



## THE CONCEPTION OF TEACHER TRAINERS ON PEDAGOGICAL COMPONENTS

### A CONCEPÇÃO DOS FORMADORES DE PROFESSORES SOBRE OS COMPONENTES PEDAGÓGICOS

### LA CONCEPCIÓN DE FORMADORES DE PROFESORES EN COMPONENTES PEDAGÓGICOS

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#### ABSTRACT

This study purpose is to analyze the teacher's conception about the importance of pedagogical components for teacher training. The methodology used was of a qualitative character, accomplished through the semi-structured interview with eleven trainers in charge for the disciplinary components, of fundamentals and pedagogical of degrees in Modern Languages and History, of a public university in Bahia. The results were organized from the teacher's understanding of the pedagogical components workload in the current curriculum; the teacher's praxis, in relation to the discussion of the specific area with the teachers training; the evaluation of the trainers who work in the pedagogical components. Concludes that the undergraduate courses, despite of some isolated experiences of theory relationship and pedagogical practice, are still based in an academic perspective. In this way, they devalue the contributions of the pedagogical components.

**KEYWORDS:** Teachers. Teacher training. Pedagogical componentes.

#### RESUMO

O objetivo deste estudo é analisar as concepções de docentes sobre a importância dos componentes pedagógicos para a formação dos professores. A metodologia utilizada foi de caráter qualitativo, realizada através da entrevista semiestruturada com onze formadores responsáveis pelos componentes disciplinares, de fundamentos e pedagógicos das licenciaturas em Letras e História, de uma universidade pública baiana. Os resultados foram organizados a partir da compreensão dos docentes sobre a carga horária dos componentes pedagógicos no currículo vigente; a prática dos docentes, em relação à discussão da área específica com a formação de professores; a avaliação dos formadores que atuam nos componentes pedagógicos. Conclui-se que os cursos de licenciaturas, apesar de algumas experiências isoladas de relação teoria e prática pedagógica, ainda se baseiam numa perspectiva academicista. Desse modo, desvalorizam as contribuições dos componentes pedagógicos.

**PALAVRAS-CHAVE:** Docentes. Formação de professores. Componentes pedagógicos

#### RESUMÉN

El objetivo de este estudio es analizar las concepciones de los docentes sobre la importancia de los componentes pedagógicos para la formación docente. La metodología utilizada fue de carácter cualitativo, realizada a través de una entrevista semiestruturada con once formadores responsables de los componentes disciplinares,



fundamentales y pedagógicos de los grados en Letras e Historia, de una universidad pública de Bahía. Los resultados se organizaron en base a la comprensión de los profesores de la carga de trabajo de los componentes pedagógicos en el plan de estudios actual; la praxis de los docentes, en relación a la discusión del área específica con la formación docente; la evaluación de los formadores que trabajan en los componentes pedagógicos. Se concluye que los cursos de pregrado, a pesar de algunas experiencias aisladas en relación a la teoría y la práctica pedagógica, aún se basan en una perspectiva académica. De esta forma, devalúan los aportes de los componentes pedagógicos.

**PALABRAS CLAVE:** Maestros. Formación de profesores. Componentes pedagógicos

## INTRODUCTION

The Basic Education teacher training in Brazil, since around the 1990's decade is under responsibility of the University teaching institutions. One aspect that influenced to this question was the trial of solving the problems which affected the quality of these courses and of the Basic Education as a whole. This preoccupation is related to the teacher professionalization act in North America, occurred between the 1980's and 1990's decades of the XX century, which committed to elaborate document that pointed innumerable fragilities of the teacher's training process. The critics directed to the way how teachers were trained referred to the dimensions and fundamentals that leaded the curricular proposes, the decontextualized contents rolled in these courses and the distancing between the training and the profession they will practice. These policies had as some of their objectives the university training, as a more solid preparation of the docent, the effective bond between university institutions for teachers and schools training, among others (TARDIFF, 2002).

