

Pedagogy and Teaching Practice: from defending praxis to reductionism in training

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ABSTRACT – Pedagogy and Teaching Practice: from defending praxis to reductionism in training. The research reveals the main challenges and concepts attributed to Pedagogy and Teaching Practice in recent years in the context of curriculum guidelines and reformulations. Based on a documentary and bibliographic analysis, the current scenario is marked by tensions surrounding the subject and the struggle to defend pedagogy as a field of knowledge and science of education. Pedagogy, despite being regarded as a locus of professional training, is currently marked by a reductionist and pragmatic conception imposed by new resolutions. The results show the need for coordination between theory and practice and the defense of praxis and planned, intentional action aimed at critical and reflective pedagogical training.

Keywords: Pedagogy. Teaching Practice. Teacher Training.

RESUMO – Pedagogia e Prática Docente: da defesa da práxis ao reducionismo na formação. A pesquisa revela os principais desafios e conceitos atribuídos à Pedagogia e à Prática Docente nesses últimos anos no contexto das diretrizes e reformulações curriculares. A partir de uma análise documental e bibliográfica, tem-se como problemática o cenário atual marcado por tensões em torno do objeto e luta pela defesa da Pedagogia como um campo de conhecimento e ciência da educação. A Pedagogia, apesar de conceituada como locus de formação profissional, está marcada atualmente por uma concepção reducionista e pragmática imposta pelas novas resoluções. Os resultados mostram a necessidade de articulação entre teoria e prática e a defesa da práxis e da ação planejada e intencional voltada para uma formação pedagógica crítica e reflexiva.

Palavras-chave: Pedagogia. Prática Docente. Formação de Professores.

Introduction

In the context of curriculum reform and teacher training in Brazil, based on the National Curriculum Guidelines for the Pedagogy Course – Resolution 01/2006, Resolution 02/2015, and Resolution 02/2019 –, characteristics regarding the identity of Pedagogy and Teaching Practice in relation to the proposed determinations are revealed.

Considering the issues surrounding the challenges of Pedagogy as a course and field of knowledge and the implications for teaching practice, this article has been organized into the following sections: Methodological aspects of the research and contextualization of the topic; Concepts of Pedagogy; Concepts of Practice; Impacts of National Curriculum Guidelines on initial teacher training; Final considerations; and References.

This study is based on the premise that research into educational books reveals the knowledge that underpins the initial and continuing training of teachers, teaching practices, and performance. Therefore, the methodology employed in this qualitative research was the documentary analysis of two pedagogical books and bibliographic research in articles focusing on pedagogy and teaching practice published since 2010. Among the theoretical references analyzed, we can mention the research by Pimenta et al. (2017), Pimenta, Pinto, and Severo (2020, 2022), Franco, Libâneo, and Pimenta (2011), Belletati, Pimenta, and Lima (2021), and Franco (2016).

Reflection on initial and continuing teacher training, especially in the context of education courses, allows for more in-depth study of the essential knowledge required for teacher training. Didactic and pedagogical knowledge is considered to be knowledge related to the work of teachers, the teaching and learning process, and processes that occur beyond the classroom and are mediated by the school's teaching staff. It is, therefore, the knowledge mobilized by teachers and educators in the act of teaching.

The school process is complex, ranging from understanding the social function of the school and academic knowledge to planning, which involves content, objectives, methods, strategies, assessment, and dimensions related to the educational sector. Therefore, given the variety of elements that encompass teaching and learning and the understanding of educational practices as a complex phenomenon involving intentionality, there are high expectations regarding training in the Pedagogy course.

We believe that documentary analysis of teacher training reveals how a field of research, area, or discipline is constituted, as it provides important information on the subject. Furthermore, according to Chartier (1991), representations of teaching and educators can be considered as legitimizing certain ways of thinking and acting in the profession, as will be seen throughout the text.

Methodological Aspects Contextualization of the Theme

The beginning of the research, which was qualitative and documentary in nature, was marked by a survey of books and articles dealing with pedagogy and teaching practice. Exploratory research and the location of scientific books and articles were carried out in databases such as Google Scholar, Scielo, Redalyc, among others. The criteria adopted for selecting the books were the presence of the word "Pedagogy" in the title, publication date from 2010 onwards, and authorship/editing by specialists in the field. The following descriptors were used: Pedagogy, Teaching Practice, and the Role of the Teacher. In the exploratory stage, we searched for books and articles that had the following words in their titles: Pedagogy and Teaching Practice. Several works were identified, and among these, two were chosen that were organized by renowned authors in the field of education. Books focusing on specific topics in the field of education or teaching methodologies were excluded. The books and articles selected for analysis are listed in Table 1.

