

Between Prescription and Practice: Didactics in Initial Teacher Education in Pedagogy Programs within Brazilian Scientific Production¹

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ABSTRACT

This article examines research trends on Didactics in order to understand how Didactics is conceived in academic studies and to identify educational trends articulated with the purposes of teaching. The study is characterized as an integrative literature review and includes theses and dissertations from the *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES; Brazilian Federal Agency for Support and Evaluation of Graduate Education) Catalog, articles indexed in the Educ@ Portal, and papers presented at the National Meetings of the *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (ANPED; National Association for Graduate Studies and Research in Education), covering the period from 2006 to 2025. The analysis identified three main categories: Didactics as structuring knowledge in teacher education; the relationship between Didactics and the purposes of teaching in initial teacher education; and Didactics in the articulation between theory and practice. The findings highlight the need to strengthen Didactics as a political-epistemic category, essential for critical, reflective, and socially grounded teacher education.

KEYWORDS: Didactics. Integrative Literature Review. Teacher Education. Pedagogy Degree. Teaching.

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Entre a prescrição e a prática: a Didática na formação inicial de professores do curso de Pedagogia nas produções científicas Brasileiras

RESUMO

O artigo aborda as tendências de estudos sobre a didática com o objetivo de compreender como a Didática é concebida nas pesquisas acadêmicas e quais tendências formativas se articulam às finalidades da docência. O estudo caracteriza-se como uma revisão integrativa da literatura e considera as teses e dissertações do Catálogo da CAPES, artigos indexados no Portal Educ@ e nos anais da Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPED), entre 2006 e 2025. A partir das análises, foram identificadas três categorias: a didática como estruturante no processo de formação do professor; a relação entre a Didática e as finalidades da docência na formação inicial; e a Didática na articulação entre teoria e prática. Os resultados evidenciam a necessidade de fortalecer a Didática como categoria político-epistêmica, condição para uma formação docente crítica e socialmente referenciada.

PALAVRAS-CHAVE: Didática. Revisão sistemática de literatura. Formação de Professores. Licenciatura em Pedagogia. Docência.

Entre la prescripción y la práctica: la Didáctica en la formación inicial docente en los cursos de Pedagogía en la producción científica brasileña

RESUMEN

El artículo analiza las tendencias de investigación sobre la Didáctica con el objetivo de comprender cómo es concebida en los estudios académicos y cuáles son las orientaciones formativas articuladas con las finalidades de la docencia. El estudio se caracteriza como una revisión integradora de la literatura e incluye tesis y disertaciones del Catálogo de la CAPES, artículos indexados en el Portal Educ@ y trabajos presentados en las Reuniones Nacionales de la Asociación Nacional de Posgrado e Investigación en Educación (ANPEd), en el período comprendido entre 2006 y 2025. El análisis permitió identificar tres categorías: la Didáctica como conocimiento estructurante en la formación docente; la relación entre la Didáctica y las finalidades educativas en la formación inicial; y la Didáctica en la articulación entre teoría y práctica. Los resultados evidencian la

necesidad de fortalecer la Didáctica como categoría político-epistémica, condición para una formación docente crítica, reflexiva y socialmente comprometida.

PALABRAS CLAVE: Didáctica. Revisión integradora de literatura. Formación docente. Pedagogía. Docencia.

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Introduction

In Brazil, teacher education policy in undergraduate degree programs, including the Pedagogy Degree, has been historically shaped, since its institutionalization in the 1930s, by disputes over the purposes of education, the social role of teaching, and the status of pedagogical knowledge within universities. These disputes are not limited to curricular rearrangements; they express antagonistic societal projects that bear directly on the conception of Didactics, which is at times understood as foundational knowledge in teacher education and at other times reduced to a set of instrumental skills oriented toward teaching techniques.

The establishment of the Pedagogy Degree, regulated by Decree-Law No. 1,190/1939 (Brasil, 1939), created an institutional structure marked by a duality between teacher preparation programs for secondary education — directed at elite students — and the training of administrative specialists for the management of the educational system. As Saviani (2009) argues, this structure consolidated a social and pedagogical division of teaching that had direct repercussions on curriculum design and on the place occupied by Didactics in professional education, where Didactics occupies a space characterized by tension between discursive centrality and curricular fragility.

This model deepened with the institutionalization of the so-called “3+1 scheme” formalized by Advisory Opinion No. 251/1962 (Brasil, 1962), which allocated three years to bachelor’s-level subject training and one year to pedagogical preparation, including the disciplines of General Didactics,

Subject-Specific Didactics, Educational Psychology, and Foundations of Education. Teacher education policies of this period positioned Didactics as basic knowledge subordinate to subject-matter knowledge, with lasting effects on the fragmentation of professional teaching identity and on the dissociation between theory and practice (Martins e Romanowski, 2010).

