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RESEARCH ARTICLE

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TEACHER TRAINING: A DISCUSSION ABOUT TEACHERS' KNOWLEDGE AND THE PROFESSIONAL TEACHER TRAINING

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ABSTRACT

O hiato entre a existência de leis e diretrizes que busquem a orientação da prática de ensino nas instituições superiores e discussões acerca dos saberes docentes que norteiam a capacitação profissional, justifica a relevância de pesquisas voltadas a prática de ensino nessas instituições. Refletir a formação de professores vai além de uma compreensão do que significa ser professor, as discussões apontam para um viés entre a relação dos saberes profissionais e a construção da prática educacional dos docentes, em outras palavras, compreender segundo diversas considerações quais os saberes docentes que moldam os conhecimentos profissionais do professor. Segundo a ótica dos autores pesquisados, os saberes docentes podem ser definidos como agregados de conhecimentos que são capazes de orientar a formação docente. Em suas palavras podemos defini-los principalmente: Saberes Disciplinares, Curriculares e Experienciais. A partir desses preceitos, a presente pesquisa possui como objetivo geral e específicos: identificar quais os saberes docentes atuam na formação de professores, citar os saberes docentes que atuam na formação didática do profissional docente, exemplificar que saberes docentes são os principais responsáveis pela formação da prática docente, conceituar a relevância dos saberes docentes para a formação da prática educacional. O referido estudo caracteriza-se como Pesquisa Bibliográfica de gênero teórico e natureza qualitativa, realizada a partir de busca de materiais com o objetivo de discutir os saberes docentes acerca da ótica de diferentes autores. Foi possível concluir que se faz necessário considerar a formação pedagógica de qualidade tão essencial quanto a formação disciplinar. Ou seja, recriar os conceitos de formação de professores baseados em conhecimentos não apenas técnicos, mas preparatórios para o trabalho docente. Assim, consequentemente a discussão sobre a formação de professores, frente aos saberes docentes envolvendo a conscientização de saberes compartilhados pode trilhar novos métodos de construção da prática pedagógica.

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INTRODUCTION

The functions and attributions of teachers have changed radically in recent years, according to the LDB-Law of Guidelines and Bases of National Education resolution 9394/96, the teacher is responsible for carrying out the commitment to teaching, guidance and motivation for scientific and social training of an individual. There are in this Brazilian educational legislation numerous articles referring to the training of students, rights and duties of teachers who work in basic education, but there is a certain omission with regard to the training of university teachers.

In its own text, LDB 9394/96 (Law of Guidelines and Bases of National Education) declares that teacher education must take place through postgraduate studies in master's and doctoral programs, as reported in art. 66 – "Preparation for the exercise of higher education will be done at the postgraduate level, primarily in master's and doctoral programs". In this context, it is noted that there is no guidance regarding the didactic, reflective construction of professional skills and knowledge. Graduate programs are responsible for providing scientific knowledge, referring to the disciplines and technical competences of being a professor. On the other hand, these programs contribute insufficiently to the pedagogical, didactic and reflective training of teachers.

Also in this sense, graduate and teacher education programs instruct technical knowledge and curriculum development through publications, assessments and grades. Thus, it is noted that learning and building pedagogical skills are forgotten. According to Vasconcelos (1998, p.86) the lack of concern with pedagogical preparation has led graduation to a context of teachers who have only titles, and who do not have pedagogical competence. Many programs claim that the core of universities are teaching, research and extension, and that in these there are no spaces to professionalize teachers, that the function of the programs is centered only on providing students with the conceptual tools necessary for their training. The gap between the existence of laws and guidelines that seek to guide the practice of teaching in higher institutions and discussions about the teaching knowledge that guide professional training justifies the relevance of research aimed at the practice of teaching in these institutions. In addition, the perspective of academic significance of the topic discussed is highlighted, with regard to the reflections of teachers' knowledge, so that it is possible to improve professional training in the construction of teachers' pedagogical practices.