Table 1 – Books selected for analysis

	TITLE	ORGANIZERS	YEAR	PUBLISHER
1	Temas de Pedagogia: diálogos entre didática e currículo	José Carlos Libâneo; Nilda Alves.	2012	CORTEZ
2	Curso de Pedagogia: avanços e limites após as Diretrizes Curriculares Nacionais	Magali Aparecida Silvestre; Umberto de Andrade Pinto.	2017	CORTEZ

Source: Prepared by the author (2024).

The books/manuals were selected based on a preliminary reading of the synopses of the works, available on the sales websites. Based on this reading, it was possible to verify whether the books met the scope of the research – to discuss the concepts of pedagogy and teaching practice. The first stage of the research consisted of a preliminary analysis and skimming of the book. Next, the categories of analysis were defined: Concept of Pedagogy and Teaching Practice. Then, they were subjected to content analysis, as proposed by Bardin (2011).

It is assumed that the concepts of pedagogy and teaching practice presented in books and articles, either explicitly or implicitly, reflect the author's position on the subject. The variety of books and articles focusing on pedagogy and teaching practice demonstrates the existence of a consolidated field of research and knowledge which, despite contradictions and complexities, supports these disciplines and areas.

Historically, pedagogy has been the subject of analysis by several researchers, such as Franco (2016), Franco, Libâneo, and Pimenta (2011), Pimenta, Pinto, and Severo (2020), Libâneo and Pimenta (2015), among others. Authors such as Libâneo and Alves (2012), Libâneo (2012), Bernardes (2012), and Franco (2012) reaffirm Pedagogy as a

field of knowledge and as a locus for the professional training of educators, and pedagogical practice from the perspective of praxis, which can only be understood through totality and contradictions.

There are various concepts that broaden and contribute to debates in the field of teacher training. In most of them, pedagogy has been conceptualized as a reflection on educational practice, linking theory and practice. As say Houssaye et al. (2004, p. 12), “what should exist in pedagogy is certainly a practical proposal, but at the same time a theory of the educational situation related to that practice, that is, a theory of the pedagogical situation”.

The concepts presented and defended by the authors of the two educational books and articles analyzed convey the idea that content carries intentionality and ultimately legitimizes interests and guides pedagogy and the complex teaching practices experienced at different levels of education.

The book 1, *Temas de Pedagogia: Diálogos entre didática e currículo*, was organized by Libâneo and Nilda Alves and published in 2012 by Cortez. The book has 20 chapters and was written by 30 authors who address different topics. Its objective is to deepen reflections on pedagogy, linking it with teaching methods and the curriculum. In this work, the organizers emphasize the importance of reflecting on practice without separating it from theory. The book is organized into sections that address topics such as: teaching and learning/learning and teaching; Pedagogy and pedagogical mediation; school cultures and processes; pedagogical practices in multiple educational networks; spaces and times; teacher-student relationships; assessment; practices and theories; the place of theory and practice – schools; didactics and curriculum; knowledge and the role of the teacher; among others.

The book 2, *Curso de Pedagogia: avanços e limites após as Diretrizes Curriculares Nacionais*, organized by authors Magali Aparecida Silvestre and Umberto de Andrade Pinto, was published in 2017 by Cortez. The book has six chapters and was written by 14 authors who address topics such as weaknesses in initial teacher training; curriculum content; training of school administrators; training of educators to work in non-school contexts; training of teachers for early childhood education; and the impacts of the National Curriculum Guidelines for the Pedagogy course (Resolution 01/2006). The organizers of book 2 question the purpose of the Pedagogy course and hope that the discussion will feed into public policy and that the Pedagogy course will provide initial training for teachers, training for educational managers, and training for working in non-school settings.

Concepts of Pedagogy: from the defense of pedagogy as praxis and science of education to the reductionist and pragmatic conception of education

Regarding the concepts of pedagogy in Book 1, organized by Libâneo and Alves, the authors emphasize that pedagogy corresponds

to reflections, analyses, and studies based on educational actions/practices, without excluding historical and social factors. *Pedagogy is considered a science*, according to Franco (2012), Libâneo (2012), and Pinto (2012), and draws on contributions from other sciences that have education in common. The authors acknowledge that *education is the subject of study of pedagogical science*. As argued by most of the authors of this book, educational and social practices require intentions on the part of educators, as well as actions and strategies. The defense of *intentionality* in pedagogical practice has been emphasized not only by authors such as Libâneo (2012) and Franco (2012), but also by scholars in the field of teacher training, as can be seen in the article *Prática pedagógica e docência: um olhar a partir da epistemologia do conceito*, by Maria Amélia Franco (2016):

A class or educational meeting becomes a pedagogical practice when it is organized around intentions and the construction of practices that give meaning to those intentions. It will be pedagogical practice when it incorporates continuous and collective reflection, in order to ensure that the proposed intentionality is made available to all; it will be pedagogical to the extent that it seeks to build practices that ensure that the actions proposed by the intentionalities can be carried out (Franco, 2016, p. 536).

