UNIVERSITY EDUCATION OF THE ELEMENTARY SCHOOL TEACHER: THE CEP AND PSYCHOLOGY

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ABSTRACT

The article analyzes the printed document of the University Training Program of elementary school teachers in São Paulo. The theoretical references are based on the contributions of a critical perspective in psychology, philosophy and the cultural history of school practices and their methodologies. The results point to limits and insufficient views on the pedagogical practices that start from abstractions about the school work of educational institutions. In addition, the learning conceptions that marked the formative projects of the last decades, inspired by the constructivist or social interactionist contributions, give a new meaning by an instrumental notion of learning and definition of reading and writing skills.

Keywords: teacher education; psychology; literacy.

La formación universitaria del profesor de la escuela básica: el PEC y la Psicología

RESUMEN

En el artículo se analiza el documento impreso del Programa de Formación Universitaria de profesores de la enseñanza primaria en São Paulo. Los referenciales teóricos se apoyan en las contribuciones de una perspectiva crítica en psicología, filosofía y en la historia cultural de las prácticas escolares y sus metodologías. Los resultados apuntan límites y visiones insuficientes sobre las prácticas pedagógicas que parten de abstracciones sobre el trabajo escolar de las instituciones de enseñanza. También las concepciones de aprendizaje que marcaron los proyectos formativos de las últimas décadas, inspirados en las contribuciones constructivistas o socio-interaccionistas son resignificadas por una noción instrumental del aprendizaje y definición de las habilidades lectoras y escritoras.

Palabras clave: formación docente; psicología; alfabetización.

A formação universitária do professor da escola básica: o PEC e a Psicologia

RESUMO

O artigo analisa o documento impresso do Programa de Formação Universitária de professores do ensino básico em São Paulo. Os referenciais teóricos se apoiam nas contribuições de uma perspectiva crítica em psicologia, filosofia e na história cultural das práticas escolares e suas metodologias. Os resultados apontam limites e visões insuficientes sobre as práticas pedagógicas que partem de abstrações sobre o trabalho escolar das instituições de ensino. Também as concepções de aprendizagem que marcaram os projetos formativos das últimas décadas, inspirados nas contribuições construtivistas ou sócio interacionistas são ressignificadas por uma noção instrumental da aprendizagem e definição das habilidades leitoras e escritoras.

Palavras-chave: formação docente; psicologia; alfabetização.

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INTRODUCTION

The article brings contributions to the debate about the training of teachers at the basic school, emphasizing the presence of psychology as a theoretical field. It will analyze part of the printed material of the Continuing Education Program (CEP), which offered university education in an 18-month course in Pedagogy and Full Degree in Early Childhood Education and for the early years of Elementary Education in São Paulo. The didactic activities and the examined texts were collected from the spiral notebooks, prepared by the Pontifical Catholic University of São Paulo and by the Faculty of Education of the University of São Paulo; the editing of the material was in charge of the Vanzolini Foundation.

Held on the initiative of the State Secretariats of Education and the Municipality, between 2001 and 2008, the CEP trained 6,780 teachers, making it one of the experiences in São Paulo that best express the picture of changes proposed in the last decade (Bueno, 2003). Its task is the same as that of the New Curriculum Bases for Teacher Education (Brazil, 2015) and the Curriculum Guides of the Municipality of São Paulo (Brazil, 2002): the constitution of a new teacher to meet the training needs in the globalized society.

The Program placed at the center of the training "teachers and students considered as subjects of the process of building knowledge as well as of pedagogical practice" (Brasil, 2002, p.3). What place was designed for these protagonists in a project to change public schools? The CEP has already been the subject of several investigations that focused on: the role of interactive media in teacher education (Bueno, 2003); the impact of the classroom training project (Horibe & Souza, 2015); the knowledge that embody a new teacher (Porfirio, 2012); the circulation of academic discourses among teachers (Sarti & Bueno, 2007), among others. However, the resumption of printed material from CEP is still justified, considering that the training of teachers in service is the main governmental strategy for the transformation of the school. There is also the absence of research dedicated to the contributions of psychology and its presence in the formative propositions of "transforming the student into a subject of his own knowledge", with a primary focus on his identity transformation.