The influence of this movement can be noticed in the New Law of Directives and Bases (LDBEN), Law 9394/96<sup>1</sup>, which incorporated many of the aforementioned objectives, because the educational legislation that preceded this Law, poorly referred to the teacher training.

Regarding to the overview, the Brazilian government, since the constitution promulgation in 1988, and more specifically from the aforementioned LDBEN, it has implemented policies so that the Country can soften this crisis in which crosses the teacher training, desiring that those measures can, consequently, grant improvements in the Basic Education.

The National Curricular Directives for the Basic Education Teacher Training (BRASIL, 2004), Resolution CNE/CP 1, of September 24th of 2004<sup>2</sup>, also highlights the importance of the changes that occurred to the graduations from the Law 9394/96, of terminality and integrality regarding the bachelor. It affirms that it must consider the coherence between the offered training and the practice expected by this future teacher.

<sup>1</sup> Nova Lei de Diretrizes e Bases da Educação Nacional (LDBEN), Lei 9394/96

<sup>2</sup> Diretrizes Curriculares Nacionais para Formação de Professores da Educação Básica, (BRASIL, 2004), Resolução CNE/CP 1, de 24 de setembro de 2004



Studies on the graduations (D'ÁVILA, 2008; GATTI, BARRETO, 2009) indicate the distance between the practice developed in the university classrooms and in the Basic Education classrooms, future practice *locus* of these student. Gatti and Barreto (2009) and Scheibe (2010) state that significant part of these courses distance themselves from the legal determinations contained in the recommendations and solutions that lead these trainings. In practice, it is yet realized the strongly fair delimitation, since specially the docents of the subjects that tackle the specific training field, in majority of times, do not articulate the rolled contents with the students' future professional training, entrusting the graduated and, sometimes the Methodologies and Supervised Practice docents do this articulation. This makes us assume that such difficulty dwells in the teaching realization and in the leading conceptions for this concretization.

The same criticism is made in the document National Curricular Standards for the Teacher Training (BRASIL, 1999)<sup>3</sup> noticing the existent contradiction between the teaching and learning process model of the initial and continuous training of teachers and what is requested as adequate for these students under the condition of educators.

In accordance with D'Ávila (2007) observations by investigating the graduations' students, the posture of the university teachers and the teaching they conducted show that the docent representations present among the students as adequate for a effective teaching do not correspond to the models that they experimented as initial training learners (D'ÁVILA, 2007, p. 232).

Despite of the findings above, the importance of teacher training is undeniable and it is associated to the idea that the teaching democratization crosses the valorization and acknowledgement by teachers. Although we agree with García (1999) and Imbernón (2011) when they state that the teacher training is not restricted to the initial training – given the local of professional practice, the stablished relationships with the subjects and with the institution which he/she works, intervene, deeply, for the professional's identity construction – it is significant, since it is the moment that the docent professionalization begins. It is important, yet, because

It is a stablished phase and as well stablishes a professional identity that structures itself from the profession's theoretic and practical knowledges; from didactic models of teaching and from a first sight of the docent professional environment. It is an important moment for the construction of a docent identity, since the subjects transform themselves into the interrelationships that are stablished there. Noticed as a phase of more formal socialization, it is n the initial training that the future docent will face the theoretic understandings or academic curricular knowledges (TARDIF,

<sup>3</sup> Referencial Curricular Nacional para Formação de Professores (BRASIL, 1999)



2002) and also with ideal models of professionalism, derived several times from the educational theories. (D'ÁVILA, 2007, p. 230)<sup>4</sup>

We understand that such importance contributes, from the scientific and pedagogic knowledges offered, for questioning and transform attitudes, values and functions that the students confer on the profession, such as, provide opportunity for these students to instrumentalize and reflect on how to act professionally, in order to influence positively the improvement of the quality of education. This responsibility corresponds to all the areas that compose the graduation courses, however, as the pedagogic issues themselves, which all the trainers are responsible for, as the pedagogic components are, several times, the unique ones those directly accept their role to reflect, discuss and underlie about the specific issues of the professional praxis in the magisterium in the Basic Education.

