

Historical-Cultural Psychology and policies for continuing teacher training: considerations on the non-dichotomy of theory and practice¹

Psicologia Histórico-Cultural e políticas para a formação continuada de professores: considerações sobre a não dicotomia teoria e prática

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ABSTRACT

Based on a doctoral study carried out between 2017 and 2021, on the theoretical-methodological bases of continuing teacher training, the objective of this text is to present a critical analysis of policies related to this training. In a specific sense, those that concern the context of Jair Bolsonaro's government, with the approval of CNE/CP Opinion n. 22/2019, which had as its central objective the repeal of Resolution CNE/CP n. 2/ 2015; the approval of Resolution CNE/CP n.02/2019, which defined the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and established the Common National Base for the Initial Training of Teachers for Basic Education (BNC-Formação); and the approval of Resolution CNE/CP no. 01/2020, which provides for the National Curricular Guidelines for the Continuing Training of Basic Education Teachers and establishes the Common National Base for the Continuing Training of Basic Education Teachers (BNC-Continuing Training). In

RESUMO

A partir de estudo doutoral, realizado entre os anos 2017 e 2021, acerca de bases teórico-metodológicas da formação continuada de professores, o objetivo deste texto é apresentar análise crítica de políticas relativas a essa formação. Em sentido específico, as que dizem respeito ao contexto do governo de Jair Bolsonaro, com a homologação do Parecer CNE/CP n. 22/2019, que teve como objetivo central a revogação da Resolução CNE/CP n. 2/ 2015; a homologação da Resolução CNE/CP n.02/2019, que definiu as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e instituiu a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação); e a homologação da Resolução CNE/CP n. 01/2020, que Dispõe sobre as Diretrizes Curriculares Nacionais para a Formação Continuada de Professores da Educação Básica e instituiu a Base Nacional Comum para a Formação Continuada de Professores da Educação Básica (BNC-Formação Continuada). À luz dos fundamentos

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light of the foundations of Historical-Cultural Psychology, the methodological path included historical, bibliographic and documentary studies of the aforementioned political-educational-training framework. The results present a rupture and/or dichotomy between the conceptions of initial and continuing education and that such policies meet the proposal of the National Common Curricular Base for early childhood education and elementary education, which breaks with the broad conception of basic education and ratifies a logic of resumption and emphasis on skills and abilities.

Keywords: Teachers; Policies; Continuing training; Historical-Cultural Psychology.

da Psicologia Histórico-Cultural, o percurso metodológico perpassou por estudos históricos, bibliográficos e documentais do referido arcabouço político-educacional-formativo. Os resultados apresentam uma ruptura e/ou dicotomia entre as concepções de formação inicial e continuada e que tais políticas atendem à proposta da Base Nacional Comum Curricular para a educação infantil e o ensino fundamental, o que rompe com a ampla concepção de educação básica e ratifica uma lógica de retomada e ênfase às competências e habilidades.

Palavras-chave: Professores; Políticas; Formação continuada; Psicologia Histórico-Cultural.

1 Introduction

Considering educational policies is understanding them as belonging to the macro group of public social policies in the country and, therefore, as a field of dispute in the process of implementing references and movements that materialize through specific legislation in this area of knowledge – the Education.

It is considered the field of dispute over conceptions – conception of the world, of man, of society and, above all, of education, which has been understood, for the most part, in its aspect of schooling. However, it is considered that to think about teacher training it is necessary to think about education in a broader sense, which requires policies and pedagogical propositions that take the place of the fundamental actor of/in the training process: the teacher, especially if it is for a conception of citizenship and emancipatory training.

The educational policy of a Nation, like others, is presented to society at the level of planning and legislation, as an element of State regulation. It is the materialized form of a decision-making process, which must occur based on the correlation of forces of different social representatives, to meet the needs of the community.

In recent years, the field of teacher training has been rethought, including new questions and propositions regarding the appreciation of

teaching professionals. Within the scope of the National Education Council – CNE, for example, there was a search for greater organicity for the training of basic education professionals, based on the re-discussion of the guidelines implemented in 2002 and a range of normative instruments aimed at initial and continued.

Since the guidelines issued by the National Curricular Guidelines established by Resolution CNE/CP 01/2002, the requirement for a reconfiguration in the organization and development of degree courses and in the conception of trainers began to emerge as an important point for guaranteeing adequate training to teachers. In this way, training institutions experienced a process of discussions and debates about the implementation of reforms in the curricular structures of these courses, to comply with legal regulations.