TRAINING IN CONTEMPORARY PEDAGOGY AND THE PLACE OF THE STUDENT

The analysis of the document focused on the ideas that built the representation of the teacher as a student in training and on the investigation of the practices that aimed at its constitution.

The pedagogy conceived today as a teaching-learning and human development process is inspired by the contributions of the subject's psychology with a constructivist and socio-interactionist basis. From these references, the teacher and the student have been placed as "subjects of action", in the construction of their knowledge and practices (Brasil, 1997). Thus, educational reforms are focused on teacher and student identity formation with emphasis on their individual learning and development processes. Hence the need to understand the reasons that promoted students and teachers at the heart of the pedagogical debate, with an emphasis on their learning and no longer on teaching (Mello, 2004).

The theoretical references that guide the analysis are that the conception of the subject of education responds to broader economic, political and social interests and that, therefore, it is involved in relations of power, conflict and forms of resistance, amid the demands for autonomy, freedom and development of the capabilities and potential of each human being (Heller, 1972). Critical theoretical positions of the hegemonic view - based on the idea that the teacher and pedagogical practices are only "mediators, where resources are available for the development of individuals" -, reveal the concealment of the power and sense relationships that are present in the ongoing pedagogical project and its proposals for education reform (Larrosa, 2010, p.37). However, it is also necessary to reveal the presence of forms of resistance that in an anodyne way constitute the field of education from the subjects who anonymously make history (Rockwell, 2009; Patto, 2005).

Thus, understanding the official discourses that configure the field of education and teacher training, through the debate of ideas and formative proposals in the printed training document, is to seek the meanings and the ways in which the pedagogical project has been structured to students attending public schools in the state of São Paulo. However, to reveal the imposing forms and interests at stake in this project, which chose teacher training as the most important measure in the implementation of education reform for the formation of the "new citizen of the sec. XXI", fails to recover how the agents destined to build and implement these policies act inside the countryside (Bourdieu, 1983).

THE PRINTED MATERIAL OF THE CEP AS AN OBJECT OF ANALYSIS AND THE RESEARCH METHODOLOGY

Since the pioneering work of Chartier (1993), Certeau, (1994) and Petrucci (1999), it is known that not only the content of writing, but also the organization (the provision of information, the choice of content and the strategies used) they are part of the formative project and, therefore, also express the intentions of the writer, the text editor, the message sender. Hence the need to examine, in the printed document of the CEP, its writing and organization. The intention is to identify which readings and modes of appropriation

are present in the material and, further, to verify which teaching mechanisms directed the senses and the formative practices. Petrucci (1999) reveals that there are ideological decisions and several protagonists in the production of graphic objects, such as books, normative or training documents. Thus, it becomes relevant to know the various writings in circulation in the formative document and how they make students-teachers read, facing not only the proposed contents, but the teaching devices used.

Within the perspectives opened by the analysis of the CEP document, the article focuses on a part of this huge and complex printed document that served as a guide for the project of training public school teachers. The proposed training involved parallel activities and actions that will not be the object of this analysis, and these were the subject of other studies already mentioned. Therefore, we do not dwell on the teacher training project in its entirety, but on Modules I and II: the first one proposed to promote the examination of the student-teachers themselves as subjects of their teaching action, promoting the learning "of the singular aspects and the contexts in which the professional practices of students-teachers take place, allowing them to better understand their daily activities, based on the training process they will be developing "(Brasil, 2002, p.3). The second Module has the task of "presenting references from different areas of knowledge, in order to discuss pedagogical work in the current political-educational scenario, enabling students-teachers to understand the process of building knowledge from a socio-historical perspective and interactionist" (Brasil, 2002, p.30).

GLOBALIZATION AND THE PLACE OF STUDENT TRAINING

It is known that changes in labor relations in neoliberal societies also placed the need for their production and justification in the formative plan. In view of the worsening social contradictions, such as the increase in wealth and poverty, social exclusion, unemployment, violence, but also the awareness of rights and social lack of protection, the "need for capital and the State to meet minimally the social demands and accommodate spirits to ensure governance" (Shiroma, 2009, p.376), thereby justifying the new demands on education and professionals responsible for the education of children and young people.