This study objective is to analyze the docent conceptions about the importance of the pedagogic components for the teachers' training. The methodology employed was of a qualitative character, conducted through semi-structured interview with eleven trainers responsible for the disciplinary components, of fundamental and pedagogical, of the Letras<sup>5</sup> and History graduations, from a public university from Bahia, Brazil.

For the systematization effect, the interviews' statements were categorized in four topics, which contribute for carrying the discussion in order to achieve our objective. They are: 1) the workload of the pedagogical components in the flowchart; 2) list of the pedagogic components for the professional exercise of the graduation; 3) shared work of the disciplinary components and of the fundamentals when related to the teacher training; 4) valorization of the professional which teach the pedagogic components among others.

The National Curricular Directives for the Basic Education Teacher Training , within the University degree, Graduation Courses, of Four-year Graduation – Resolution CNE/C 1, of September 24th of 2004 (BRASIL)<sup>6</sup>, also highlights the changes occurred in the graduations in order to perceive that they acquired a proper character, from the Law 9394/96, of terminality and integrality in relation to the bachelor.

<sup>4</sup>Original: [...] É uma fase instituída e também instituinte de uma identidade profissional que se estrutura a partir de saberes teóricos e práticos da profissão; de modelos didáticos de ensino e de uma primeira visão sobre o meio profissional docente. É um momento importante na construção da identidade docente, já que os sujeitos se transformam nas interrelações que ali se estabelecem. Considerada como uma fase de socialização mais formal, é na formação inicial que o futuro docente vai se deparar com os chamados conhecimentos teóricos ou saberes curriculares acadêmicos (TARDIF, 2002) e também com modelos ideais de profissionalidade, advindo muitas vezes das teorias educacionais. (D'ÁVILA, 2007, p.230)

<sup>5</sup> Translator's note: Letras (Letters, directly translated) is the field of study concerned to Language, Philosophy, Literature and Cultural discussions.

<sup>6</sup> Diretrizes Curriculares Nacionais para Formação de Professores da Educação Básica, em Nível Superior, Curso de Licenciaturas, de Graduação Plena – Resolução CNE/CP 1, de 24 de setembro de 2004 (BRASIL)



Considering the workload of the pedagogic components in the current syllabus, it is noticed the docents' discomfort in relation to the increasing of this area in the graduations. From the eleven interviewed docents, four, one from the field of Cultural-Scientific Knowledges, do not consider the workload as excessive.

As related by the pedagogic components' docents in both courses, this theme is considerably present and conflicting during the collegium meetings, provided that syllabus changes were realized from the Resolution CNE/CP 2, of February 19th of 2002<sup>7</sup>, which increased the workload of Curricular Supervised Practice to 400 (four hundred) hours, from the beginning of the second half of the course; 400 (four hundred) hours of practice as syllabus component. It is worth mentioning that the syllabus contents of scientific-cultural nature totalize 1800 (one thousand and eight hundred) hours of lessons. The docents' oppositional argument to the increasing of the workload is that this legislation demand weakens the undergraduate students training in what concerns the acquirement of specific disciplinary contents. They understand that it is a negative interference of the pedagogues and it is not something resulting from the diagnostic of the reality of the graduations that show the necessity for endeavor investment to improve the teacher's training quality. This resistance to the significant presence of the pedagogical issues of the syllabus reveals itself in the statements of the docents from two courses, more directly, as is the case of the pronouncement of Opala, but, also, through the report by one of the collaborators in relation to their colleagues.

What I will say may be a heresy for the pedagogues [laughs], but I think it is a true absurd the Pedagogy's interference into our Letras course, to the point of saying that the course has turned into a "Perdagoletras"<sup>8</sup>. Thus, to be "Pedagoletras"<sup>9</sup>, our specific courses' subjects were withdrawn to put subjects of the pedagogic area [...] For myself it is an erroneous idea to believe that these Pedagogical components will improve the training [mocking laughs]. Quite the contrary! (Opala)

The resistance to the increasement of the course's pedagogic knowledges reveals the source of influence of the dominant and academicist epistemological conception, as highlights Cunha (2010, p. 27): "In this presupposition, the specific content accepts a significantly greater value than the pedagogic and humanities' knowledges, in the teacher training"<sup>10</sup>.