Based on these precepts, this research has the general and specific objective: to identify which teaching knowledge works in teacher education, cite the teaching knowledge that works in the didactic training of professional teaching, to exemplify that teaching knowledge is the main responsible for the formation of teaching practice, conceptualize the relevance of teaching knowledge for the formation of educational practice. This study is characterized as a Bibliographic Research of theoretical genre and qualitative nature, carried out from the search for materials: Books, articles and dissertations through the Google Scholar database, with the aim of discussing the teaching knowledge about the perspective of different authors. The platform in this study appears as an essential tool for the development of this research, bringing together a scientific overview of numerous journals. The accesses were carried out using the descriptor "teaching knowledge", as a result of the proposed results, a law, twelve articles and a book were selected.

THEORETICAL DEVELOPMENT

The teaching knowledge that works in the didactic formation of the teaching professional: Reflecting teacher education goes beyond an understanding of what it means to be a teacher, the discussions point to a bias between the relationship of professional knowledge and the construction of the educational practice of teachers, in other words, understanding, according to various considerations, which teachers' knowledge they shape the teacher's professional knowledge. Following the perspective of this questioning, it is possible to explain how this knowledge implies the construction of knowledge and skills that determine the identity of each teacher. According to Tardif (2014), teaching practice is incorporated by various types of knowledge, which through these constitute the set of professional knowledge and skills. Thus, teaching knowledge is defined as collections of diversified domains, arising from professional and disciplinary, curricular, social, experiential and reflective knowledge. For Pimenta (1997), the professional identity of the teacher is built step by step through the practices of constant reflection on the social semantics of the profession, as well as the proof of culturally infamous practical assumptions that are resistant to mutation in the face of innovations, as they are built on valid knowledge to the teacher. Still in her conceptions, the author defines as teaching knowledge: knowledge from experience, knowledge from knowledge and pedagogical knowledge. Paragraphing Tardif (2014), professional knowledge can be defined as clusters of knowledge that are acquired during teacher education in their own institutions, colleges, schools, universities, etc. In this conception, the acquired learning will not be limited only to the scientific formation of the professors, but as a direct object of exchange of skills and professional practices. Still in this conception, the author states that following the perspective of professional and institutional connection, scientific and professional knowledge are mainly implemented in the act of initial or continuing teacher education.

For Pimenta (1997), when teachers enter initial or continuing professional training courses, they already have knowledge about being a teacher, knowledge acquired through their experience as students or social experience accumulated in the development of teaching. Still in her opinions, the author classifies another meaning of knowledge from experience, as those produced by teachers in their daily lives, or in essays produced by researchers in search of a permanent and reflective action about their teaching practice. In the words of Gautier (1998), experiential knowledge and habit go together, this acquired experience becomes a principle capable of subsidizing practices and strategies in the classroom. And finally, among the study of knowledge, the experiential knowledge in the words of Tardif (2014) are acquired from their daily work and familiarization with the pedagogical environment. Thus, this knowledge is incorporated and validated by the acquired experience, through the know-how and know-how processes. Still in the above-mentioned author's conceptions, the knowledge and experiences are materialized by the main characteristic: teaching is manifested in a context of numerous interactions, providing important factors for the teacher's performance. Therefore, in the daily exercise of their teaching activities, the factors are related to situations that require skills on the part of the professional, thus, the contact with these factors and situations allows the preparation and training of the teacher, giving them the opportunity to develop their personality, habits and professional identity.

Regarding disciplinary sabers, Tardif (2014) defines them as knowledge that is equivalent to different fields of knowledge and that are incorporated into our society through disciplines integrated in undergraduate and graduate courses within universities and colleges. For Gautier (1998), disciplinary knowledge, in turn, is characterized as knowledge produced by researchers and scientists in disciplines integrated with studies in universities. According to Pimenta's (1997) convictions, disciplinary knowledge is in turn called knowledge, which is acquired from the study of categorical disciplines instituted by the training units, and which are responsible for more than informing, it must provide conditions for teachers can develop humanly, enabling them to exercise reflection. Curriculum knowledge according to Tardif (2014) is built throughout the teaching career through discourses, objectives, content and methods, concretely presenting themselves as school skills that teachers must learn and apply. For Pacheco (2014), curricular practices can be called stable because their ways of passing on this knowledge are based on the orchestra of knowledge through the legitimization of stable curricular convergence and its methodologies. Still in his conceptions, the author defines that this curricular practice is based on the systematization of knowledge, defined in terms of beacon in levels and cycles pre-defined by the State, thus, on the one hand, curriculum is considered to be processes and practices of conception, realization and evaluation, and on the other, to express the following curricular theories.