In the following decades, particularly during the military regime, teacher education was reoriented by an instrumental technicist rationality, aligned with the demands of economic development and workforce preparation. Resolution No. 1/1969 (Brasil, 1969) reaffirmed the 3+1 scheme within the Pedagogy Degree Program, maintaining its technical-administrative character and relegating teaching practice to a secondary plane. Didactics was conceived predominantly as instructional technology, emptied of its political, epistemological, and critical dimensions (Saviani, 2009).

In the late 1970s, as Durli (2007) emphasizes, various civil society organizations emerged calling for the restoration of a democratic republican regime and demanding a new restructuring of teacher education. In the wake of this movement, the *Lei de Diretrizes e Bases da Educação* (LDBEN; National Law of Guidelines and Bases for National Education), Law No. 9,394/1996, was promulgated, which prioritized the democratization of educational access for all through public, free education aimed at building an equitable and inclusive society.⁴

With the re-democratization process and the promulgation of the LDBEN, a new cycle of debates on teacher education began, marked by the defense of teaching as the foundation of professional identity, with renewed recognition of pedagogical knowledge. During this cycle, propositions emerged that were anchored in a critical and foundational Didactics,

⁴It should be noted that the LDBEN (Brasil, 1996), although it made compulsory the schooling of children from ages 6 to 14 — to be provided by the state — limits the expansion of access for other age groups. From 2006 onward, enrollment of children aged 6 to 14 was universalized. However, early childhood education and secondary education are not yet fully served by the public school system.

defended by scholars such as Candau (2013), Veiga (1999), and Martins (2008), who conceived of teaching as a historically situated social practice.

In 2006, after extensive debates,⁵ the National Curriculum Guidelines for the Pedagogy Degree were established through Resolution CNE/CP⁶ No. 01/2006 by the *Conselho Nacional de Educação* (CNE; National Council of Education) (Brasil, 2006), designating this program as responsible for the initial education of teachers, as stated in Article 4: “[...] the Pedagogy Licenciature Degree is intended for the education of teachers to exercise teaching roles in Early Childhood Education and in the early grades of elementary school.”⁷ (Brasil, 2006, our translation). These guidelines assign a new identity to the program, as Scheibe (2010) underscores, establishing teaching as its foundational axis, understood as “educational action and a methodical, intentional process [...] developed in the articulation between scientific and cultural knowledge, ethical and aesthetic values, and the construction of knowledge, across different worldviews”⁸ (Brasil, 2006, p. 1, our translation).

Resolution CNE/CP No. 01/2006 (Brasil, 2006) reaffirms teaching as the structural axis of initial teacher education, assigning Didactics a central role in the articulation of scientific, cultural, ethical, and political knowledge. Nonetheless, despite this normative progress, the implementation of these guidelines within curricula and pedagogical practice remains marked by ambiguities, tensions, and contradictions.

Over the past decade, teacher education has been subject to several CNE/CP resolutions, including those of 2015, 2019, and 2024. The 2015 Resolution established guidelines for initial teacher education

⁵Discussions about the Pedagogy Degree Program have been intense since the first version of the guidelines, as highlighted by Scheibe and Bazzo (2013). A thorough examination was conducted in the thematic dossier *Curso de Pedagogia no Brasil: tensões, controvérsias e perspectivas* [The Pedagogy Degree in Brazil: Tensions, Controversies, and Perspectives] published in the journal *Formação em Movimento* (2021).

⁶ *Conselho Pleno* (CP; Full Council).

⁷ Original: “[...] o curso de Licenciatura em Pedagogia destina-se à formação de professores para exercer funções de magistério na Educação Infantil e nos anos iniciais do Ensino Fundamental”.

⁸ Original: “ação educativa e processo metódico e intencional [...] desenvolvendo-se na articulação entre conhecimentos científicos e culturais, valores éticos e estéticos e de construção do conhecimento, entre diferentes visões de mundo”.

(undergraduate teacher education programs, pedagogical training programs, and second-licensure programs) as well as for continuing education, aligned more closely with critical movements in education, but was not fully implemented across all institutions. Resolution No. 02/2019 directs teacher education toward the development of competencies aligned with a managerial and performative rationality characteristic of neoliberal policies. In 2024, a new resolution was established in line with the neoliberal agenda, centered on competencies, individual accountability, and alignment with international standards, to the detriment of a socio-historical, critical, and emancipatory conception of education. By fragmenting initial and continuing education, it weakens the unity among theory, practice, and research, and naturalizes a market-oriented educational logic. This policy framework empties teaching of its status as an intellectual and collective professional practice (Working Group 08 — Teacher Education, 2025).