Aguiar (2017) states that these regulations and guidelines for the initial and continued training of teaching professionals correspond to a peculiar moment in educational policies, provided, above all, by the dialogue between ministerial bodies, academic, professional and trade union associations and the CNE itself.

In this direction, the aforementioned Council carried out several discussions and studies on the training of teaching professionals for basic education throughout its trajectory, resulting in the approval of resolutions aimed at this training, which includes the institution of Resolution CNE/CP n. 02, of July 1, 2015, which “Defines the National Curricular Guidelines for initial training at higher education (degree courses, pedagogical training courses for graduates and second degree courses) and for continuing training” (Brasil, 2015, p. 1). This regulation constituted a driving force for institutional changes, which advanced the purpose of achieving greater organicity for the policies and management of initial and continuing teacher training, due to its innovative character (DOURADO, 2015; AGUIAR, 2017).

However, the year 2016 presented governmental changes in Brazil, with the impeachment of President Dilma Rousseff and the beginning of the government of Michel Temer, her successor, promoting changes in the CNE, with

the removal of members who represented social movements related to the formation of teachers and the appointment of others, associated with the private sectors – the so-called corporate education reformers, who, despite a large movement of resistance from civil society, including in public hearings, continue to support the policy proposed by these sectors.

In a sequential sense, the assumption of Jair Bolsonaro's government, in January 2019, continued the same political-educational intention, with the approval of CNE/CP Opinion no. 22, of November 7, 2019, which had as its central objective the revocation of Resolution CNE/CP no. 2, of July 1, 2015; the approval of Resolution CNE/CP n.02, of December 20, 2019, which defined the “National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Teachers for Basic Education (BNC-Formação)” (Brazil, 2019); and the approval of CNE/CP Opinion no. 14, of July 10, 2020 (Brazil, 2020a), and Resolution CNE/CP n. 01, of October 27, 2020, which “Provides for the National Curricular Guidelines for the Continuing Training of Basic Education Teachers and establishes the Common National Base for the Continuing Training of Basic Education Teachers (BNC-Formação Continuada) (BRAZIL, 2020b).

From this context, the aim of this article is to provide a critical analysis of policies relating to continuing teacher training, considering teacher training projects that are in dispute in Brazilian territory. With regard to Resolutions CNE/CP 02/2015, CNE/CP 02/2019 and CNE/CP 01/2020, more specifically, two components are presented here that can contribute to this identification, the guiding principles of training and the conception of training, considering the relationship between theory and practice in its proposals.

2 CNE/CP Resolutions and the relationship between theory and practice in continuing education

The institution of a national teacher training system and, concomitantly, the establishment of a series of intentions and actions organized under a national policy for such training, constitute essential components for teacher

professionalization. Therefore, its questions have been repeatedly demanded by the movement of educators and institutions related to historical efforts to increase the quality of teacher training, including continuing education, and, consequently, of Brazilian education.

Regarding the conceptions of the National Curricular Guidelines – DCNs, proposed by Resolutions 02/2019 and 01/2020, it must be considered that they are not isolated documents, in terms of policies, as they are related to a set of other documents, actions and subjects of Brazilian educational policy that contain a project of society, therefore a project of education and of human beings to be formed.

Firstly, we can mention the influence and concern of international and multilateral economic agents and organizations, such as the World Bank and the Organization for Economic Cooperation and Development – OECD, for example, with global educational issues, which aim to guarantee the reproduction of the general production conditions necessary for the mobility of companies in search of competitive advantages that favor accumulation and the valorization process. There is a commitment to designing globalized education policies, with the perspective that a human being profile is formed: worker, consumer, equipped with the skills needed for expanded reproduction. It is a project that has a perspective linked to productive restructuring and the movement of capital.

A key concept to understand the project that is underway is what is recorded in the guiding principles of the formation of Art. 2 of Resolution CNE/CP no. 2/2019 (Brazil, 2019) for example – the concept of essential learning related to the general competencies provided for in the BNCC-Basic Education⁴, which meets the adequacy of teacher course curricula, linking them to the new National Common Curricular Base, as written of Article 7 of Law no. 13,415, of

⁴ It is worth remembering the approval of the National Common Curricular Base – BNCC, of early childhood education and elementary education, by the National Education Council through Resolution CNE/CP no. 02/2017 (Brazil, 2017b); the approval of the new Curricular Guidelines for Secondary Education, through Resolution CNE/CP n. 03/2018 (BRAZIL, 2018a); and the approval of the National Common Curricular Base (BNCC) for secondary education, by the National Education Council, through Resolution CNE/CP n. 04/2018 (Brazil, 2018b).