Knowledge of teachers who are the main responsible for the formation of teaching practice: Until now, an attempt has been made to demonstrate that pedagogical knowledge is fundamental for the construction of teaching practice. Thus, in general terms, about the pedagogical training of teachers requires the need to exemplify which teaching knowledge acts with more intensity in the construction of the professional identity of teachers. According to Nóvoa (2009) there is no standard model of being a teacher, as it is impossible to define what makes good teachers, according to endless lists of skills and knowledge, but, according to the author, he is still able to exemplify simple points of suggestions that characterize the skills of teaching work. From this perspective, the author addresses that the school space is responsible for part of the training of teachers, through contact with the school context, collective experiences, dialogues that can be incorporated into the practice of teaching knowledge. In the conceptions of Tardif (2014), the knowledge of experience experienced in the daily practice of teachers in full didactic exercise, influences the confrontation between experiential knowledge due to the relationship of teachers in the school environment, the exchange of experiences, debates and reflections.

Thus, the knowledge of experience is exemplified through the relationship of young teachers with more experienced teachers, training of interns, teaching initiation programs, memories and inspiration of teachers in their time as a student, all of these scenarios that enable switching between ideas, skills and knowledge. For Cunha (1989) most teachers report their greatest experiential influence obtained from their memories as a student, in some cases this influence is transmitted as a desire to copy or inspire skills, forms and practices that they consider as positive, in others, the commitment to developing, in the opposite way, what he considered to be negative in the exercise of being a teacher. According to Pimenta (1997), the knowledge obtained from the experience of students enables an understanding of the good and the bad of a teacher, considering the learning acquired through the passage of several teachers during their academic life. For Gautier (1998) the experience is personal, private, this experience becomes the rule, leading to the development of practices rooted in habit. As a follow-up, Tardif (2014) points out that teaching practice cannot be considered a mere object of understanding of the science of education, and that thus all activities mobilize different knowledge that the author defines as pedagogical.

The same exemplifies pedagogical knowledge in doctrines, conceptions, theories and statements from theoretical reflections on educational practices, which are transmitted by Universities and Faculties, serving as guidance for the development of didactic activities. In this context, pedagogical doctrines, such as precepts rooted in didactic teaching theories, provide teachers with ideological subsidies for the teaching profession. For Pimenta (1997), pedagogical and didactic knowledge are as important as disciplinary knowledge, following the author's perspective, when entering the licentiate course, teachers already have the idea of what didactics means, they trust that knowledge, theories and doctrines acquired during their pedagogical journey will serve as a framework for numerous situations to be faced, at the same time, which they distrust, because in their experience as many students have known teachers with a higher level of instruction who did not have didactics. Gautier (1998) states that experiential knowledge becomes a pedagogical action when it is public, thus being tested and validated, as the private knowledge that each teacher has cannot be considered as professional recognition, as it has not been shared and validated by the collective reflection. Researching the knowledge of teachers exemplifying the point of view of their relationships is not an easy task, in addition to all the knowledge already exemplified, we could not fail to report the relevance of disciplinary teaching knowledge for teacher education. According to Tardif (2014), the disciplinary knowledge that is transmitted in university courses and departments is independent from faculties of education and teacher training courses, thus, it is understood that the knowledge represented by this knowledge is of a scientific nature, necessary in any profession, disciplinary knowledge is distributed within institutions as disciplines (mathematics, history, literature) and so on. In Gautier's (1998) ideas, the disciplinary knowledge acquired during the course at universities is produced about the knowledge of the world and integrated in the format of disciplines, these will be passed on through the professors during their professional practice through the conceptions of didactic transposition.