These guidelines, though contradictory among themselves, adopt teaching as the organizing axis of the Pedagogy Degree Program, a principle that has been defended by *Associação Nacional pela Formação dos Profissionais da Educação* (ANFOPE; National Association for the Training of Education Professionals) since the 1980s. Accordingly, Didactics, by taking the teaching-learning process as its object of study, inquiry, and professional preparation (Martins and Romanowski, 2010) — constitutes structuring knowledge for teacher education (Roldão, 2007). The epistemological disputes (technical, foundational, practical, and theoretical knowledge) and political disputes (between neutral, critical, and politically engaged orientations) place Didactics in teacher education under intense scrutiny. Although there is a growing body of research on Didactics and teacher education, a portion of this scholarship remains confined to descriptions of curricular composition and localized practices, lacking critical syntheses that problematize educational purposes, conceptions of teaching, and the educational projects underlying policies and practices.

The central question guiding this article is: how do publications on Didactics in the Pedagogy Degree Program conceive of Didactics, what educational purposes do they mobilize, and what theoretical approaches are adopted? The objective is to understand the conceptions of Didactics in academic research, the pedagogical trends in the articulation with the purposes of teaching, and the relationship between theory and practice, as well as the existing gaps. The study is characterized as an integrative literature review (Vosgerau, 2014) from the perspective of integrative synthesis (Urbanetz, Romanowski and Urnau, 2021), in order to identify, select, and conduct a critical analysis of the reviewed scholarship.

Promoting scholarly debate can support new research on concepts, categories, and results, with the goal of systematizing accumulated knowledge, strengthening the epistemological standing of the field, and bringing to light continuities, ruptures, and reconfigurations in the understanding of Didactics as foundational knowledge in teacher education. In adopting this perspective, the article seeks to move beyond a descriptive synthesis, proposing a critical reading that recognizes Didactics as a central political-epistemic category for teacher education, particularly in a context marked by the advance of neoliberal, authoritarian, and instructivist educational policies.

To carry out this study, the recommendations of Romanowski, Ferro, and Noronha (2025) were followed, encompassing the following stages: definition of the research problem; development of selection criteria for the publications; choice of sources; selection of studies based on the defined criteria; organization of relevant data; interpretation and integration of the results; and elaboration of a synthesis integrating the trends of Didactics in teacher education.

The temporal scope covers the period from 2006 (the year in which the *Diretrizes do Curso de Pedagogia* [Pedagogy Degree Guidelines] were approved) to 2025. The searches employed the keywords “didática” [didactics]

and “curso de pedagogia” [Pedagogy Degree Program], combined with the Boolean operator AND and delimited by year.

After a floating reading of the titles of the identified works, and when necessary of the corresponding abstracts, those not pertinent to the research problem were excluded. Subsequently, the data were organized into tables, distributing the publications by indexing database. The following databases were consulted: the Educ@ portal of the Carlos Chagas Foundation, the CAPES Theses and Dissertations Catalog, and the proceedings of national meetings, specifically the papers presented in Working Group 04 (WG 04) — Didactics and Working Group 08 (WG 08) — Teacher Education of ANPEd.

In this study, both General Didactics and Subject-Specific Didactics are taken into account. This scope includes curricular components such as Didactics of Portuguese Language Arts and Didactics of Mathematics, as well as didactics oriented toward specific educational levels and modalities, such as Didactics of Early Childhood Education. Many curricula address these forms of didactics under the designation “Teaching Methodology for...”⁹

Didactics in Teacher Education in the Pedagogy Degree Program within Brazilian Scientific Production

The present study adopts as its theoretical-methodological premise the conception that theory is elaborated from practice (Martins, 2008) and returns to it as a form of critical understanding, an approach that proves particularly fruitful for the analysis of Didactics as foundational knowledge of teaching. This perspective guides the reading of the reviewed scholarship, understood as theoretical expressions of educational practices and of competing educational projects.

It should be noted that this article constitutes a development of doctoral research completed in 2021, which investigates the specificity of teaching in the Didactics discipline within initial teacher education. The

⁹On this issue, see Domit (2021), in a doctoral dissertation that examines this question in depth.

state-of-the-art review developed in the dissertation was revised, updated, and deepened, so that the examination of publications focuses on outcomes from an integrative literature review.