February 16, 2017 (Brazil, 2017), without considering the construction of knowledge. Essential learning for whom or for what? To train what type of teacher? What type of school has this learning been designed for?

According to the DCNs of Resolution 02/2019, there must be a teacher training course in which the theme is the basic education curriculum. There are around 2,400 hours foreseen in this proposal for the study of the National Common Curricular Base – BNCC, so that there is a command condition from the perspective of training, and the format is the study and total control of curricular standardization of teachers' work.

According to Aguiar and Dourado (2019), the priority currently assumed by the MEC, influenced mainly by the CNE and private institutions and foundations, such as Movimento Todos ela Educação, Fundação Lemann, Movimento pela Base and Unibanco, among others, contributed to

[...] little by little, the process of preparing the BNCC [...], became the flagship of the policies developed by the MEC, since, for this body, the base could become the nodal point for a broad reform of basic education, which covered the formalization and articulation between school curricula, teacher training, education management and evaluation processes. In this context, teacher training stands out, as it is a strategic element to materialize the intended reform of basic education, meeting the demands of the market, which strives for the formation of a productive and disciplined subject (AGUIAR; DOURADO, 2019, p. 34-35).

This perspective is also centered on the skills to be formed in basic education, which, according to Silva (2020), is related to the conception of organizational professionalism. It is possible to identify it in the guiding principles for the formation of the DCNs of Resolution CNE/CP n. 02/2019, within the scope of initial teacher training, as already mentioned, and in the proposition of Resolution no. 01/2020, in the context of continuing education – focused on the work of methodologies for training this and for this content.

However, it is understood here that this guiding premise is a setback to the guidelines of a previous Resolution: Resolution CNE/CP n. 01/2002, which, in its

Article 3, also proposed “I - competence as a core concept in guiding the teacher training course”. Therefore, it can be seen that the idea of working with skills for the continued training of teachers is not something new, but that it is constituting a profile of professionals for the 21st century in three major areas: cognition, interpersonality and intrapersonality, which, in at first, it seems interesting, but, in essence, it prospects for the formation of an agile, flexible and responsible subject. This perspective is anchored in the objective of taking responsibility for the company (the school), which assumes calculated risk, because it lives with the uncertainties and changes of the present century.

This type of professionalism manifests itself through a discourse of control increasingly used by managers in work organizations, incorporating rational and legal forms of authority and hierarchical structures of responsibility, involving procedures and practices that are increasingly coherent with managerial controls. It uses forms of regulation already used from Resolution CNE/CP n. 01/2002, with accountability measures, such as setting goals and reviewing performance, and is related to the concept of minimum education, of a know-how competence, with the development of skills for an increasingly globalized capital.

Thus, Resolution 01/2020 sees a perspective of continued teacher training under the perspective of adaptation to the socioeconomic structure and competitiveness, of a political-educational project that proposes a rupture with critical foundations. There is a dilution of the substantively educational dimensions of training, giving way to the protagonism of training and teacher learning modalities intended exclusively for service, economic adjustment, transformed into qualification, training and human resources management programs.

It is the vision of an educational policy aligned with the vocationalist logic of continued training, which presents difficulties in valuing critical education and democratic citizenship, therefore minimizing the objectives, practices and methodologies of pedagogical work of approaches that support such vision of education and citizenship.

Furthermore, it is the perspective of privatization, of a conception of education typical of the private within the public environment, supported by the discourse of the need for new public management, new theories of governance and governmental reinvention, related to ideological elements that propose a State reform centered on criteria of an economic nature, economic rationality, based on effectiveness and efficiency. It is embedded in business-educational understanding, as

The company is today seen as the archetype of rational organization, the archetype of good administration; Outside of that, everything is irrational. The market, the company, competition, economic competitiveness, are elements intrinsically associated with good administration, or management (PAVAN; LIMA, 2020, p. 7).

Consequently, continuing education has been designed by instrumental reason, based on educational policies also based on managerialism, on competitive performance, which highlights the need for a technical-rational teacher. Training focused on educational projects to support new technologies, with “practical instruments for didactic action, for assessments of all types, for classroom micromanagement and for measurement through tests, the use of standards and production of empirical evidence” about teaching work (LIMA, 2016, p. 143).

In view of this, analyzing the situation of the guiding principles of training also needs to lead to reflection on the conception that educational policy has presented regarding training itself.