In book 2, Pedagogy is conceptualized as a field of knowledge where there are a *variety of perspectives* on pedagogical work, as stated by Pimenta et al. (2017), within undergraduate degrees, with the aim of training teachers and educators. This concept is confirmed in research conducted by Libâneo (2010, p. 37), when they state that "the pedagogical objective is configured in the relationship between the elements of educational practice: the subject being educated, the educator, knowledge, and the contexts in which it occurs." Thus, the various concepts and ideas, principles, and criteria within the different areas of knowledge that comprise pedagogy contribute to transcending the boundaries of educational institutions, since they address various degrees and areas of knowledge. In short, Pedagogy is defended in book 2 by Pimenta et al. (2017), Libâneo (2017), Severo (2017) and in book 1 by Libâneo (2012), Freitas (2012) and Franco (2012) as a *social practice involving production and intentionality with results*.

In summary, pedagogy is conceptualized in both books as a *social practice* (Libâneo, 2012; Franco, 2012) and as a *field of study on the educational phenomenon* (Libâneo; Alves, 2012). The object of investigation of pedagogy is education and educational practices, since it unites theory and practice and revolves around *praxis*, as pointed out by Bernardes (2012), Franco (2012), and Pinto (2012). Praxis is conceptualized as pedagogically woven practice (Franco, 2016). It can be said that pedagogy, by reflecting on educational activities, enables practical guidance – it directs toward human development – and takes on a political and critical stance that extends beyond the walls of the school.

From a *critical* perspective, adopted by the authors of books 1 and 2, authors Bernardes (2012), Franco (2012), Pinto (2012), Severo (2017), and Pinto (2017) conceptualize pedagogy as *pedagogical praxis*,

stating that it is responsible for analyzing complex educational practices and has taken on the responsibility for diverse knowledge and themes within the curriculum. It was evident in both works analyzed that the amount of knowledge with which Pedagogy dialogues can generate dispersion, lag, and fragmentation of the course's objectives, as stated in book 1 by Libâneo (2012) and in book 2 by the authors Pimenta et al. (2017), Libâneo (2017), Severo (2017) and Pinto (2017).

In addition to these different perspectives on what constitutes pedagogical work in pedagogy, most of the authors in Book 2 offer in-depth critiques and highlight the guidelines set forth in the Curriculum Guidelines for Pedagogy Courses (Brasil, 2006). These guidelines organize the theoretical foundations, knowledge about educational systems, specific professional training, levels of basic education, teaching methods, and other knowledge that should be taught.

Libâneo (2012), in book 1, criticizes the diversity of subjects in the Pedagogy course curriculum. The wide variety of subjects in the Pedagogy Course has led to a dispersion in the training of educators and teachers, who now have a multipurpose, generalist, diffuse, and superficial education, as stated by Pimenta et al. (2017), Libâneo (2012, 2017), Severo (2017) and Pinto (2017), in book 2.

The multipurpose training referred to by the authors of book 2 concerns the training process for teachers in the early years, i.e., teachers responsible for teaching basic subjects such as Portuguese Language, History, Geography, Science, and Mathematics. Therefore, ongoing training in specific areas is recommended to prevent fragmentation and weakening of this process.

Regarding the broad professional field of education students, it can be said that there is an excess of knowledge focused on training for teaching, which causes gaps in training for educational management and for working in non-school settings. Pimenta et al. (2017) shows that current teacher training courses are insufficient or inadequate for training so-called multi-skilled teachers, since teacher training is weakened by the dual nature of the course.

It is important to emphasize that teachers' knowledge must be considered beyond the *approximation between theory and practice*, in which teachers are regarded as active authors in the construction of their own knowledge and that of their students. These forms of knowledge, according to Pimenta et al. (2017, pp. 27-28), involve the

mastery of the various areas of knowledge that form the common core of the national curriculum for the early years of elementary school and early childhood education, and "the means and possibilities for teaching them, as well as identifying who the subjects (children, young people, and adults) are who learn and develop in these school educational environments.

The weaknesses and challenges identified by the authors of the works analyzed on the subject of pedagogy show that there is a constant and ongoing *identity crisis in pedagogy* (Franco, 2012) regarding what

should be taught in the course. This identity crisis reverberates in difficulties in the training of graduates – ranging from the fragile relationship between theory and practice in the content, to methodologies focused on practices as simple techniques, leading to reductionism and pragmatism in training. Regarding this crisis, in book 2, Silvestre and Pinto (2017, p. 20) state that “the absence of this debate has even fueled discourses that disqualify the theoretical training of education professionals.”