The search in the CAPES Theses and Dissertations Catalog initially yielded 284 works, from which, after reading titles, abstracts, and keywords, two master's dissertations were selected: one addressing Didactics in the Pedagogy Degree Program directly, and another dealing with the subject indirectly. The survey of articles in the Educ@ Portal of the Carlos Chagas Foundation, using the descriptors “Teacher Education”, “Pedagogy”, and “Didactics” yielded a total of 23 publications, of which seven were selected for their relevance to the research object.

With regard to ANPEd's works, the investigation focused on the proceedings of national meetings, specifically on Working Groups WG 04 — Didactics and WG 08 — Teacher Education. In WG 04, 29 papers were identified, of which 18 were selected; in WG 08, 10 papers were located, of which three met the established criteria, totaling 28 scientific works. The data were organized into tables,¹⁰ in which the titles of the works, the publication venue, and a summary of the main findings are presented.

The integrated examination of the systematized publications reveals that Brazilian scientific studies, though diverse in empirical objects, methodological approaches, and theoretical frameworks, converge around the centrality of Didactics in teacher education in a contested manner, marked by contradictions between normative prescriptions, curricular organization, and pedagogical practices. It is from this analytical movement that the following discussion unfolds, articulating the results of the reviewed studies with the theoretical and political debates of the field of Didactics.

The analysis of Brazilian scientific production on Didactics in initial teacher education in the Pedagogy Degree Program, covering the period

¹⁰The tables can be consulted in Domit (2021). They are not included in this article due to length constraints and because they constitute only descriptions of the works. The focus of this article is on the integrative synthesis that critically analyzes the field of Didactics in scientific publications.

from 2006 to 2025, reveals that Didactics constitutes a field traversed by political and epistemological disputes related to the purposes of teaching and educational projects. It is not, therefore, a neutral or merely technical field, but rather a space of production of conceptions about teaching, learning, and the social role of the teacher. The political transformations inaugurated by the *Diretrizes Curriculares Nacionais para o Curso de Pedagogia* [National Curriculum Guidelines for the Pedagogy Degree Program] (Resolution CNE/CP No. 01/2006) constitute normative landmarks that reaffirm teaching as the foundation of teacher education. However, studies reveal that the discursive centrality of teaching does not always materialize in curricular and pedagogical practices that recognize Didactics as structuring knowledge, evidencing a recurrent tension between what is prescribed in policies and what is actually implemented in the curricula and classrooms of Pedagogy programs.

In this regard, the reviewed scholarship reveals the persistence of an instrumental conception of Didactics, historically associated with policies of rationalization of teaching work and with the legacy of the technicist model of education, consolidated through the 3+1 scheme and reinforced by subsequent curricular reforms (Saviani, 2009; Tanuri, 2000). This conception reduces Didactics to a set of teaching methods and techniques, disconnected from the social purposes of education and from the understanding of teaching as a historically situated social practice.

On the other hand, several studies point to movements of redefinition of Didactics, grounded in critical perspectives that understand it as socio-historical, political, and epistemological knowledge, indispensable to teacher education. Scholars such as Candau (2013), Veiga (1999; 2022), Martins (2008; 2012), and Roldão (2007) are mobilized in this research to sustain a conception of Didactics that goes beyond the technical domain, assuming the function of mediation among scientific knowledge, knowledge derived from practice, and educational purposes.

The dialogue among these studies reveals that the politics of Didactics in teacher education is expressed not only in normative documents, but manifests itself above all in the curricular organization of Pedagogy programs, in the instructional hours allotted to the discipline, in the articulation (or fragmentation) between General Didactics and Subject-Specific Didactics, and in the pedagogical conceptions of teacher educators. Research indicates that, although Didactics is present in curricula, it generally occupies a reduced space, as already noted.

This structural fragility is problematized in the studies as one of the main obstacles to the consolidation of Didactics. The reduced instructional time and the dispersion of didactic content contribute to the reproduction of a superficial form of education that fails to ensure future teachers a deep understanding of the teaching-learning process or the articulation between theory and practice, thereby reinforcing the dissociation between pedagogical knowledge and subject-matter knowledge, a concern widely discussed by Roldão (2007).

The reviewed studies also reveal that concerns about Didactics manifest in a particular way in the Pedagogy Degree program due to the specific nature of generalist teaching in the early grades of elementary school. Studies such as those of Cruz and Batista Neto (2012) indicate that the demand for teaching across multiple areas of knowledge imposes additional challenges on initial teacher education, requiring a form of Didactics capable of integrating disciplinary, pedagogical, and curricular knowledge. However, the research shows that such integration rarely occurs, with approaches prevailing that hinder the construction of interdisciplinary practices across different curricular areas.