Starting with Article 2 of Resolution no. 01/2002, whose focus is on initial training designed for “Preparation for teaching activity”, passing through Resolutions 02/2015 and 02/2019, which indicate inter-relational understanding between the processes of initial and continued training, but with dimensions different, we arrive at Resolution 01/2020, which, in the specificity of continuing education, reiterates the concept that this is

[...] understood as an essential component of [the teacher's] professionalization, [...] for the constitution of skills, aiming at the complex performance of their social practice and qualification for work (BRAZIL, 2020b, our addition).

This context initially leads to the identification that the relationship between theory and practice is seen as core to the teacher training DNCs set out in these policies, exemplified by the use of the term “integration”, with evidence that practice assumes a central point in this relationship. This reveals that the conception of training is mostly linked to a corporate project that does not work with the perspective of unity between theory and practice, but with the point of view that theory is linked to practice, that both, seen dichotomously, are integrated.

When analyzing this conception expressed in Resolution no. 01/2002, Jesus (2019, p. 53) points out that initial teacher training proposed articulation between theory and practice, but this was difficult “due to the overlap of specific disciplines in the area of knowledge with pedagogical disciplines”. According to Diniz-Pereira (2007), teaching practices occupied positions that were not very prestigious in Brazilian curricula at the time, because in most teacher training projects they appeared in the final stage of the courses, as a way of applying the knowledge learned. by disciplines with specific and/or pedagogical content.

However, Silvestre and Placco (2011) believe that the understanding of practices was still distorted, as there was a perception that this was a time only to organize what would be applied in supervised internships. This was due to the fact that practice, as a curricular component, was considered by this legislation as actions articulated with the supervised internship and with the various academic work activities, in order to corroborate the pragmatic training of the teacher.

This is a model still present in the context of teacher training, arising from the concepts of technical rationality and practical rationality (Schön, 2000). Regarding technical rationality, Diniz-Pereira (2019) states that in this model

the teacher is seen as a technician who puts scientific and/or pedagogical rules into practice, so his training must prepare him to apply acquired solutions to everyday problems. from a theoretical basis. Practical rationality, in turn, defends the need to think about training with a focus on practice, as this can surpass the predictions given by theory. It is therefore understood that learning and knowledge come from practice.

Diniz-Pereira (2019) also points out that the practical vision arising from this model conceives education as a complex or modified process in light of circumstances, which can be controlled through decisions made by professionals. Thus, the educational reality becomes too fluid and reflective for there to be a technical systematization, defended by the previous model. From this perspective, professional judgment and interpretation are guided “by criteria arising from the process itself, that is, criteria based on experience and learning, which distinguish educational from non-educational processes and separate good practices from indifferent or bad ones” (DINIZ-PEREIRA, 2019, p. 37).

However, in a different sense, records from the field of teacher training are also found that do not comply with the extreme conceptions of both rationalities. One of them is the so-called “Manifesto against the disqualification of basic education teacher training” (ANPED, 2020), dated November 5, 2020, signed by the national entities ANFOPE⁵, ANPED⁶, ANPAE⁷, FORUMDIR⁸ and CEDES⁹, for example, which, from the publication of Resolution CNE/CP no. 01/2020, more specifically, support a position contrary to the processes of devaluation and precariousness of the training of basic education teaching professionals.

They register indignation and repudiation, because their conceptions of education and teacher training include the establishment of policies drawn

⁵ ANFOPE: National Association for the Training of Education Professionals.

⁶ ANPED: National Association of Postgraduate Studies in Education Research.

⁷ ANPAE: National Association of Education Policy and Administration.

⁸ FORUMDIR: Forum of Directors of Education Faculties of Public Universities.

⁹ CEDES: Center for Education and Society Studies.

up as a result of dialogues with university institutions, scientific associations in the educational field and entities representing teachers, without imposing and/or authoritarian practices, which have been seen and experienced in the last four years in Brazil.

In this context, they also point out the unacceptability of the approval of regulations that deny the importance of scientific knowledge in the field of education, exemplified by the recurrent absence of debates and public consultations in academic-scientific institutions, which disregards productions in the spheres of training, educational policy and curriculum.

In contrast, we have seen attitudes contrary to legal frameworks, disconnected from the National Education Plan 2014-2024, for example, which should be considered by the National Education Council – CNE, which, in turn, should specifically and intentionally seek , the interrelationship between initial and continuing training and between these and what the school and its professionals require.