The professional training of the worker is no longer enough. The demand is to rethink the training of the individual, of his subjectivity to face the labor market that became flexible, precariousness, unemployment, underemployment, as a structural condition. Therefore, one of the central axes of the training project was satisfaction the basic learning needs of each student in terms of individual skills, through curriculum organization and educational practices. In order to achieve these objectives, the identification and evaluation of the characteristics of each student became urgent. Thus, we witnessed the resumption, with all its strength, of the psychic assessment measures of each student and the resurgence of the categorization of human behaviors, in skills, abilities and competences based on the analysis of their cognitive, linguistic processes and their forms reasoning. More than transmitting knowledge, it is about equipping the student with the ability to manage his learning and develop a rationality that makes it possible to establish an organization, a planning, which leads him to an intellectual, logical appropriation of facts and ideas (Chauí, 2016). In this process, it became necessary to develop in the student-teacher his competence to manage his own training, the training of his student, based on the development of his ability to diagnose, analyze and act - this redefined the teacher's work as an evaluator, producer of the student and situations designed to learn behaviors and attitudes aimed at adapting an increasingly difficult social life.

CEP AND THE STUDENT-TEACHER: SUBJECTS IN THE CONSTRUCTION OF KNOWLEDGE OR ADMINISTRATORS OF THEIR LEARNING?

Depending on these ideals, the CEP transformed the teacher into a "student in training" and a "subject of his own learning", by promoting the self-identification of his personal and professional obstacles and the need to overcome his limits and insufficiencies from the development of skills necessary for the exercise of the profession (Brasil, 2002, p.38). The starting point of the training was then to "identify and map the assumptions" of their teaching performance, which, according to the proposal, are based on a "spontaneous and common sense action", which need examination and reformulation to elevate it to a higher and scientific level, through "restructuring and overcoming its limits and problems" (Brasil, 2002, p. 19).

It is not just about the transmission of theoretical concepts, supported by the psychogenetic-based subject psychology theses, which have been part of teacher education courses since the 1980s, but of a new type of formative investment: the student-teacher's identity changes, through the identification of its pre-determined limits by the material and by the conduct of its learning, through its conceptual evolution towards the desired changes.

As a first step, it was about teaching the teacher to read scientific texts. Module I, with the title *The context of teacher education and its personal dimension* and with the subheading *Considerations on critical reading of texts*, determined its reading practice,

> A job like the one we are going to develop in

the CEP-University Training course requires a consistent theoretical foundation, in order to clarify our assumptions, give meaning to the positions we assume, and *guide our action in a coherent way. The process of reflecting about our educational practice* can only be critical if it overcomes a naive view, tries to look beyond the obvious, in a comprehensive and profound way ... It is worth, then, initially placing some guidelines for the reading of scientific texts and / or of opinion, based on the book Methodology of scientific work by Antônio Joaquim Severino. (Brazil, 2002, p.19, emphasis added).

The technical devices teach the teacher to read scientific texts before proposing them as a reading and reflection text. A rewritten text by the author, in order to make it instructive, directs the instrumental reading of what was established as the reading competences,

> At first, it is about *listening to the author,* paying attention to the ideas he presents. Thus, when we propose to study a text and / or to know what an author thinks about a certain subject and what he has to say to us, we have to read the entire text carefully, to have a view of the *whole work*. Then, we must resume reading; trying to identify what the central idea is presented ... This is the path that we must take in every reading of these types of text. Let us try to do it, together, now, with the text we chose to reflect about our profession as a teacher. (Brazil, 2002, p.20, emphasis in the original).

It is not about the account of the teacher's reading and writing experience and his questions (he is already a reader and a writer), but about his direction through the instruction of the reading modes and his senses. The reflective work of his experiences as a teacher gives way to his introduction to the reader skills to be acquired.

The next step was to take teachers to identify their "teaching knowledge" and the needs to overcome them, as defined by academic discourses. Thus, in Theme 2 *The Profession of the Teacher in the context of the different conceptions of Education,* when proposing the reading of "phrases representing different pedagogical tendencies", he asked the teachers "associations between the representative conceptions of each trend and the daily life of their schools and of their teaching practices" (Brasil, 2002, p.45), as explained in the Unit Synthesis (Mod. I)

> In this Unit, a comprehensive view of the historical landmarks of Brazilian Education will be presented, from which each teacher will be able to contextualize their own training experiences. The evolution of teaching models and teaching

performance will also be addressed, with the objective that the student-teacher understands and analyzes his/her pedagogical practice and the actions of his/her school based on these references. (Brazil, 2002, p.45).