The relevance of teaching knowledge for the formation of educational practice: If we consider it impossible to define a single knowledge as responsible for the construction of the sick practice, we can understand the relevance that each one has for the construction of educational action. However, in the contributions of his book *Teaching Knowledge and Professional Training*, Tardif (2014) states that until then, training for a career in teaching continued to be guided by the acquisition of disciplinary sabers. Still in his words, the author defines this knowledge as knowledge passed on throughout the professional career, being displayed in a window, but without allowing the link with pedagogical dynamism, later allowing its application in mandatory internships or teaching insertion programs. For the author Wideen (1998), the training courses for teaching in universities are delineated from the applicationist teaching method, in this conception, students spend years getting in contact with

disciplinary knowledge and later perform internships and apply the acquired knowledge. However, with the completion of the training of these teachers, when they reach the job market, it is noticeable that their professional identity is formed throughout their experience, proving that, despite being valuable, applicational knowledge does not always fit the reality of teaching. Investigations about teaching knowledge for teacher education highlight the relevance of pedagogical practice as a subsidy for the structuring of professional identity. Following Freire's (1996) conceptions, it is through education that society's permutation becomes possible, as it is rooted in this passion for knowing and learning. Thus, the notoriety of rethinking and reflecting the training for teaching is highlighted, the role it has in the construction of knowledge and practices of being a teacher that acted directly in the building of society. In these contributions, reflecting on the knowledge of professional teachers is driven to vigorously consider the collaboration of actions mediated by experience for the professional training of teachers. For Pimenta's (1999) ideas, the professional identity of teachers is based on the assumption of the social meaning of the profession. Therefore, the resignification of teaching knowledge acquired in the period of pedagogical training, experiential and reflective pasts mold valid knowledge to the needs of the realities experienced. In Therrien's (1995) conceptions, it emphasizes the central relevance of highlighting the knowledge of experience as fundamental to the construction of professional identity, as they come from everyday activities, allowing them to be validated by them. For Tardif (2014), knowledge derived from experience is relevant as it builds the foundation of the professional career of the teacher, as this experience stands out with merit for the achievement and generation of their own teaching knowledge. In the author's conceptions Silva (1999), the work of the reflective teacher is seen as the light of new conceptions, which can be molded and bring new ideas about the teaching work, knowledge and doing of teachers.

FINAL CONSIDERATIONS

Through the concepts addressed in the content of this research, it is observed the expression of studies that strive to address the theme of teacher education over time, seeking to reflect on the knowledge that defines the professional identity, which guide him during his career in teaching and the influence that all this knowledge has when confronted by reflection. According to aspects explored bibliographically, even with the advance in the history of higher education, studying, understanding and identifying how the process of teacher education actually happens is still a challenge. Teaching knowledge is debated in a plural and heterogeneous aspect, with a marked influence on the process of teacher education, thus making it unlikely to declare that pedagogical action is the result of the institution of individual knowledge. Despite this, it is noted that training for teaching in higher institutions is mostly characterized by technical knowledge acquired in the real context of disciplines that will be part of the curriculum as a teacher. Disciplinary logic is seen as the basic knowledge necessary for the formation of a good teacher, for this reason it is included in the curriculum format in undergraduate and graduate courses, thus, didactics, educational psychology, philosophy and others, are faced as mere theoretical knowledge passed through the didactic transposition, making it impossible to create their own knowledge in the face of everyday reality. The experiential knowledge derived from the experience of pedagogical work in internship subjects, teaching programs and the student or teacher's daily life itself is the key to the formation of their own teaching knowledge, originating from the usual situations that allow reflection and connection between disciplinary knowledge and curricula with actual teaching practice. Despite this, current university careers fragment the teaching knowledge, mainly concerned with monodisciplinary training based on the content logic, making the contribution of professional knowledge offered by fields of experience null and void. It is concluded that it is necessary to consider quality pedagogical training as essential as disciplinary training. In other words, to recreate the concepts of teacher education based on knowledge that is not only technical, but preparatory to teaching work.

Thus, consequently, the discussion on teacher education, facing the teaching knowledge involving the awareness of shared knowledge, can follow new methods of construction of pedagogical practice. In this objective, it is possible that this work can provide reflective and critical subsidies about the teaching practice, providing new researches regarding the teaching knowledge and the professional training of teachers.

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