Regarding Resolution 02/2015, it is possible to identify conceptions that seem to express another understanding. The 5th Recital and Art. 3rd, for example, present the concept that initial and continuing training are in articulation and comprise collective dimensions that imply a rethinking of the pedagogical process, knowledge and values. Its main purpose is to reflect on educational practice and the search for technical, political, ethical and pedagogical improvement.

This understanding is also explained in the guiding principles considered in the same Resolution (Resolution 02/2015, Recital 6, Art. 3º/§ 5º/items I to XI), for articulated training, which, in an enumerative summary, proposes “a) solid theoretical and interdisciplinary training; b) theory-practice unity; c) collective and interdisciplinary work; d) social commitment and appreciation of the education professional; e) democratic management; f) evaluation and regulation of training courses” (BRAZIL, 2015, s.p).

The difference lies in the fact that the unity of theory and practice presupposes their inseparability and, consequently, the formation of a

subject who has the ability to “read” his practice, to theorize about it or even to use the process of theorization already built on the production of human knowledge so that you can understand its practice. The unit of a subject who has autonomous conditions to understand his perspective, the element that produces his work, who develops knowledge and has the capacity to analyze his practice based on a theoretical framework, as is done with research or even under the understanding that the basic education teacher is a teacher who produces knowledge.

In this sense, it is believed that Resolution 02/2015 is related to the principles of Historical-Cultural Psychology, which advocates that learning a concept does not only presuppose knowing theoretically the traits and phenomena that compose it, but also knowing how to apply it in practical, concrete situations. Therefore, the process of assimilating this concept does not only involve the direction of partial and/or singular situations for its generalization, but also from the general to the partial and/or singular, because it is understood that “Mastering a concept implies mastering the totality of knowledge about the objects to which the given concept refers” (DAVIDOV, 1981, p. 27, 31).

In this process, the determining apparatus lies in the mediating elements that provide access to knowledge and cultural goods produced by humanity and, in a formative context, the teacher is the main enabler of access to knowledge, he is responsible for organizing the teaching activity, which could enhance access to cultural goods and learning.

Added to this is the Vygotskian premise that the training process cannot represent a break with what the subject already knows, which is why the contents need to be defined based on an assessment that allows trainers to direct their work towards what Vygotski (1993) called the zone of proximal development.

According to the author, the learning process must consider the existence of two levels of development: the actual or current level of development and the zone of close, potential or proximal development (depending on the translation). The level of real development corresponds to the state of development that was achieved as a result of a process already

carried out, that is, it comprises everything that the subject is capable of doing alone, without the help of other people.

However, having knowledge of the capabilities already developed is not enough to fully understand the development of those who are learning. According to Vigotski (1993), it is also necessary to turn to the zone of proximal development, which encompasses what the subject cannot do alone, but is capable of achieving with the help of others.

This understanding of the development of intellectual capabilities is a fundamental condition for trainers to select content that is neither beyond nor below the zone of close development of teachers who are in the learning process, when participating in intentional moments of continued training.

It should be remembered that, in a teacher training sense, the assumptions of Historical-Cultural Psychology support the understanding that the teacher is considered as the subject-student, the object of this learning process, who appropriates knowledge through mediations, which can be infinite and modified as it develops and creates new needs for itself. During his life, this subject assimilates socially produced experiences, through the acquisition of meanings that perform a mediating function in the assimilation of human experience.

Therefore, the more access to different cultural assets, the more the teacher in continuing education will have the opportunity to develop new meanings for their learning and, the more mediating the social and educational relationships through which they appropriate these cultural assets, the better the quality of its development. In other words, he will be increasingly able to establish relationships, interactions, comparisons and perceive changes to think abstractly.

It is then identified that Resolution 02/2015 indicates the conception of a teaching training that does not meet the dichotomous culture and reproduction and inculcation of dominant values in society, which are reproduced without the development of awareness of those involved in the training process, in this case the teachers. The role of training, initial and

continued in an inter-relational way, is to intentionally put these values into discussion, with actions organized, analyzed and implemented based on a clear understanding of the objectives to be achieved.

However, it appears that Resolution 02/2019, in the attempt to revoke Resolution 02/2015, breaks with the interrelationship between initial and continued training, despite announcing its articulation (Art. 6, item VII), since the Guidelines defined in its regulations only concern initial training. Consequently, it breaks with the entire training set and with the guiding concepts of Resolution 02/2015, although it maintains some indications of the relationship between theory and practice, but under the understanding of the “general teaching skills [...] provided for in the BNCC” and the “skills corresponding to them” (Articles 2 and 3), which permeates the logic of practical ammunition.