The objective of Teacher Training Pillar, as the National Curricular Directives for the Basic Education Teacher Training within University degree, in the Licentiate Course of Full Graduation states is to articulate the disciplinary knowledges with the educational and

<sup>7</sup> Resolução CNE/CP 2, de 19 de fevereiro de 2002

<sup>8</sup> Translator's note: The interviewed teacher refers this expression to the course of Letras as a loss when considering the pedagogical knowledges when it refers to teacher training.

<sup>9</sup> The interviewed teacher refers this expression to the course of Letras as a combination between itself and Pedagogy.

<sup>10</sup> Original: Nesse pressuposto, o conteúdo específico assumia um valor significativamente maior do que o conhecimento pedagógico e das humanidades, na formação de professores



pedagogical knowledges that underlie the educative action, in order to overcome the alleged opposition between *contentism* and *pedagogism*<sup>11</sup> of the graduations' syllabuses. Thus, we consider more important than defending our position on whether the workload of the pedagogic components is excessive or not, is that such components are conducted in order to provide opportunity for the future teacher to approximate to the educational reality, articulating practice and theory, action and reflection. With respect of the internship workload increase, it enables the student to stablish contact, from the half of the course, with the basic school and also contribute to the relationship between theory and professional practice narrowing, however, it does not ensure the establishment of such relationship.

We perceive that the importance of the pedagogic components is not yet understood or embraced, according to the statement of the participants. Our question is if these resistances occur for not knowing how to work or for the devaluation of the pedagogic area by the docents.

On what concerns the pedagogic component Laboratory of History Teaching its relevance to the professional of education training has been noticeable to this field, before the statement and according to the Course Recognition Project, which “[...] plays the role of articulating the specific historic knowledge and with the teaching practice of History in the basic education”, which is significantly defended in the literature and police of teachers' training. The defense of the Laboratory is mentioned by three docents of the Graduation in History, which demonstrate that it is basically responsible for fulfill the lacuna that historically characterizes the graduations. However, it was noticeable that the employment of this component is, mostly, concerned to analyze the didactic book in the teaching of different areas, what denotes one deficiency by the docents in how to articulate the conducted contents to the professional practice by the graduate, such as, searching for more innovative teaching alternatives. As Monereo and Pozo (2003, p. 24) denounce “In the university, the innovations just consist of, as highlighted in the presentation in the creation of new studies, new subjects or in advising certain itineraries to the detriment of others [...]”<sup>12</sup>.

The resistance of some docents in conduct the components that they teach relating to the teacher training is other expression of devaluation of the pedagogic dimension. Such resistance occurs as in the sense of relating the contents conducted in their component to others which approach the methodologies or discussions more engaged with the pedagogic praxis, establishing, thus, an interdisciplinarity demanded by syllabus, as, the docent him/herself in his/her lesson, relating the theories to the professional practice in magistry,

<sup>11</sup> Translator's note: The author refers to *contentism* and *pedagogism* as extreme points for content-centered teaching and pedagogical-centered teaching.

<sup>12</sup> Original: En la universidad, las innovaciones suelen consistir, como se apunta en la presentación en la creación de nuevos estudios, nuevas asignaturas o en aconsejar determinados itinerarios curriculares en detrimento de otros. [...]

that is. This issue was approached by all the docents, though on one denounce perspective by most of the colleagues, only one of our interviewed fairly expressed this discomfort:

“[...] When I stated teaching in the course, at this time you had freedom, but lately this issue started: “you have to make this, but you have to link it to something” you have to conduct it interdisciplinary or transdisciplinary [...]” (Opala)