Through teacher self-identification in any of these trends, the training project pre-defined the inconsistencies and limits of teaching performance to be overcome by training work. When comparing the described models, it is determined and justified, in the eyes of the student teacher, the need to reformulate their conceptions and practices and their new directions. Thus, the project of what is wanted as reading and writing practices in school was set in motion, through the training of the teacher to execute it.

Despite being abstractions about classroom practice (Azanha, 2001), many official documents have used these models to describe the "organization of schools and pedagogical practices" (p.57). The assumption is that pedagogical practices, which take place in different Brazilian schools and classrooms, can be described by this "pedagogical tradition", evolutionarily oriented by "four major trends: the traditional, the renewed, the technical view and those marked centrally for social and political concerns "(p.51). The reasons for evoking them in the CEP are the same as those existing in the PCN, which reaffirmed the need to overcome them, since they have shortcomings and mistakes, as mentioned by Azanha (2001). Through this, the conceptual and pedagogical gains of the new theoretical and pedagogical orientations are obtained, obtained from the contributions of psychology, even at the cost of a simplification in their descriptions.

Nevertheless, pre-defined models such as "teaching knowledge" cannot encompass all the complexity of practices in the daily life of school institutions (Julia, 2001; Patto, 2005; Rockwell, 2009). If the intention of the project was to transform pedagogical concepts and practices and, if all the determinants of the actions are not under discussion and are not subject to reformulations, how to ensure the necessary changes? At this point, the risk lies in the effect of leading the teacher to adhere to the new proposal, thinking that only the identification of the limits of the previous models and their evolution could provide sufficient conditions for the changes. However, the teacher's own reflection about his/her work was compromised since the complexity of the production of pedagogical practices that takes place in schools was not discussed and analyzed. What still makes valid the question proposed by Azanha (1995, p.202), "how to modify a practice that is not known"?

It is known that conceptual changes, even if they are accompanied by practical proposals, do not guarantee

changes in teaching, in the pedagogical practices of the teacher, in the social function of the school. Azanha (2001) warns of the mistakes that can be made when a causal relationship is established between theoretical conceptions and their practical determinations - as if the latter were the actual execution of the former. In the same direction, Carvalho (2001) points out existing problems in the thesis that the subjects who build his own knowledge, based on the cognitive schemes from the construction of their understanding and performance. In other words, the assumption that "practices are based on the educator's own educational conceptions and methodologies" (Brasil, 2002, p.51) is an insufficient explanation and produces limitations to achieve change in teacher understanding and the formulation of their practices. However, how was the notion the subject who builds his knowledge operationalized in the subsequent formative proposals?

LEARNING AS THE ACQUISITION OF SKILLS AND THE CONSTRUCTIVE PROCESS OF THE SUBJECT OF EDUCATION

Throughout the printed document, the very notion of learning undergoes a transformation. Associated with the "acquisition of competences, or learning by competences" - something that had previously appeared in the MEC document on teacher training (Brasil, 2000, p. 37) - the notion that considers knowledge as a constructive process of the subject, insofar as it must redo, in an internalized way, the intellectual and logical path that led to the production of that knowledge (Piaget, 1969), it gave rise to an instrumental conception of learning, from what the material defined as being the reading skills and writers to be developed in student-teachers. Thus, using the "new learning needs proposed by UNESCO in 1996" (Brasil, 2002, p. 21) the printed material started to establish that the "fundamental learning" to be developed by student-teachers are those described by the "four pillars of knowledge ":" learning to know, that is, acquiring the instruments of understanding ...; learn to learn; learn to do; learn to live in common, learn to be" (Brasil, 2002, p. 22). As the text clarifies, it is necessary to develop in the student-teacher and, therefore, in his students, "written and oral communication skills"; the "ability to solve problems, involving reasoning and critical thinking to be obtained through the resources of both mathematics and the ability to research, to organize thinking in a logical way"; the "necessary knowledge, as the foundations of scientific knowledge"; the "desirable attitudes that should be worked on by education: self-discipline, responsibility, ethical principles, adaptability and flexibility, life plan, setting goals for permanent learning, valuing work and personal effort" (Brasil, 2002, p.23) among others. The proposed path then leads to the individual question: developing personal skills and talents so that each one can find their own path, however, for this to happen, as the document warns, it is necessary that