The training concept presented in Resolution 01/2020 (which specifically provides for the National Curricular Guidelines for Continuing Training) is based in the same direction. Its assumptions show a clear understanding of the separation of initial training from continuing education and the resumption of continuing education along the same lines as 02/2019. The imperative is to submit training to the National Common Curricular Base – BNCC, hence the idea of a National Training Base whose elements (competences and abilities) are articulated in the absolutely pragmatic perspective of teacher training.

At the same time, it is identified that the understanding of training listed in this Resolution involves the dissociation of a founding element, which is the institutional project, that is, the relationship between the construction of training identity based on the autonomy of institutions, thinking about the relationship between institutional development, institutional pedagogical training project and course pedagogical projects. In this way, professional development seems to suffer a reductionist impact, in which practice is restricted to planning, conducting classes and evaluation.

It should be remembered, however, that the theoretical-methodological perspective of Historical-Cultural Psychology for the adult learning process is based on the perspective that education has a bidirectional role, because, at the same time, it must allow the appropriation of knowledge on the physical and social world, must promote the development of higher psychological functions, which, according to Vygotski (1995, p. 29),

These are [...] processes of mastering the external means of cultural development and thought: language, writing, calculation, drawing; and [...] the processes of development of special higher psychic functions [...], which in traditional psychology are called voluntary attention, logical memory, formation of concepts etc.

The development of the aforementioned psychological functions is what allows the subject the ability to think about reality and transform it, which, in an educational sense, is opposed to individualistic methodologies – “centered on the student as a promoter of their own educational action” (Macedo et al. al., 2018) –, aiming to ensure that your training keeps you adapted to the interests of capitalist society.

In a historical-cultural context, the learning subject is considered not only active, but interactive in their process of appropriating knowledge. This means that it does not passively receive external information, nor does it stagnate in carrying out spontaneous and individual activities, which, despite their importance, are not sufficient for the appropriation of the knowledge accumulated by humanity. Therefore, it is necessary to create conditions for this to happen beyond the theoretical and practical domain, it is necessary for the learner to become aware of this process, so that they are able to explain, justify and break with crystallized behaviors.

Regarding continued training, it is understood that teacher learning also needs to involve understanding this rupture, and knowledge stems from the process of appropriation and construction of what was produced by society, involving its analysis and explanation. In this way, appropriation is configured

through doubt, questioning, confrontation and articulation with what the teacher experiences in his professional practice.

In this scenario, it is considered important to reiterate the “Manifesto against the disqualification of the training of basic education teachers” (ANPED, 2020, s.p), signed by the institutions mentioned above, registered in a specific repudiation of the approval of Resolution CNE/CP 01/2020 , which, like Resolution 02/2019, presents the evident indifference of the Ministry of Education and the National Education Council with regard to the demands of academic institutions in the educational area and their manifestations anchored in scientific associations, researchers and universities that have denouncing its authoritarian nature and the interests of the public-private relationship of the guidelines proposed by such resolutions.

By bringing to light the analysis of Resolution 01/2020, the manifesto considers a set of aspects that must be problematized, since, unlike what occurred in the process of drafting Resolution 02/2015, there was no broad discussion with academic and scientific entities, state forums and representatives of schools, universities and colleges of Education.

Furthermore, the revocation of this by 02/2019 “constituted a serious attack on university autonomy and the quality of the courses, imposing their discharacterization, completed with Resolution CNE/CP n° 01/2020” (ANPED, 2020, s.p), and dismantled the initial and continued formation, the representation of a consensus in the educational field and the incorporation of historically and collectively constituted principles.

In this way, it is considered to look at the continued training proposed by this policy (Resolution 01/2020) through the “Manifesto against the disqualification of the training of basic education teachers”, refuting its relative conception, which does not confirm it as a right to be guaranteed by public policies, which reinforces a meritocratic and entrepreneurial understanding of training, which

It reduces the understanding of continuing education, configuring it as a mere process of “improving teaching practice” denying its formative role as a knowledge production process. Furthermore, it presents continuing education formats linked to courses and programs, ignoring the various possibilities for continued training, such as: research groups, extension activities, collective groups within the school community, among others, in processes that impose restrictions to freedom and plurality of pedagogical ideas, a constitutional principle (ANPED, 2020, emphasis added).