The feeling of curtailment demonstrated by the participant responsible for one disciplinary component can be understood, erroneously, as a lack of autonomy. However, we must not associate autonomy to self-reliance. Under the conception of scholars as Alarcão (1996), Masetto (1998), Almeida (2012), the autonomy does not refer to self-reliance or individualism, but to learning how to live together with the other and accept his/her professional role, considering the subjects that they are responsible for. Thus, autonomy is not *laissez faire*, since such conception does not contribute to the teaching professionalization. This professionalization must develop itself into the context of relationships, bounded to a life in group perspective. Therefore, as stresses Almeida (2006, p. 185), these conceptions lack revision, since it is

[...] Important to ensure the integration between disciplinary dimension and pedagogic dimension of the contents that will be taught. The teachers need to have the comprehension of his/her scientific field which is different from the field the specialists are inserted, what will be ensured by the comprehension didactical-pedagogical. It is this comprehension that will permit the teacher to structure his/her pedagogic thought.<sup>13</sup>

This relationship is also one demand made by the Resolution CNE/CP2, of February 19th of 2002, items I and II, article 1, by establishing that all the disciplines of the graduation courses have a practical character and, thereby, the responsibility for creating this articulation is not only on methodologies and the internships.

The consequences of the lack of attention to how the teacher role must be exercised in the graduation course influences the teacher training with deficiencies, as related by three interviewed teachers. The excerpt below is emblematic

[...] the student that egresses the university egresses poorly trained and then he/she will teach the Basic Education student poorly that, in their turn, will ingress the university poorly. (Topázio).

We notice that it is significantly common for trainers to make criticisms to the students that ingress in the college education in relation to the domain of some contents, academic maturity, commitment among other, as demonstrates Soares (2015). Although, the majority,

<sup>13</sup> Original: [...] importante é assegurar a integração entre a dimensão disciplinar e a dimensão pedagógica dos conteúdos que serão ensinados. Os professores precisam ter uma compreensão de seu campo científico diferente da que têm os especialistas, o que será assegurado pela compreensão didático-pedagógica. É essa compreensão que permitirá ao professor estruturar seu pensamento pedagógico.

is not able to perceive the importance of their practice to changes on how the Basic Education is implemented. We do not consider that the current problems of the Basic Education are, in its totality, resulted from the bad training of the teacher, however, the quality of such process may contribute to reduce some of the presented problems. About this issue Mello (200 p. 102) states:

[..] that the initial teacher training represents the initial point of which it is possible to reverse the quality of education. It is as if, touch it, were the easiest way to provoke a reaction from the total system, generating a serial effect: a virtuous cycle of long-lasting consequences.<sup>14</sup>

The postures adopted by the teachers in relation to not relate the specific contents to the professional practice in the magisterium contributes to the teachers training deficiency, as states one of the interviewed teachers:

I even think: on what did the university contribute unless with the academic knowledge. I do not know to what extent the university contributed to the teacher training while teachers. (Ametista)

It is relevant for the trainer to dominate the disciplinary matrices of the specific knowledges of his/her area, however also paying attention to how to develop the students' complex competences, targeting to be certain of how these contents transform themselves in teaching objects, through the didactic transposition and of the pedagogical mediation.

We warn that the experience which caused the discomfort of the aforementioned deponent refers itself to their experience in a private institution, whereas the locus of this study is, even noticing the principle of the relationship between theory and professional practice, not a direct demand for the teachers, as highlighted by ten of the interviewed, since each one works the way he/she considers better convenient.

[..] Each one conducts what wants, the way they will. I think it is cool that the people have autonomy, but it is necessary to have this arrival point, because my autonomy may not be untied from this objective of training teachers. I have autonomy to define my lesson, objectives of my subject, but it may not injure this objective, it has to be directed to training the researcher teacher. (Turmalina)

In opposition to the discomfort demonstrated by Opala, we perceive that a Letras teacher expresses that already works under the perspective of creating connection between the conducted theory in the specific components and the professional praxis of the teacher and that working under this perspective is pleasing, since, as he/she learns, as the students do.