The preface to Book 2 argues that pedagogy is linked *to science and ethics, bringing together theory and practice*. This defense is also present in Pimenta's research (2015, p. 45), who states that “pedagogy is defended as a science and has the duty to give meaning to educational praxis, being a field of knowledge about and in education.” The articles also expressed the idea that initial training should aim to build autonomy for teaching and knowledge for future teachers.

The concepts and reflections presented in the books analyzed are reinforced in research in the field of pedagogy and teacher training in Brazil, as can be seen below. The argument that teacher training should be *critical and reflective*, and that teachers should not be reduced to mere task performers and executors of external proposals, has been put forward by authors in the field of education. Pedagogy must be defended as an element of praxis for ongoing training in *reflection on practice and the transformation of reality*. Regarding praxis, Pedrosa et al. (2019, p. 30) state that it is “the human attitude – theoretical and practical – of transforming nature and society.”

It is well known that any change in the educational environment is directly linked to the initial and continuing training of teachers and to public policies on funding and investment necessary for transformation. The quality of education involves a complex process ranging from commitment and partnership to the necessary structure for its implementation. As Belletati, Pimenta, and Lima (2021, p. 22) state, “teacher training, from a *critical and emancipatory* perspective, presupposes the development of an investigative mindset, encouraging reflection on the local and broader contexts in which teaching takes place, enabling the production of knowledge.”

It is the teacher's responsibility to reflect on, interpret, and question reality, reframing the teaching context and seeking to give voice to students' ways of thinking and meaning, as well as developing a committed, qualified, and meaningful teaching practice. Therefore, according to Franco, Libâneo, and Pimenta (2011), it is up to Pedagogy to work with three important dimensions: *epistemological, practical, and disciplinary* – which are presented and defended in book 2 and addressed in the research results *As dimensões constitutivas da Pedagogia como campo de conhecimento*, by Franco, Libâneo, and Pimenta (2011). By considering these three dimensions, we have reframed the landscape of pedagogy in Brazil and the tensions and dilemmas that it faces, particularly in relation to expectations regarding school and non-school

education and resistance to the imposition of neoliberal and market-driven practices that characterize the new guidelines and resolutions.

Regarding the *epistemological dimension*, Franco, Libâneo, and Pimenta (2011, p. 62) treat it as “the definition of its object, its investigative procedures, and the requirements that constitute it as a science.” The aim is to answer what the educational purposes and objectives of their practices are, understanding the role of pedagogy and, according to the authors, pedagogical praxis as the exercise of the scientific practice of pedagogy.

Pedagogy as a Science of Education is presented by Franco, Libâneo, and Pimenta (2011) as a *reflection on educational practice, articulating theory and practice in pedagogical action*. Theory and practice are inseparable, and pedagogy is, according to these authors, a practical proposition that requires educational theory and practices. Pedagogy, when approached from a *critical-emancipatory perspective*, as advocated by these authors, develops a transposition of intentionality and teaching practice, enabling intentional social practice. For the authors, “educational praxis, the object of pedagogical science, is characterized by the intentional and reflective action of its practice” (Franco; Libâneo; Pimenta, 2011, p. 65), opening space for a more autonomous pedagogy and practice.

The *practical dimension* is seen as the Pedagogy of Knowledge, which refers to structured practice as pedagogical knowledge, that is, the dialogue with theory. The study shows that there is a gap between theory and practice, where many theories do not always attribute meaning to teachers' actions. The disconnect occurs precisely when the theory that the subject puts into practice is not always the theory structured as pedagogical knowledge.

As appears in the two works analyzed, pedagogy is perceived in this research “based on practice, creating teaching and investigative strategies that will assist in the composition of possible pedagogical knowledge that can serve as support for the understanding and transformation of practices” (Franco; Libâneo; Pimenta, 2011, p. 69). By combining practice and theory with the construction of pedagogical knowledge, pedagogy can, according to these authors, assist in teacher planning and intentionality, since the goal is to achieve a practice that is more liberating from the oppressions of school systems.

In the *disciplinary dimension*, Pedagogy is understood as a compilation of pedagogical practice knowledge and an organized set of knowledge, arranged and rearranged, in line with the demands of a generalized and, at the same time, specialized education, following a “trend towards curricular flexibility and the interpenetration of knowledge and practices” (Franco; Libâneo; Pimenta, 2011, p. 70).

According to the authors of the two books analyzed, pedagogy is intended to train educators through theoretical studies, forming educators/teachers who are researchers and critics to work in school and non-school settings. The specificity of the Pedagogy course, according to Franco, Libâneo, and Pimenta (2011, p. 72), is

[...] conduct a critical and contextualized analysis of education and teaching as a social praxis, training professional educators with theoretical, scientific, ethical, and technical training to work in the study of pedagogical theory, educational research, and specific pedagogical activities.