Furthermore, the standardizing and controlling character of continuing education conceived by Resolution 01/2020 is also ignored, because it is focused on knowledge of the BNCC content and active methodologies as innovative and fruitful ways to achieve success in terms of skills, with neglect of broad and critical continuous/permanent training – fundamental factors for guaranteeing the right to an education based on social quality and for the exercise of a commitment to this right.

Therefore, we object to the disregard that the aforementioned Resolution gives to research as an educational principle, which reduces the possibility of training the researcher and relates the concept of continued training to the pragmatic aspect. This understanding confirms the logic of studies focused on pedagogical practices, in accordance with the curriculum and the structuring of programs centered on activities that investigate and carry out them, in contrast to the understanding that teaching qualification is not only linked to the pragmatic perspective, but to “understanding of reality in its complexity, and that study and work are dimensions that are not excluded in the appreciation of teaching (ANPED, 2020).

In summary, the “Manifesto against the disqualification of basic education teacher training” rejects “the understanding of continued training as another stage of teacher training”, as if it were a complement to initial training, and reaffirms the understanding

[...] of training as a right, and an ontological and epistemological condition that must be respected, encouraged and provided to teachers by training policies, during the exercise of teaching, so

that it develops intellectually in the plurality of training and pedagogical ideas (ANPED, 2020, s.p).

Despite not being the central objective of this article, it is considered important to highlight that based on the formative conceptions that are set out in policies, there is also the revelation of a conception of a teacher, understood, in the majority, not as an intellectual – in the sense of producer of knowledge, but as an instrument for applying certain knowledge, therefore a task performer or a neotechnicist.

This understanding about the teacher is aligned with a project whose perspective is a productive restructuring, which proposes training with limits of knowledge of its context or the knowledge produced. This conception is linked to a project that understands and intends to remove teaching autonomy, which presents the element of precariousness, because it does not discuss professionalization or professionalism through working conditions. Therefore, it supports the element of proletarianization, since the teacher does not dominate the entire process of developing knowledge in relation to their learning.

3 Final Considerations

From the analysis presented, it is concluded that the prism highlighted in Resolution 02/2015 is contrary to the models of technical and practical rationality, due to the fact that it is anchored in a conception of teaching from a historical, critical and emancipatory perspective, in the construction of an inseparability between initial and continued, theory and practice, and other dichotomies. It is the model that understands training as a human activity that transforms the natural and social world (praxis) to humanize it.

From the perspective of Historical-Cultural Psychology, it is agreed that, with regard to the conception of training, the teacher is understood as the one who raises a problem in a political way, unlike the technical model, which conceives an instrumental view of the nature of the teaching work and the practical model, which has a more interpretative perspective of the

world. In this way, the perspective of interrelationship between theory and practice predominates and makes it possible to serve the context and the community, which, through critical reflection, provides political, institutional and social transformation.

Given the identification and reflections undertaken regarding educational policies for training, listed in the set of resolutions considered here, it is now worth asking: What is the political-educational-training teacher movement that is underway in Brazil? What are the impacts of the DCNs on the continuing training of teachers?

Briefly, it can be stated that there appears to be a process of dismantling and setbacks in educational training policies, caused by the repeal of Resolution no. 02/2015 and, consequently, its broad vision of teacher training that is not only pedagogical, but technical, ethical and political, which even pointed to the importance of this process having a space for scientific investigation, based on training itineraries that were constructed collectively.

This means that if the BNCCs for early childhood education, primary education and secondary education have a restricted understanding of the curriculum and are totally prescriptive, this understanding will appear in and for initial and continuing training. The occurrence of this reality occurs because of the completely reductionist fulcrum of skills and abilities, in addition to all the other contingencies of commodification and commodification underlying them.

These are perspectives demarcated by the political-economic plan used by the business community, by the business world, which are advancing in the training-educational territory with a guise of protagonism, participation, professional development, multipurpose training, quality pedagogy and the defense of education, presenting- sometimes as new concepts, but which are based on the premises of globalization, flexibility and competitiveness, to name a few. They are an imposition of “new” forms of capitalist sociability, both to establish a new pattern of accumulation and to define concrete forms of integration within the “new” reorganization of the national and world economy.

However, based on the contribution of Historical-Cultural Psychology, it is considered urgent to think about teacher training in the technical, affective, political, ethical and aesthetic dimensions, based on a solid theoretical training. This solidity needs to be thought of with a dimension of understanding of reality, the subject and the work. It also implies broad didactic-pedagogical training, broad training in praxis, Philosophy, Psychology, Sociology and Anthropology, to name a few.