<sup>14</sup> Original: [...] que a formação inicial de professores constitui o ponto principal a partir do qual é possível reverter a qualidade da educação. É como se, ao tocá-la, fosse mais fácil provocar uma reação do sistema total, gerando um efeito em série: um círculo virtuoso de consequências mais duradouras.



One significantly marking aspect, on what refers to our analysis, is concerned with the professional devaluation that actuate in the pedagogical components, whether graduated in Pedagogy or not. The prejudice on these professionals is denounced by four of our collaborators, and one of the consequences are the innumerable solicitations of transference of teachers who ingress in the Collegiate body of History through the component Supervised Practice for the other other fields.

[...] The idea is that the subjects that deal with the education are the course's minor subjects. Then, as a minor subject the less capacitated are the ones who will conduct and as nobody wants to be less capacitated the teachers utilize these subjects as entrance door and go for other subjects. [...] All the others teach for a period, in preference until they finish the evaluations and make a teacher nomination to other subject. Because in contests internship has more vacancy and is easier to ingress. (Alexandrita)

This observation by the interviewed is consistent with the arguments brought by Formosinho (2001) and Pacheco (1995), who justify such posture from the academic process that prevails in the university teaching, ranking the teachers from the accepted and not accepted trainers, that is, these ones who declare themselves professionals who train teachers tend to be considered as less valuable in the college environment, including considered as holder of a supposedly inferior intellectual quantity.

This valorization of the disciplinary components in the graduation courses results from the comprehension of the contents for them conducted are better elaborated theoretically and constitute themselves as scientific, which are considered, for some professionals, as sufficient for the academic teaching. For also having the objective of discussing the teaching in the basic school, the pedagogical components do not take a valued position by many trainers.

In addition to the Supervised Practice, another highlighted element by the deponent Alexandrita, who denotes a devaluation of the pedagogical components and of the professionals who are engaged to the field, is the composition of the judging panel for the selection of the Supervised Practice teacher, made of members who do not know the discussion about teaching, approving professionals who do not identify themselves with this component's individual concerns. Thus, are approved candidates who present high academic degree and/or demonstrate high content understanding in some areas without, necessarily, know how to relate these theories to the professional practice nor possess experience in the Basic Education area.

The discrimination of the pedagogical components is explained by Pimenta and Lima (2005/2006, p. 6) through the old discussion that contraposes theory and practice, which, on the understanding of the authors, "[...] it is not merely semantic, since it translates itself in

uneven spaces of power of the syllabus structure, attributing itself less importance to the workload denominated as ‘practice’<sup>15</sup>.

We noticed in the statements gave by the interviewed teachers that the prejudice with involves the pedagogy, actually, is something broader, which surpass the manner the responsible teachers for these components, since they relate to aspects referent to the practice – historically evaluated less valuable compared to theory -; to the teaching – hierarchically inferior to research -; to training – less socially valued than bachelor -; among others.

This devaluation of the pedagogue and of the teachers who teach the pedagogical components may, on our understanding, result from different issues which surpass the university teaching. The first is that the pedagogy is characterized as a feminine field, related to the women’s “natural” vocation to teach children. Thus, the university as a scientific knowledge territory, which has as principle the rigorousness, the mensuration, and objectivity is not well accepted. However, the university pedagogy in the current day has been a fertilized field of studies and contributions that can provide opportunity for the improvement of the academic teaching, since it questions historically sedimented practices in the university and does not contribute to the student’s learning, besides its constructive character, in the sense of highlighting experiences and investigation which treat the innovative and significative experiences in the professional training process.