Thus, based on this research by Franco, Libâneo, and Pimenta (2011) and the works analyzed, it can be said that one should not think of training that is distant from the idea of teaching as praxis and from the possibility of a deeper understanding of the possibilities of education in the positive transformation of mentalities, representations, and meanings.

Pedagogy, in the article *Panorama da Pedagogia no Brasil: ciência, curso e profissão* (Overview of Pedagogy in Brazil: science, course, and profession), by Pimenta, Pinto, and Severo (2020), is understood as the locus of professional training for educators. This research helps to understand that Pedagogy is a complex field that mobilizes different types of knowledge in order to influence and transform educational practice, as evidenced in the books analyzed. They also argue that educational practices should be clear and intentional in teacher training, and that theories should dialogue with the fields of practice of education professionals: “The implementation of an emancipatory pedagogy must be linked to a dialectical approach to the relationship between education and society” (Pimenta; Pinto; Severo, 2020, p. 6). In addition,

It is incumbent upon pedagogy courses, based on pedagogical theories, to provide students with an understanding of the educational process and its determinants, contradictions, and possibilities. To this end, research is a fundamental educational element that enables scientific study as the basis for transformative practice. It is based on the demand to analyze in order to intervene and transform educational practice that dialogic pedagogy mobilizes different types of knowledge, in addition to producing the pedagogical knowledge necessary to structure the intervention processes through which praxis is exercised inside and outside schools (Pimenta; Pinto; Severo, 2020, p. 4-5).

The reflections presented on the concept of pedagogy proposed by researchers in the field emphasize the importance and recognition of the role of initial and continuing education in the work of teachers.

Practice Concepts: the defense of pedagogically grounded, reflective, situated, and intentional practice

Regarding the concepts of teaching practice, in book 1, it was possible to verify the argument that *practices are linked to knowledge*, in chapters by authors such as: Libâneo (2012), Franco (2012), Pinto (2012), and Amaral (2012). In Book 2, the idea of knowledge linked to practice appears in Libâneo (2017), Severo (2017), and Pinto (2017). It can be said that teachers, when *their practice is pedagogically grounded* (Franco, 2012), trigger learning processes. Therefore, teaching professionalism cannot consist solely of content transmission, as argued by

the authors of book 1. It is argued that teachers who take social responsibility commit themselves and link their teaching practice to school projects, giving meaning to the teaching-learning process.

The authors of book 1 point out that reflections, studies, expectations, and dialogues develop practice. Regarding the defense of *practice as being inseparable from theory*, Alves and Oliveira (2012) affirm that it is necessary to mobilize the mental actions of subjects, which requires tactics, planning, and actions based on theoretical knowledge. Teaching practices and teaching methods interact with each other, with their own intentions and particularities. The authors of this book point out that school community cultures are deeply ingrained in practices and knowledge both inside and outside the school.

Practical teaching and learning activities aim to meet educational needs and demands, with teachers playing a fundamental and key role in mediating student learning, as they organize teaching plans that take into account the needs and learning process of each student. In this regard, Book 1 highlights the idea that it is up to teachers to carry out didactic mediation, as stated by Libâneo (2012) and Freitas (2012), triggering learning processes and monitoring the multiple possibilities of knowledge.

It is argued in Book 1 that teaching practices mediated by teachers always develop through dialogue and are part of a collective effort, involving the participation of multiple social agents and occurring under conditions that are necessary and intrinsic to the school process. Pedagogical practices can be seen as *social practices* that are carried out with the aim of implementing fundamental pedagogical processes. Consequently, educational processes are also achieved through *reflective and critical educational practices*. Emphasis is also placed on issues related to the epistemological approach to be used by teachers and educators, the availability of teaching resources, and the choice of methods and procedures.

For Franco (2012, p. 180), pedagogical practices differ from teaching practices because they are “social practices that are organized to meet certain educational expectations of a social group.” Regarding teaching practice, the author assumes that it is something beyond didactic practice and involves training, school space and time, the organization of teaching work, partnership, and teacher expectations. The practice of teaching is defined in books 1 and 2 as that related to the processes of education and the social and cultural impacts of a given period. The two works analyzed show a clear appreciation of teachers who are committed to *reflective, situated, intentional, and planned practice*, which are central elements in the quality of teaching.

The *complexity of elements* involved in teaching practice and the teaching-learning process, reiterated in book 1, is confirmed in Franco's (2016) research, which admits that it is important to plan and observe learning. The idea of teacher commitment to teaching and learning is that “pedagogical practices are organized around previously established intentions, and these intentions will be pursued throughout

the teaching process, in various ways and by various means” (Franco, 2016, p. 543).

Education, according to the author, takes place through processes involving dialogue, exchanges, and interactions. That is why it is important to think of teachers and students as protagonists in their own learning. It is important to consider that situated and intentional pedagogical practices, since they mobilize practical knowledge, aim at meaningful learning, propose problem situations, and can promote dialogic interaction among students.