They are elements of a teacher training project, initial and continued in an interrelated way, based on principles and guidelines based on the conception of teaching work that constitutes an awareness for itself and has a broader dimension of competence; and a solid theoretical formation in which the perspective of a creative and revolutionary praxis can be established.

The intention is not an imitative or reinteractive praxis, but a praxis in which the teacher constitutes himself from the perspective of his own work, while transforming himself. It is revolutionary, because, by providing the elements for understanding society, it assumes a position of which society and which subject gives rise to it.

In this article, continuing teacher training is understood as a process, which occurs on a permanent/constant basis, interrelated to initial training, and must attempt to articulate with/and the production of scientific, pedagogical, ethical and political knowledge necessary for development human, the exercise of autonomy and teaching activity. Therefore, it considers that the processes related to education advocate the need for teacher training that builds them from a non-conforming theoretical-methodological basis, which encourages resistance and guidance to organize teaching plans and establish procedures that reverberate in a work teacher who is intentionally historical and critical, not alienating.

We then think of continued training based on the foundations of Historical-Cultural Psychology, whose proposal is characterized by procedures in which the ontological dimension cannot be disregarded; in which the transmission of scientific knowledge is dialectically assumed as the essential core of the

pedagogical method; teachers are required to have full command of the object of knowledge to be taught; is determined by an expanded conception of the axis and dynamics of teaching based on dialectical logic; and recognize teaching and learning as contradictory and inverse logical-methodological paths, within a single and undivided movement.

Given the historical-political-educational circumstances that are delimiting the different social realities that present themselves in a class society, it is considered urgent to carry out andragogical work aimed at training the teacher as a humanized being, with the capacity for critical insertion in their context social, autonomously seeking the possibilities of disalienation that make him an emancipated subject, who can effectively analyze the data of objective reality and understand them in such a way that he can act to transform it.

In summary, on these bases it is understood that it is possible: to change the continuing training of teachers in order to promote a humanizing education; carry out continuing teacher training that provides the humanization of the student-teacher; overcome, through the inclusion of educators and students in humanizing educational processes, the condition of subjects without critical reflection, adapted to the dictates of the cultural industry; and follow paths to achieve an educational praxis capable of overcoming the dichotomy that puts theory and practice in opposition.

Based on these considerations, and those that can still be carried out, it is hoped that the analyzes undertaken will give rise to more, and that they will serve as a basis for actions to transform the current conditions that limit the implementation of teaching and learning processes for teachers. It is hoped that they can contribute to overcoming difficulties and problems faced in these processes, and to the formation of teaching subjects capable of achieving a state of human emancipation, of truly becoming humanized beings.

Psicología Histórico-Cultural y políticas de formación continua de docentes: consideraciones sobre la no dicotomía de teoría y práctica

RESUMEN

A partir de un estudio de doctorado realizado entre 2017 y 2021, sobre las bases teórico-metodológicas de la formación continua docente, el objetivo de este texto es presentar un análisis crítico de las políticas relacionadas con esta formación. En sentido específico, aquellas que atañen al contexto del gobierno de Jair Bolsonaro, con la aprobación del Dictamen CNE/CP n. 22/2019, que tuvo como objetivo central derogar la Resolución CNE/CP n. 2/2015; la aprobación de la Resolución CNE/CP n.02/2019, que definió las Directrices Curriculares Nacionales para la Formación Inicial de Profesores de Educación Básica y estableció la Base Nacional Común para la Formación Inicial de Profesores de Educación Básica (BNC-Formación); y la aprobación de la Resolución CNE/CP no. 01/2020, que establece los Lineamientos Curriculares Nacionales para la Formación Continua de Docentes de Educación Básica y establece la Base Nacional Común para la Formación Continua de Docentes de Educación Básica (BNC-Formación Continua). A la luz de los fundamentos de la Psicología Histórico-Cultural, el recorrido metodológico comprendió estudios históricos, bibliográficos y documentales del citado marco político-educativo-formativo. Los resultados presentan una ruptura y/o dicotomía entre las concepciones de educación inicial y continua y que dichas políticas atienden a la propuesta de la Base Curricular Común Nacional para la educación infantil y la educación primaria, que rompe con la concepción amplia de educación básica y ratifica un Lógica de reanudación y énfasis en habilidades y habilidades.

Palabras clave: Docentes; Políticas; Formación continua; Psicología Histórico-Cultural.

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