The studies situate Didactics as a field under tension from recent educational reforms, especially those guided by a competency-and-outcomes logic, such as Resolutions No. 02/2015 and No. 02/2019. Although these regulatory instruments go beyond the original scope of the 2006 *Diretrizes Curriculares Nacionais* [DCNs; National Curriculum Guidelines], research

demonstrates that their effects bear on teacher education by redefining curricular priorities and reinforcing a pragmatic and performative conception of teaching. In this scenario, Didactics risks being rendered instrumental once again, stripped of its critical, political, and social dimensions, sustaining an apolitical model of teacher education.

In contrast, the reviewed scholarship documents movements in defense of Didactics as the pedagogical foundation of teaching, articulating it with the purposes of basic public education and with the construction of a democratic public school. Studies that investigate the practices of teacher educators and the perceptions of Pedagogy students indicate that Didactics, when conceived of critically, enables the problematization of school reality, reflection on pedagogical work, and the construction of a teaching identity committed to social transformation.

This body of studies allows one to affirm that the approach to Didactics in initial teacher education is configured as a field of contradictions, in which instrumental and critical conceptions coexist, normative prescriptions and fragmented pedagogical practices cohabit, and discursive advances are accompanied by structural limitations. The reviewed studies converge in recognizing that the consolidation of Didactics as foundational knowledge in teacher education depends on its organic articulation with the curriculum, with pedagogical practices, and with the social purposes of basic public education, transcending the logic of isolated disciplinarization.

The analysis of Brazilian scientific works reveals that Didactics cannot be understood merely as a curricular component, but rather as a central political-epistemic category for teacher education. By situating teaching as a social and historical practice, Didactics assumes the role of mediating between theory and practice, between the university and the school, as well as between educational policies and concrete pedagogical practices.

The integrative review of the analyzed literature makes possible the construction of an interpretive synthesis that yields three analytical categories: (i) Didactics as structuring knowledge in the process of teacher

education; (ii) the relationship between Didactics and educational purposes in initial teacher education; and (iii) Didactics and the relationship between theory and practice.

Didactics as Structuring Knowledge in the Process of Teacher Education

The analysis of the reviewed scientific studies highlights the presence, meanings, and nuances attributed to Didactics in the process of teacher education. The studies generally take as their starting point the curricular proposals of programs in the context of higher education, drawing on empirical data obtained through interviews and questionnaires with students in the Pedagogy program and/or instructors of the Didactics discipline, in some cases supplemented by documentary analysis of pedagogical projects and curricular matrices.

The reviewed publications discuss initial teacher education and professional teaching practice through the lens of General Didactics and Subject-Specific Didactics, recognizing them as necessary — though not always sufficiently consolidated — knowledge for the teaching profession. There is a consensus across the studies that the initial education of teachers is constituted as a historically situated social practice, materialized under different pedagogical conceptions and traversed by political and epistemological disputes. Several studies indicate the prevalence of approaches grounded in an instrumental conception of Didactics, echoing historical criticisms directed at teacher education policies that, since Advisory Opinion No. 251/1962, have contributed to the division between teacher education and subject-matter preparation, reducing Didactics to the technical and procedural dimension of teaching.

Nonetheless, the examination of the scholarship reveals that the majority of studies advocate for a conception of Didactics of a socio-political and critical nature, as systematized by Candau (2013), Veiga (1999; 2022), and Martins (2010; 2012). The studies expose the persistence of prescriptive and transmissive approaches, in which Didactics classes are organized

predominantly around the expository reproduction of content, limiting critical reflection on teaching practice and reaffirming traces of an instrumental rationality. This finding highlights, as Domit (2021) underscores, the contradiction between the critical educational discourse present in official documents and the materialization of rarely questioning pedagogical practices within Pedagogy programs.

A large portion of the studies is grounded in theoretical frameworks from the field of initial teacher education, such as Gatti (2009) and Marcelo (1999), articulated with theoretical contributions from the field of Didactics, especially Martins (2010; 2012) and Candau (2013). Although unevenly distributed, a portion of these studies establishes a dialogue with educational policies, particularly with the National Curriculum Guidelines for the Pedagogy Degree Program (Brasil, 2006), drawing direct connections between policy, curriculum, and pedagogical practices implemented in initial teacher education. The works reinforce a historical understanding of the teaching of Didactics, showing that its configuration is shaped by the socio-historical context in which it is constituted.

The focal points highlighted in the reviewed literature situate basic public schools as a privileged reference for educational encounters and experiences, allowing one to infer the need for initial teacher education to organically incorporate the relationship between Didactics and the purposes of basic education. As Domit (2021) argues, Didactics plays a central role in mediating between the knowledge produced at the university and the concrete demands of teaching practice, being responsible for articulating theory, practice, and a coherent educational project.