Regarding the concept of teaching practice, in book 2, most authors *express* the idea that the fundamental role of practice is commitment to the schooling process and the quality of teaching, requiring mastery of pedagogical knowledge to underpin teaching work and facilitate interaction with students. The preface to Book 2 highlights the idea that it is important for teachers to become involved in the management of educational processes in order to ensure the teaching-learning process. It is presented that the role of teachers and educators is *to understand the organization and functioning* of educational institutions and, in accordance with the 2006 Curriculum Guidelines, to encompass the planning, execution, coordination, monitoring, and evaluation of tasks specific to the education sector, in addition to monitoring and evaluating projects and specific knowledge for working in non-school settings.

As for *the role of school educators*, Book 2 reiterates the idea of mediation and coordination of tasks that are specific to the educational sector, according to Silvestre and Pinto (2017) and Pimenta et al. (2017), Pinto (2017) and Severo (2017). Training to work in the teaching sector requires specific knowledge, i.e., in addition to knowledge of the teacher's field of expertise (didactics, special teaching methods, teaching methodologies), complex knowledge specific to the teaching sector and educational management.

Based on the analysis of the works and theoretical review, it can be said that there is a need to expand the teaching profession, preparing educators to work in non-school settings and in various areas, such as educational management. From this perspective, educators need to be trained to work in all stages of basic education as well as in non-school settings, special education, rural education, quilombola education, youth and adult education, indigenous education, among other modalities and specificities of the social field of education, as explained by Severo (2017) in book 2.

As already stated, the authors of book 2 generally take a critical stance regarding the training of teachers as multipurpose professionals, i.e., those who work in the early years of elementary school and in basic subjects such as Portuguese language (literacy), history, geography, science, and mathematics, in addition to pedagogical and school management roles. Pimenta et al. (2017) say that this training is lacking because it doesn't cover all the specific content from these different teaching areas in the time set aside for training. The expectation is that

teachers will be trained to mediate students' relationships with objects of knowledge and develop students' protagonism in relation to the construction of their knowledge.

The table below shows the number of concepts related to pedagogy, which explains the difficulty in defining the central object and identity of pedagogy.

Table 2 – Concepts of Pedagogy and Teaching Practice presented in the books analyzed

PEDAGOGY	TEACHING PRACTICE
It cannot be separated from theory and practice; the inseparability of theory and practice;	Situated practice that requires tactics, planning, intentionality;
A complex and multidimensional field;	Committed to the schooling process and quality of education;
Theoretical field of praxis and general theory of education;	They consist of a complex and multifactorial set of factors;
Education is the subject of study of Pedagogical Science;	It is didactic, reflective, and critical mediation;
Science and field of knowledge, cultural practice;	Practice requires actions based on sound theoretical knowledge;
Field of study on the educational phenomenon;	Practice with previously established intentions, which must be explicit and objective;
Professional training center;	An activity is only educational when it involves reflection and action.
A reference and research space that responds to the challenges of everyday practice;	Teaching cannot be considered a simple transmission of knowledge;
Critical science of and for education.	It is a theoretical and practical activity that is reflective, investigative, and critical.

Source: Prepared by the author (2024).

Books 1 and 2 clearly show the importance given to pedagogy as a field of knowledge and a space for *continuous reflection on teaching work*, which "is linked to the educational goals of the school by the education system, legislators, public officials, and education researchers" (Libâneo, 2017, p. 50). A good teacher, according to Lee Shulman and Judith Shulman (2016), is someone who possesses characteristics such as vision, motivation, understanding, practice, reflection, and community. These characteristics correspond to the concepts presented by the authors of the books analyzed, which indicates that they are common concepts developed in the field of teacher training.

It should be noted that the training and curriculum of the Pedagogy course have always been subjects of debate and are ultimately subject to differences in the concepts of the aims and meaning of quality in teaching and what is expected of teachers – which change and evolve over time, based on prevailing economic, political, and cultural interests, as will be discussed in the next section.

Impacts of National Curriculum Guidelines on Initial Teacher Training

In analyzing the books, it became clear that it is not possible to discuss teacher training in Brazil, especially Pedagogy and Teaching Practice, without considering the impact of the National Curriculum Guidelines on the organization of the course. This becomes particularly explicit in book 2. The criticism in book 2 regarding the inadequacy of the Pedagogy course curriculum for training multi-skilled teachers appears in Silvestre and Pinto (2017) and Pinto (2017), when they reveal that, despite the training proposal to work in different subjects in Early Childhood Education and the early years of elementary school, teachers are expected to master specific knowledge to work in areas of pedagogical coordination, school management, non-school spaces, and teaching modalities and stages.