All these measures accepted by the History Graduation denote a bachelor character, which may be noticed from the consideration by Fonseca (2003, p. 60) when questioning the alleged obviousness if the professional, graduated by this degree, who exercises the pedagogical work is actually a teacher. The author states that there are innumerable controversies about this point and exemplifies that the own National Curricular Directives for the University History Courses<sup>16</sup> do not even mention the name “teacher” in their text. It States, yet, that absence and omission in this document on what concerns the competences and abilities that might be possessed by the professionals, with respect to the teacher when discussing the professional’s profile. About this document Fonseca (2003, p. 68) elucidates:

It is interesting to observe the separation that the document brings between what is basic, and what is a complement for the preparation of the history professionals. The pedagogical knowledges are “complementary”, succeed the basic. They neither articulate themselves, nor relate themselves to the subjects’ specific knowledges; settle themselves in the field of the “instrumentalization” for the market, of the

<sup>15</sup> Original: “[...] não é meramente semântica, pois se traduz em espaços desiguais de poder na estrutura curricular, atribuindo-se menor importância à carga horária denominada de ‘prática’”

<sup>16</sup> Diretrizes Curriculares Nacionais dos Cursos Superiores de História.



theories' practical application. The experimental knowing constructed by the future professionals over the life are not even mentioned.<sup>17</sup>

These dichotomic conceptions between pedagogical and disciplinary knowledges prevail for decades the History undergraduate courses, according to Fonseca (2003, p. 72) and, as we perceive, the new directives and the teachers' practices do not diverge from the old problems which characterize these courses.

Besides this course specifically it is necessary to understand that this is a problem which presents itself in diverse undergraduate courses and, as justifies one participant, results from the teacher's training.

I think that it is actually the training that we had. Our training is to teach the content, not necessarily to teach how this content can be handed to the others. I think that is quite this way. [...] (Citrino).

We highlight the legitimacy of the importance given to the access of the undergraduate student to the epistemological knowledges, as for the exercise of the profession the domain of the knowledges is relevant. However, summarizing the role of the trainer as the transmission of content is limiting, since knowing the theories without the suited competence of the pedagogical issues poorly contributes to the professional practice of the undergraduate student, as advocates Libâneo (2008), to exercise the teacher profession it is necessary to bear your specific subject's content and the teaching of this subject.

Furthermore, as demonstrated by some participants, specially the ones from Letras, it lacks components responsible for conducting the methodological issues of some fields, besides the difficulties faced by the teachers of methodologies and Supervised Practice to stablish the connection between theory and professional practice. These difficulties encompass aspects as: the available time, the excess of students to be accompanied, lack of understanding of the knowledges of all course's fields.

Another aspect that may explain this rejection to the pedagogical components in the training process is that these components, generally, refer to the association of their productions to instrumental and normative and idealized issues that, concisely, seek for solve the educational problems. This idealized perspective, distant from reality and, even, without attractivity, was highlighted by two deponents by describing how the pedagogic components were administered in their time while undergraduate students. This technical character also

<sup>17</sup> Original: É interessante observar a separação que o documento traz entre o que é básico, e o que é complemento na preparação dos profissionais de história. Os saberes pedagógicos são "complementares", sucedem os básicos. Não se articulam, nem se relacionam com os conhecimentos específicos da disciplina; situam-se no campo da "instrumentação" para o mercado, da aplicação prática das teorias. Os saberes experienciais construídos pelos futuros profissionais ao longo da vida sequer são mencionados.

opposes itself to the increasement of this field's workload, it is relevant a special attention for the professionals responsible for these components, such as, if they are not constructed, collectively, proposals which attempt to solve or relieve the existent problems in Basic Education.

It is significant to highlight yet, that the teacher who most demonstrated resistance to the pedagogy in the Letras courses, stressed the importance of these components into the training of future teachers, depending on how it is conducted.

In addition to what concerns the teacher of pedagogical components to improve his/her educational action, the manner how the Supervised Practices are conducted deserves attention. Seen in these terms, we may mention some to be considered elements: necessity for more effective dialogue among teachers, in order to elaborate proposals which are by them validated, not characterized as another proposal that differs itself from the ones the teachers need to develop; develop in the students the respect by the knowledges by the teachers and, thus, attain the approximation between university and students. These elements were mentioned by the participants.