> ... the school goes through a deconstruction process, similar to what happened in companies and that is happening in governmental and state institutions because the changes are expected to be profound, reaching from the general structure, the organization of school work, the distribution of time and space, up to the way of knowing and defining the curriculum, teaching action and student participation. Changing education means changing the way of conceiving it and understanding teaching, it means recognizing the entire educational process, redefining the social function of the school in the light of the current changes that society is going through and the resulting demands ... instead of pass out-of-date and out-of-context information, it will have to deal with learning to learn, taking the student to build her own knowledge ... in this school the teacher is no longer the authority that decides what should be learned and taught; on the contrary, he is much more a partner, often the apprentice who, together with his students, researches and debates. (Brazil, 2002, p.25).

Learning as the subject's constructive process - which is present in some of the excerpts of the printed document - is replaced in pedagogical activities by the production of *a subject to learn*, through pedagogical devices that lead the teacher to learn the tools and techniques to "learn to be and to do". Furthermore, these devices serve to face resistance to introducing changes "in the organization of teaching, in the configuration of school work or even in the way of conceiving its mission and responsibilities in the current socio-economic-political context" (Brasil, 2002, p. 25). This resistance has been pointed out numerous times as the cause of the failure of successive educational reforms. Thus, the project demanded greater participation from the teacher and the construction of a "facilitating environment", a "favorable climate" and a focus on "the student" and his needs. Once again, there is a need to convince the teacher to "wear the shirt", evoking the moral appeal of commitment to students and work.

But, far from a construction of the student-teacher himself in the face of the recognition of his work and its limits, what is at stake is a clear project of what was defined as the reading, writing skills, the attitudes to research, to seek information, to know how to process. In this sense, pedagogical practices are not a result of inescapable conceptual evolution, but of social determinations well delimited by political positions and economic interests. The teachings of the classic book by

Emília Ferreiro and Ana Teberosky, the *Psychogenesis of written language*, which serve as one of the references in the material, gradually give way to an instrumental use of this knowledge and concepts. This is what we will try to demonstrate.

FORMATIVE WORK, THE OBEDIENT SUBJECT AND THEIR QUESTIONS

The initial proposal, that the changes made in the teacher's understanding due to the identification of his limits and inconsistencies, would lead to his conceptual evolution, to his cognitive rebalancing, in Piagetian terms and, consequently, to changes in his practices, is redirected for the development of pedagogical practices whose formative purposes became "learning to be", "learning to do" and "learning to use". It is a training model centered on the apprentice, but not in the sense of "*welcoming and fostering the subject's singularity*" (Carvalho, 2016, p. 70). It is no longer a constructivist view of the subject, but the internalization of each of the models of being, consuming and using in a consumer society, guided by the laws of the market. In them, as the printed document clarifies, it is necessary to "learn to know", that is, "acquire the instruments of understanding ... master the instruments of knowledge: learn to learn" (Carvalho, 2016, p. 20). In addition, Chauí adds to the debate,

> There is, therefore, a discourse of power that pronounces about education, defining its meaning, purpose, form and content. Who, therefore, is excluded from educational discourse? Precisely those who could talk about education as an experience that is yours: teachers and students. It remains to be seen why education discourse has become impossible. (Chauí, 2016, p.249).