Criticism of Resolution No. 01/2006 (Brasil, 2006) already highlighted the weaknesses of the Pedagogy course, as pointed out by Pimenta, Pinto, and Severo (2022, p. 10): “as an effective Pedagogy course, it does not even guarantee the necessary curriculum space to train professionals working in the field of educational management, research, and pedagogical practice in non-school settings.”

In addition to the challenges imposed by the 2006 Guidelines, other new challenges arose in pedagogy and teacher training courses after the enactment of the 2015 Curriculum Guidelines, with Resolution No. 02 (Brasil, 2015), a consequence of neglect and lack of educational policies. The situation worsened in 2019 with the National Curriculum Guidelines for Initial Teacher Training in Basic Education – Resolution CNE/CP No. 02/2019 (Brasil, 2019) and its ramifications; from that moment on, it was already clear that the Pedagogy Course was at risk of undergoing a new and bizarre reformulation and adaptation. Therefore, since their enactment, in an overwhelming context of setbacks, losses, and impositions in the area of education, the 2019 Guidelines have been subject to multiple criticisms and have been the subject of research by authors such as Portelinha (2021), Ana and Pinto (2023), Gonçalves, Mota, and Anadom (2020), among others.

Thus, the Pedagogy course, with the 2019 Curriculum Guidelines - Resolution CNE/CP No. 2/2019 (Brasil, 2019), would undergo a redefinition in its curriculum organization based on the proposal of specific courses according to each stage of basic education. These guidelines are aimed at initial and continuing teacher training and deal with specific content in the areas of teaching and their respective methodologies, in line with the National Common Core Curriculum (BNCC) for Basic Education. Resolution CNE/CP No. 2/2019 mentions the training course for multidisciplinary teachers in Early Childhood Education and the training course for multidisciplinary teachers in the early years of Elementary School.

The books and articles analyzed show that these Guidelines have been severely criticized and resisted by most educational institutions,

movements, and associations, which are calling for their repeal. It is known that the 2019 Guidelines are linked to a set of reforms that, in the medium and long term, “aim to change the content and form of educational training processes, as well as to worsen the working conditions of teachers at different levels and in different types of education” (Portelinha, 2021, p. 218).

In response to criticism, it defends itself as stated in the *Manifesto da Frente Revoga BNC-Formação*, drafted collectively by the entities that make up this National Front – National Front for the Repeal of Resolutions CNE/CP 02/2019 and 01/2020, which calls for the repeal of this Guideline and is supported by national entities, forums, and social movements linked to teacher training and the field of education. The National Front Movement advocates teacher training and calls for the immediate reinstatement of Resolution CNE/CP 02/2015. Critics highlight the authoritarian nature and the decharacterization of teacher education and training.

The *Movimento Revoga BNC-Formação* expresses its opposition to the authoritarian movement that followed the 2016 coup, which distorted educational policy, reducing schools to mere executive and instructional functions. This position is clearly stated in the National Common Core Curriculum for Initial Teacher Training (Res. 2/2019) and in the National Common Base for Continuing Education (Res. 1/2020). In addition to the Movement's efforts, mention should also be made of the critical analysis carried out by the National Network for Research in Pedagogy (REPPED) regarding Resolution 04/2024,

In summary, the CNE Draft Resolution does not completely break with Resolution 02/2019, nor does it fill small gaps left by Resolution 02/2015, with the exception of the provision of mechanisms for greater regulation of distance learning in the initial training of teacher training students, in pedagogical training for non-licensed graduates, and in second degree courses. And also due to the legal impediment to obtaining a second degree in Education.

The 2019 curriculum guidelines, in addition to breaking down the Pedagogy course into stages, are still subordinate to the BNCC and refer to the outdated Pedagogy of Competencies, produced by foundations, institutes, and private educational companies, in accordance with the guidelines of multilateral organizations. Furthermore, there is negligence on the part of the National Education Council (CNE), which, in the wake of corporate and privatization reforms, has served the interests of the market, promoting the decharacterization of teacher training courses. Gonçalves, Mota, and Anadom (2020) say that these Guidelines are a step back for teacher training because they focus on technical, standardized, and pragmatic training, which could make teachers feel even more controlled in how they act and what they do.

There is no denying that the imposition of these Curriculum Guidelines in the constitution of the Pedagogy course interferes with the definition of the knowledge to be prioritized in initial and continuing teacher training courses, especially when faced with a situation of

setbacks and transgressions that jeopardize intellectual, critical, and reflective training, as stated by Belletati, Pimenta, and Lima (2021).

Final Reflections

The analysis of the concepts and meanings attributed to Pedagogy and Teaching Practice in the books analyzed and research in the field revealed the proximity between the themes, since talking about Pedagogy is talking directly about teaching and pedagogical practice and vice versa. In view of this, it was sometimes difficult to separate precisely the concepts of what belonged to pedagogy and what belonged to practice, as these topics are so closely related and intertwined. Discussions show that the dissemination and expansion of knowledge covered in teacher training have compromised the quality of this training. Regarding pedagogy, various concepts stood out, as well as the prevailing idea that *pedagogy cannot be separated from theory and practice*.