Studies investigating the materialization of teacher education in classroom settings highlight the centrality of the relationship between theory and practice, especially in studies involving Pedagogy students, who recognize didactic knowledge as foundational to initial teacher education and to professional practice. However, they problematize the fragility of the time allotted to General Didactics and Subject-Specific Didactics, noting that on average these disciplines account for 3% to 4% of the total

instructional hours of the programs, which does not allow for an in-depth development of teaching knowledge. This issue has been widely raised by Gatti (2009) and reiterated by Domit (2021).

Another recurring concern in the studies relates to the challenges posed by the polyvalent character of teaching in the early grades of elementary school, where teachers are responsible for all areas of knowledge from 1st through 5th grade, as analyzed by Cruz and Batista Neto (2012). From this perspective, the studies reveal the fragility of the Pedagogy program in failing to effectively promote integration across the various areas of knowledge. Research underscores the need for adequate instructional time devoted to the teaching of various curricular subjects — a need rendered more acute by the scarce attention given to the relationship between subject-matter knowledge and pedagogical knowledge.

The reviewed literature converges in problematizing Didactics in the teacher education process from multiple dimensions, among which the following stand out: the curricular composition of programs; the relationship between theory and practice; the conceptions that guide the teaching of Didactics; the fragile articulation between Didactics and the purposes of basic education; and the necessary rapprochement between the university and the school.

It is possible to affirm that teacher education policies have increasingly privileged an outcomes-based pedagogy to the detriment of an education committed to the democratization of schooling and to critical social participation. This movement places the role of Didactics in initial teacher education under strain, restating the challenge of affirming it as basic, critical, and structuring knowledge of the teaching profession, an indispensable condition for the formation of teachers who are able to understand, interpret, and transform pedagogical practice in favor of a more equitable education.

The Relationship Between Didactics and Educational Purposes in Initial Teacher Education

The studies deepen the discussion about the specificity of Didactics as a pedagogical foundation in teacher education, as well as its contributions to professional practice (Marcelo, 1999; Martins, 2010), even as this category is presented as intrinsically related to Didactics in the process of teacher education.

In the studies that address professional education in the Pedagogy undergraduate program, curricular composition is a central axis of analysis, particularly regarding the place of Didactics in this professional preparation, as examined by Sátiro (2013). The reviewed works identify the following contributions of Didactics instruction: the process of producing pedagogical knowledge, the problematization of teaching practice, the articulation of the political-didactic dimension of teaching, the critical analysis of educational reality, and the understanding of school as a *locus* of knowledge production and as a historically situated social practice. The studies express concern over contemporary teacher education policies, which tend to devalue Didactics by isolating it from the organizing axis of teachers' professional development.

Among the reviewed studies, different conceptions of Didactics emerge, recognized as a constitutive domain of Pedagogy. Subject-Specific Didactics are understood as fundamental components of teacher education, insofar as they promote the articulation between the specific knowledge of curricular areas and teaching-learning processes, in ongoing dialogue with General Didactics, as analyzed by Cruz (2011).

The studies also address Didactics from its classical constitutive elements, such as lesson planning, assessment, teaching methods and methodologies, a composition widely recognized in the academic literature of the field, as indicated by Wachowicz (1991), Veiga (1999), Candau (2013), Martins (2008). However, the research warns that these elements are

treated in a fragmented and technicist manner, dissociated from educational purposes and from the conditions of teaching work, which undermines the understanding of Didactics as structuring knowledge of the teaching profession.

The reviewed empirical studies that draw on interviews with teacher educators, Pedagogy students, and basic education teachers stand out for their goal of understanding Didactics as theoretical-practical knowledge indispensable to the teacher. In students' accounts, Didactics is recognized as responsible for teaching the teacher "how to teach" and for establishing connections between theory and practice in everyday pedagogical work. The students indicate that they recognize the importance of Didactics for understanding "how to teach", but demonstrate difficulty in relating this knowledge to the purposes of basic education — such as civic formation, social justice, and the democratization of knowledge. This finding reveals that initial teacher education tends to privilege the operational dimensions of teaching to the detriment of reflection on the meanings and purposes of pedagogical practice (Gatti, 2009; Marcelo, 1999) — that is, students emphasize an understanding rooted in a technicist conception, as highlighted by Veiga (2022) and reiterated by studies in the analyzed corpus.

Within the studies analyzing the practices of teacher educators, many acknowledge the centrality of the educational purposes of Didactics in teacher education, yet face institutional and curricular constraints in implementing them. Among the most prominent constraints are curricular fragmentation, content overload, and pressure to cover established syllabi, factors that contribute to the marginalization of critical reflection on educational purposes. As Martins (2012) notes, the absence of an integrated educational project undermines the articulation between Didactics, curriculum, and educational purposes, weakening professional teaching identity.

