeting the demands of a specific professional exercise that is not a generic and not just an academic training” (BRASIL, 2001, p. 29). In other words, to the formation of competences and docile skills to school movements. Thus, it advocates that “the contents defined for a professional training curriculum and the treatment that must be given to them assume a central role, since it is basically in the learning of contents that the construction and development of competence takes place” (BRASIL, 2001, p. 33), conception that restricts the teaching-learning process to communicative movements.

However, it is pertinent to state that the aforementioned design proposed to the teaching dimension, here also called the technical dimension of university pedagogy, indicated for the pedagogical policy for teacher education in the Brazilian educational system is not so much related dialogically with the pedagogical-scientific and socio-political dimensions, as it does not go beyond its historical technical-professional orientation.

The proposal, assumed and articulated by UNESCO, for the claimed reform capable of overcoming the legacy of a Brazilian university pedagogy, also for teacher education, centered on the professionalizing principle along the lines of the positivist ideal of production and socialization of knowledge to be technically materialized seems be based strictly on the recognition of the irreversibility of technological developmentalism, based on matrices of economic developmentalism and with a great impact on capitalist productive arrangements.

This movement points to a proposal for adaptive reformism in higher education, requested to functionally respond as an input for economic development and, reflexively, for social development, advocating the correction of social problems. Thus, the proposal articulated by UNESCO seems more to justify the reform of university pedagogy based on matrixes of cost reduction and functional adaptability to the productive world, radicalizing the reproduction of its technical-professionalizing pedagogical nature, than to make it possible to overcome this political-epistemological ideal in university pedagogy, with special incidence in pedagogy for teacher training.

The announced alignment also seems to reflect the dimension of the research. In Resolution CNE / CP No. 1 of February 18, 2002, which establishes the National Curriculum Guidelines for the Training of Teachers of Basic Education, at a higher level, undergraduate course, teaching degree, the Brazilian educational system responds in a sympathetic way to the utilitarian and pragmatic function of research in teacher education policies, as proposed by consensus by UNESCO.

This perspective of utilitarian and pragmatic functionality is embodied, in Resolution CNE / CP No. 1 of 2002, both for its marked silence upon the scientific-pedagogical dimension as a guideline and articulating axis of the teacher degree policy, as well as for its diffuse presentation in just two moments in the text of the document. Presentation given in article 2, translated in item IV of the guidelines for training for teaching activity, as “the improvement in investigative practices”; and in item III of article 3, recommending, in the training of teachers “research with a focus on the teaching and learning process, since teaching requires both having knowledge and mobilizing them for action, as well as understanding the process of knowledge construction” (BRASIL, 2002).

The proposition reaffirms what Ghedin (2006) and Pimenta (2006) call a pragmatic epistemological function, also giving research a purely technical rationality, potentially enclosing it in the time space of the class and the problem situations of the didactic character in the face of cognitive development, restricting the political, cultural and economic sense that the school fulfills.

This utilitarian and pragmatic principle advocated for research in teacher education is also based on CNE / CP Opinion No. 9/2001, when recognizing that “teacher education for different segments of basic school has often been carried out in institutions that they do not value investigative practice”, demonstrates concern with views that are considered too academic for research, claiming its restriction to the reflective exercise on the regulatory and methodological frameworks of teaching practice. “Participation in the construction of an institutional pedagogical project, the elaboration of a course program and lesson plans involve bibliographic research, selection of pedagogical material, etc., which imply an investigative activity that needs to be valued” (BRASIL, 2001, p. 24).

Thus, the scientific-pedagogical dimension in teacher degree and teaching practice comes to be claimed as a tool for didactic control, therefore, “teaching requires having and mobilizing knowledge to improvise, that is, acting in unforeseen situations, intuiting, assigning values and making judgments that justify the action in the most pertinent and effective way possible” (BRASIL, 2001, p. 35).

These considerations lead to radicalizing the understanding of research, in the pedagogy of teacher education, not as a methodological principle articulated and inseparable from teaching, but as knowledge to be taught and instrumentally instructed. “Thus, research is a teaching tool and a learning content in training, especially important for analyzing the contexts in which the school's everyday situations are inserted”. Also, “the main focus of teaching research in teacher training courses is the teaching and learning process of school content in basic education”, it also provides that the teacher “produces pedagogical knowledge when he or she investigates, reflects, selects, plans, organizes, integrates, evaluates, articulates experience, recreates and creates forms of didactic intervention with his or her students so that they advance in their learning” (BRASIL, 2001, p. 35-36).

The analysis makes it possible to verify that the proposal points to mischaracterization of university pedagogy, demarcated here by the radicalization of the utilitarian and managerial function of research, justified only in its technological, scientific and economically functional sides. That for the scope of the teacher education policy it is expressed as a competence to be acquired, materialized in the referred practical reflexivity, in the casuistic reflexivity on the teaching demands and in the technical functionality of the reflection.

This alignment is also visible for the socio-political dimension of teacher training, since Resolution CNE / CP No. 1 of 2002 bets on the absolute absence of references to the dimension of extension. The Resolution, in paragraph 1 of article 13 states that “the practice will be developed with an emphasis on observation and reflection procedures, aiming to act in contextualized situations, with the records of these observations made and the resolution of problem situations” (BRASIL, 2002), demarcating, in accordance with Castanho (2006), the socio-political weakening of university pedagogy, reducing the interaction with social practice to the pedagogically and didactically controllable relations within the classroom in the name of the development of competences, skills and values.

This proposition is reaffirmed by Opinion CNE / CP No. 9 of 2001, which characterizes the term extension as an appendix of the organization of knowledge for the enhancement of competencies, when presents it only once (BRASIL, 2001).

Reading the socio-political dimension of university pedagogy linked to the rationality of service provision seems to both indicate the prevalence of the social and political function proposed by UNESCO to the university, and to radicalize the neoliberal purposes for education, characterized by the sale of services, translated, here, in the concept of providing services to the community, materialized in the partnership with corporate spaces.

Final considerations

The Brazilian university, therefore, the university pedagogy, as a teaching practice capable of articulating the inseparable relationship between teaching, research and extension is a relatively new phenomenon in Brazil, as a result of the republican movements, from the 1920s. An institutionality that emerges as an administrative agglutination of higher education

institutions at work in the country since the Imperial Period and marked by its technical and professional pedagogical tradition.

The challenges and possibilities for building a university pedagogical experience, especially for the training of teachers to work in basic education, are widely recognized by Brazilian researchers, who even point systematically to necessary improvements. But the changes are not made based on political-pedagogical readings and practices centered on the experiences of researchers in the area.

The disciplining given to the claimed improvements is co-opted by movements of international consensus with a strong impact on the local legal framework, which is involved in broad processes of alignment much more articulated with hegemonic economic rationality than with the political-pedagogical and scientific-cultural experiences demanded from university pedagogy in a developing country like Brazil.

The consensus, articulated by UNESCO and assumed by signatory countries like Brazil, surrounding the ideology of university pro-activism, characterized, especially for teacher education pedagogy, by the epistemological shift from the commitment to teaching to the commitment to learning, made possible, methodologically, by the centrality of the matrices of competence and skills, seems to provide more conditions for a neo-technicism, pragmatic, professionalizing, than to make possible conditions for the construction and improvement of the formative function of a university teaching based on the constitutional principle of inseparability between teaching, research and extension, which, specifically for university pedagogy, for the training of teachers, we also call inseparable between the technical, scientific-pedagogical and socio-political dimensions.

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Notes

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