In the books and articles analyzed, pedagogy is conceptualized and represented as a complex and multidimensional field, that is, *it is considered a theoretical field of praxis, viewed as a general theory of education*. The two books analyzed, despite initially assuming different purposes, share the recognition that *education is the object of study of Pedagogical Science* and that Pedagogy is a field of science in its own right, with education and teaching practice being understood as the identity and main characteristic of Pedagogy.

In the introduction to the book, the editors express their concern with *pedagogy as a field of study, research, and training*, focusing on the dialogue between teaching and curriculum as an important theme in pedagogy and on different ways of thinking about educational practices. In Book 2, the focus is on *the debate surrounding the Pedagogy course in Brazil*, its structure, curriculum, and main challenges and weaknesses, considering the Curriculum Guidelines for the Pedagogy Course (2006) and the recognition of Pedagogy as a science of Education.

Among the concepts of pedagogy most frequently addressed in both books, emphasis is placed on *defending pedagogy as a science and field of knowledge, pedagogy as a cultural practice, and pedagogy as a field of study on the phenomenon of education*. The critical-dialectical perspective was evident, in which pedagogy is organized around educational praxis. The articulation between theory and practice and thought and action has aimed at social transformation, in which it is up to teachers to assume the impact and intentionality of their role, focusing on the idea of reflective teachers and researchers. Pedagogy is conceptualized and presented from a critical perspective and *defended as a locus for professional training and a space for learning about the organization and functioning* of educational institutions.

With regard to the concepts attributed to teaching practice and performance in recent years, emphasis is placed on the idea that teaching practices are complex and multifactorial and need to be explicit and

objective in their intent. It is therefore argued that *practice must be pedagogically grounded, inseparable from theory, and involve didactic, reflective, and critical mediation, with previously established intentions.*

These concepts found in these books and articles reveal the expectations placed on initial and continuing teacher training in recent years. The theoretical approaches of the research reveal the importance of a *situated practice that requires tactics, planning, and actions based on grounded theoretical knowledge*, which cannot be confused with training that aims at the technical rationalization of practice.

Regarding the concept of teaching practice, it is also stated that the fundamental role of practice *is commitment to the schooling process and the quality of teaching*, requiring mastery of pedagogical knowledge to underpin teaching work. Teaching cannot be considered a simple transmission of knowledge. The professional work of teachers and educators should not be based on technical and bureaucratic activities focused on filling out forms and administering large-scale tests.

Book 2, despite starting with a discussion of the purpose of the Pedagogy course, highlights issues considered crucial by the authors, such as: what constitutes Pedagogy as a field of knowledge and where the course should be offered in order to satisfactorily fulfill its objectives. When analyzing the contributions and difficulties imposed by the DCNs, they point to the divergences and weaknesses surrounding the identity and purpose of pedagogy. It is therefore necessary to maintain a stance of resistance to proposals for curricular reform, such as Resolution 2/2019, without losing sight of the purpose and commitment of initial and continuing education in building an education that aims at the emancipation and humanization of individuals.

Therefore, it is not possible to consider training that disregards setbacks in the field of teacher training policies, especially when it comes to the imposition of the National Common Core Curriculum for Initial Training (BNC-Formação) under Resolution 2/2019. This is because it revives the Pedagogy of Competencies and Skills and advocates a *pragmatic and reductionist conception of training and teaching*, centered on processes of (de)formation with an emphasis on standardization, centralization, and control to the detriment of educational praxis. We therefore reiterate our position that it is urgent to revoke Resolutions CNE/CP 2/2019, 1/2020, and 4/2024 and reinstate Resolution CNE/CP 2/2015 which, despite its shortcomings, still constitutes an alternative to the guidelines that have been put in place.

The conclusion defends Pedagogy as a specific field of knowledge and as a Science of Education. In line with the analysis carried out by REPPED (2024), it is agreed that “explaining the specificity of pedagogical knowledge reinforces the idea that teaching practice needs to be designed in a reflective and intentional manner.”

Among the main characteristics of Pedagogy and Teaching Practice in recent years, one cannot deny the complexity of elements surrounding the themes and importance of training in *the constitution of*

identity and definition of the objects of Pedagogy and Practice. Emphasis is placed on rejecting precarious, superficial, and low-quality training. It is legitimate to argue that pedagogy *is a critical science of and for education and* should be committed to a more humane, supportive, diverse, and pluralistic form of teaching.

Received on January 14, 2025

Approved on May 9, 2025

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Availability of research data: the dataset supporting the results of this study is published in this article.

Editor in charge: Elizabeth Macedo