In another didactic activity, the document clarifies that in order to understand and produce oral and written texts, it is necessary to master certain linguistic, cognitive and discursive knowledge. Nevertheless, again, it is not a matter of promoting the reflection of the experience of student-teachers, as readers and writings that they already are, whose linguistic theories could illuminate, through formative / reflective work, their actions, their questions and contradictions, opening possibilities for build new practices. Contrarily, the proposal was a functional use of linguistic knowledge, through the determination of competences,

> The process of understanding and producing oral and written texts - as well as the analysis and reflection about language and speech - is a very complex process that involves a multiplicity of aspects of a cognitive, linguistic and discursive order, which suppose the development of different skills and competencies. Theming these

> skills and competences and the didactic modalities that organize the practices of comprehension and production of oral and written texts is fundamental for the teacher to analyze his pedagogical practice - evaluating his adequacy in relation to the school's educational project with regard to the objectives for the education of the student in general and, with regard to the Portuguese language - and reorganize it, if necessary. (Brazil, 2002, p. 939).

Thus, the linguistic conceptions, presented through excerpts, the use of clippings, interviews and texts adapted to a language considered more accessible, aimed to lead to the development of skills. The excerpt of an article by Geraldi (Brasil, 2002, p. 65) proposes contact with one of the theoretical contributions of linguistic research, among other existing ones, so that it can be used for practical purposes as it offers "three contributions for teaching the mother tongue: how to conceive language and, consequently, how to define its specific object, language; the differentiated approach to the issue of linguistic varieties and the question of discourse, materialized in different textual configurations" (Brasil, 2002, p.941). This is where the work with textual genres present in the didactic production of the curricular guides for subsequent years is outlined, that is, in terms of the document, - as the appropriation of the written language is not only the domain of a technology but the internalization of social practices -, this the choice of practices as the organizing axis of the curriculum is due to the development of skills related to the comprehension and production of oral and written texts (Brasil, 2002).

FINAL CONSIDERATIONS

It is concluded, therefore, that what was proposed was a model for teaching reading and writing based on the determination of its uses in relation to the development of certain reading and writing attitudes and the identification and discursive adequacy written and oral, supported by textual genres. As teaching experiences were not the center of training work, the objective seems to have been to implement the teaching models that were already present in the pedagogical proposals of the PCN since 1997.

The repeated use of official documents reveals that they were the ones who defined the selection of themes, content and the direction of readings and ways of understanding. Moreover, to ensure its internalization by student-teachers, textual resources were used, such as graphics, small techniques of notation and registration, arrangement in columns and tables, crossing skills, competences and reading and writing practices. It was an organized set of micro-operations aimed at producing the teacher through the establishment of his ways of acting and thinking,

or his "self-government". In this same direction, media professionals, communication specialists, among other professionals responsible for the organization and the final writing of the printed material, defined the meanings and the discursive environment that led to the forms of interpretation and the use of the material, in an attempt to ensure its correct internalization by the student-teachers of the proposed concepts and practices.

The reading of the printed text points, however, to the enormous effort to better qualify the student-teacher, as a bet on overcoming pedagogical models, considered traditional and outdated, by offering other models and their justifications. However, the contradictions resulting from this bet and the use of technical procedures aimed at embodying the new teacher, confronted not always converging concepts and training models whose effectiveness still needs to be tested.

Finally, what was verified was a direction of didactic activities towards the established determinations of what should and how to think, act and feel. In other words, when establishing the teaching experience *a priori* and what should be redefined by training, the bet is that it is possible, as Chauí (2016, p. 247) points out, "to preform the acts of thinking, act and want or feel", but the experience of teachers, which remains unknown, and the problems to be faced by the work of reflection, criticism, collective analysis with peers in real situations experienced in educational institutions, are denied. In addition, the formative commitment to direct knowledge and develop a rationality of teaching action, through the establishment of certain ways of organizing their thinking and the meanings of their own experiences, part of the restricted view that the problems of teaching practice stem from a supposed absence of rationality, planning and competence, which the proposed formative work would solve by proposing actions, guided by objectives, specific purposes, predetermined ways of thinking and action to achieve them.

What presupposes a limited view of training other than that of promoting "thinking, which is a work of reflection that strives to elevate an experience ... to its intelligibility, welcoming the experience as indeterminate, as not knowing (and not as ignorance) that asks to be determined and thought, that is, understood "(Chauí, 2016, p.248). Thus, in place of teacher training as a promotion of understanding, examination and collective decision-making in redefining the meaning and purposes of education, the bet was that the student-teacher would adhere to the proposal to manage, organize and plan their practices as readers and writers through the internalization of instruments and techniques designed for these purposes.

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