Another recurring element in the scholarship addresses the influence of recent educational policies in redefining the purposes of teacher education, particularly those oriented by a competency-and-outcomes logic, whose effects

bear on curricular organization and on the teaching of Didactics, reinforcing pragmatic and performative conceptions of teaching. In this context, the reviewed studies warn of the risk of emptying Didactics of its critical educational purposes, shifting the pedagogical focus toward adaptation to market demands and toward performance measurement.

In contrast, studies grounded in critical perspectives reaffirm Didactics as a privileged space for reflection on educational purposes, conceiving of teaching as an intentional and historically situated social practice. From this perspective, Didactics contributes to the construction of a teaching profession committed to social transformation, by enabling the future teacher to understand the purposes of basic education as expressions of societal projects and political disputes. Domit (2021) emphasizes that the explicit articulation of educational purposes in the teaching of Didactics is an indispensable condition for the formation of teachers who are conscious of their social and political role.

The analysis of the scientific works allows one to affirm that the relationship between Didactics and educational purposes constitutes one of the structuring, and at the same time contested, axes in the Pedagogy Degree Program. The consolidation of Didactics as foundational knowledge of the teaching profession requires a critical, explicit approach articulated with educational purposes and practices, transcending fragmented and instrumentalized approaches. In this way, Didactics will be able to fulfill its educational function, contributing to the construction of a critical, reflective, and socially grounded teaching practice.

Didactics and the Relationship Between Theory and Practice

The reviewed scientific works consistently prioritize the investigation of the relationship between theory and practice in initial teacher education, conceiving it as a constitutive dimension of teaching work and as a structuring axis of Didactics instruction. In general, this relationship is expressed in the teaching practice of teacher educators, encompassing their

conception of the discipline, the way in which they organize and develop their instruction, and the modes of approximation — or distancing — from professional practice and from the reality of basic public schools.

The studies examine this practice through empirical data collected by means of questionnaires, interviews, and classroom observations conducted with and by teacher educators, making it possible to highlight pedagogical efforts and structural and institutional constraints. Several studies indicate that, despite the commitment of teacher educators, the articulation between theory and practice, in the relationship between university and school, and with the purposes of basic education, is not fully realized, perpetuating fragmentations, discontinuities, and tensions that permeate initial teacher education.

From this perspective, the theory-practice relationship is understood as a permanent foundation of teacher education and professional practice, as argued by Martins (2012). It is an inseparable relationship that is materialized both in the production of pedagogical knowledge and in the understanding of practice as an object of theoretical reflection, requiring an approach that considers its multiple dimensions: pedagogical, political, ethical, and social (Candau and Leite, 2007). Theory and practice are not configured as opposing poles, but as instances of the same dialectical movement, essential to the mediation and understanding of the teaching-learning process, as posited by Macêdo *et al.* (2017).

In the accounts of Pedagogy students, the studies highlight the need to confront the complexity of the contemporary classroom, marked by heterogeneity and diversity of experiences, due to the difficulty of establishing productive pedagogical interactions between teachers and students as well as among students themselves. These accounts reveal the challenge of breaking with transmission-centered pedagogical practices, placing the articulation between theory and practice under strain.

Marin (2008) highlights the gap between the pedagogical discourse of teacher educators and their classroom practice, characterized by

instruction based on the reading and discussion of texts to the detriment of practices that promote the problematization of school reality and pedagogical experimentation. In a similar vein, Rodrigues (2015) identifies a controlling relationship exercised by the teacher over students, which discourages dialogic practices and undermines the articulation between theory and practice. Students critically problematize the practices of their teacher educators, recognizing the central role of the instructor. In the reviewed studies, students identify the following as essential practices for the materialization of teacher education: mastery of didactic-pedagogical knowledge; the articulation among knowledge from Didactics, Sociology, and Educational Psychology; consideration of different learning styles; and closer engagement with the concrete reality of basic public schools, as highlighted by Martins et Romanowski (2010).

Studies analyzing interviews with teacher educators, in turn, reveal a dichotomy vis-à-vis students' accounts. Teacher educators tend to understand Didactics as a field oriented primarily toward reflection on the concrete, everyday problems of school life, recognizing the need to problematize teaching practice and to bring initial teacher education closer to the demands of the public school, as emphasized by Martins (2012). However, this understanding does not always translate into pedagogical practices articulated with school reality, owing to institutional, curricular, and organizational constraints.