It is with this regard, to stablish a dialogue between academy and basic education, which Zeichner (2010) proposes the concept of the third space. Such space, which targets new manners of improving the learning of the future teachers, disrupting the disconnection between school and university, with the hierarchization of the scholar knowledge in regard to the practice knowing, bearing in mind the creation of new learning opportunities for teachers under training.

In the search for the devaluation of the pedagogic aspects in the university teaching source, we understand that such conception is not only constructed, but acquired through the communicational process which occurs in the daily living. Thus, we believe that several factors influence this devaluation: the heritage of an artisanal perception of education, based on Positivism; the training process of the teachers, experiencing a bachelor-shaped training, and yet, by the power issues which presents itself among the subjects and fields. In addition, through the communicational process that these teachers construct, transmit and reconstruct their conception and influence the representation of the undergraduate students.

## **FINAL CONSIDERATIONS**

The discussions developed by this study, from the data and from the inferences prompted by them, placed in evidence the attributed senses by the participant teachers to the role of teacher trainer, specially on what concerns the pedagogical components. Consequently, the results highlight as central element of the interviewed teachers' perception of this role and the idea



of who knows, teaches, in other words, it is enough understanding the contents to be a teacher.

It is depictable the investment of some trainers on stablishing a connection between the taught contents in their components to the professional practice in the magisterium, specially those responsible for the pedagogical components. However, before the denouncing tone by the research participants, it is noticed that the theory-practice reflection about the aspects referred to the teaching-learning process in the university has not been the stress of the teacher's discussions, not even among the undergraduate courses, training fields of the teachers and, thus, they might be more sensitive and propitious to these issues. This is the position of the majority of teachers, specially the ones who administer the specific components as well as the fundamental one, since, it is deeply valuated the disciplinary contents without regarding how they shall be conducted in the magisterium practice is approached.

Our position on this discussion is that the professionals training must not occur disregarding none of the aforementioned perspectives, among other reasons theory and practice are not repelling elements, on the opposite, they supply one another. Furthermore, the manner how theory is taught in the different qualifications also needs to be questioned, since, in several occasions, it is a pile of information, without offering opportunity for the student to the knowledge construction from the questioning and the confront between different approaches, connection to the reality.

Is raises yet, from the interpretations under the light of the theories, the possibility of stating the teacher training courses yet are based on an academicist perspective. The presence of this conception in the studied courses can be confirmed in front of the devaluation of the condensed knowledge reproduction, through the memorization and the repetition of practices developed by previous generations and transmitted to all subjects in a homogenizing manner; preoccupation with the students' intellectual and moral training, as a depositor teacher and the depositary student; preoccupation with the erudition, with using reason and objective among others. In the knowledge field it is taught under a fragmented manner, devaluating the pedagogical aspects; hierarchizing the different types of knowledge.

The reflections in this study made permit us to conclude that, in they majority, the participants do not essentially accept themselves as trainers, that is, the fact of acting in a undergraduate course is something secondary in their professional practice, whereby they act without detaching the innumerous matters which embrace teaching and the research that might be developed in the bachelor, they do not consider the specificities of the syllabus on what regards the teachers training, for example, connecting theory with professional practice; they ignore and deny the professional profile; they distance the reality of the Basic Education; they do not attempt to solve the difficulty that possess on training teachers; they devalue the



pedagogic aspect of the training, including denying to investing time in their pedagogical competence, among others.

Considering that the teacher does not possess a specific pedagogical training for lessoning in the university teaching and that during his/her path in the graduate course, generally, the pedagogical training, besides fragile, was directed to the Basic Education, it is comprehensible that these professionals seek for taking the fields which they feel more capacitated and secure of lessoning. This lack of training embraces not only the Supervised Practice component, but the manner how they represent broader pedagogical aspects.

We consider that, for solving these issues, the individual and collective investment of the teachers into their professional development may be a significant measure. This development may be accomplished as in their own working environment as in other instances, but the institution in which they teach, also, has to invest so that these professionals are enabled to reframe conceptions constructed over their history and learn significant contents to develop their work with quality.

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