The considerations presented in the reviewed literature indicate a convergence between students' and teachers' discourses regarding the recognition of the fragility of the relationship between the content taught and the content lived, an issue widely discussed by Veiga (1999). This fragility also manifests in the tensions between initial teacher education and professional practice, evidencing the need to promote greater alignment between the purposes of Pedagogy programs and the purposes of basic education, as argued by Martins (2012).

The dichotomies and disconnections identified by the research cannot be attributed exclusively to the individual practices of teachers, but must be understood as resulting from the curricular policies of teacher education, from the organization of curricula in Pedagogy programs, and from the objective conditions in which pedagogical practices take place — both at the university and in the basic school. In this context, the theory-practice relationship remains one of the central challenges of initial teacher education, requiring the affirmation that Didactics is not a space for the application of ready-made theories, but a space of critical mediation between knowledge, social practice, and educational purposes.

Final Remarks

The analysis of Brazilian scholarly output on Didactics in initial teacher education in the Pedagogy Degree Program, covering the period from 2006 to 2025, has enabled its understanding as a field of political and epistemological disputes, linked to the purposes of basic education and of the teaching profession. By systematizing and interpreting theses, dissertations, journal articles, and papers presented at academic events, it becomes evident that Didactics constitutes foundational knowledge in teacher education, albeit one placed under tension by curricular, institutional, and political constraints.

The first category — Didactics as structuring knowledge in the process of teacher education — revealed that, despite the recurring recognition of the importance of Didactics in academic and normative discourses, its implementation in the curricula of Pedagogy programs occurs in a fragmented and insufficient manner. The studies indicate the persistence of a form of Didactics frequently reduced to its instrumental dimension, marked by scarce instructional hours and by a fragile articulation between General Didactics and Subject-Specific Didactics. This configuration undermines the consolidation of Didactics as structuring knowledge of the teaching profession

and reinforces the historical dissociation between teacher education and subject-matter formation, long criticized in the educational field.

The second category — The relationship between Didactics and educational purposes in initial teacher education — reveals that the purposes of basic education do not always constitute an orienting axis in the teaching of Didactics. Although the National Curriculum Guidelines for the Pedagogy Degree Program (CNE, 2006) reaffirm teaching as the foundation of teacher education and advocate for the articulation between theory, practice, and social commitment, the reviewed studies indicate that these purposes remain at the level of discourse. There is a tension between critical program projects committed to the democratization of education and recent political guidelines that shift teacher education toward a logic of competencies, performance, and outcomes, weakening the political-pedagogical dimension of Didactics.

The third category — Didactics and the theory-practice relationship — makes explicit that this relationship constitutes one of the central challenges of initial teacher education. The studies reveal that both students and teacher educators recognize the importance of this articulation, but point to concrete difficulties in its implementation — both within the university and in the rapprochement with schools. The gap between the content taught and the content experienced, the prevalence of transmissive practices, and the control exercised over pedagogical work emerge as elements that limit the construction of a critical and reflective form of teacher education. These limitations cannot be attributed solely to the individual practices of teacher educators, but must be understood in light of curricular policies, institutional conditions, and the modes of organization of pedagogical work in Pedagogy programs.

The analyzed categories suggest that Didactics functions as a central political-epistemic form of knowledge for teacher education, not merely as one curricular component among others. By assuming teaching as a social, historical, and intentional practice, Didactics constitutes a fundamental mediating instance between university and school, theory and practice,

educational policies and concrete pedagogical practices. It is in this mediation that its educational potential resides, in the education of teachers for the early grades of basic education, marked by the generalist nature and the complexity of teaching work.

The study also reveals that research on Didactics in initial teacher education, while consistent, remains quantitatively limited. This limitation points to the need to expand investigations that address Didactics as a pedagogical foundation in its totality. It is imperative to invest in research that goes beyond diagnosing fragilities, moving toward propositions that strengthen Didactics as a structuring axis of the teaching profession.

As a limitation of this study, the temporal scope adopted (2006-2025) should be noted, justified by the intention to analyze a political-educational cycle inaugurated by the 2006 National Curriculum Guidelines. Although such a delimitation allows for a consistent historical and critical reading, it is recognized that recent transformations in the field of teacher education policy demand ongoing investigation.

Finally, the considerations arising from this research reaffirm that the consolidation of initial teacher education committed to public, democratic, and socially grounded schooling necessarily involves strengthening Didactics as foundational knowledge of the teaching profession. Didactics is theory and practice, space and time for critical reflection, for the production of meanings about teaching and learning as social practices for socio-cultural and human development. Only through this approach will Didactics be able to contribute to the formation of teachers who understand, interpret, and transform pedagogical practice toward a more equitable, democratic, and inclusive education.

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