

THE INFLUENCE OF CULTURAL CAPITAL ON TEACHER TRAINING¹

LA INFLUENCIA DEL CAPITAL CULTURAL EN LA FORMACIÓN

A INFLUÊNCIA DO CAPITAL CULTURAL NA FORMAÇÃO DOCENTE

Andreza OLIVIERI LOPES CARMIGNOLLI²

Luci Regina MUZETTI³

Laís Inês SANSEVERINATO MICHELETTI⁴

ABSTRACT: *The work analyzed how the cultural capital, defined by Pierre Bourdieu, is related to the constitution of the éthos; the relationship between the teaching function and the status conferred to the practice of the profession, as a strategy of social ascension. The studies by Carlindo (2009), Pies (2011) and Lima (2013) show that in the school space, éthos is observed by the way the teacher transmits the knowledge and the relationships built between the school culture and the knowledge produced. We used the studies of Pierre Bourdieu as a theoretical reference for the conceptualization of habitus, ethnos, cultural capital, social capital, economic capital and reproduction strategies. The work was based on a qualitative approach using documentary analysis and case study as a methodological resource, through observation of teaching practice.*

KEYWORDS: *Éthos. Cultural capital. Teacher education.*

RESUMEN: *El trabajo realizado ha analizado cómo el capital cultural, definido por Pierre Bourdieu, está relacionado con la constitución del éthos; la relación entre la función docente y el estado conferido al ejercicio de la profesión, como estrategia de ascensión social. Los estudios de Carlindo (2009), Pies (2011) y Lima (2013) muestran que en el espacio escolar el éthos es observado por la manera como el profesor transmite el conocimiento y las relaciones construidas entre la cultura escolar y el conocimiento producido. Utilizamos los estudios de Pierre Bourdieu como referencia teórica para la conceptualización de habitus, éthos, capital cultural, capital social, capital económico y estrategias de reproducción. El trabajo se realizó sobre la base de un enfoque cualitativo utilizando como recurso metodológico el análisis documental y el estudio de caso, a través de la observación de la práctica docente.*

PALABRAS CLAVE: *Éthos. Capital cultural. Formación docente.*

1 Translation by Andreza Olivieri Lopes Carmignolli. - Translated by the author

2 State University of São Paulo (UNESP), Araraquara – SP – Brazil. Doctoral student in School Education. ORCID: <https://orcid.org/0000-0001-5593-9793>. E-mail: andreza.o.carmignolli@unesp.br

3 State University of São Paulo (UNESP), Araraquara – SP – Brazil. Free teaching staff in Sociology in Department of Didactic and Teacher of the Postgraduate Program in School Education. Doctoral in Education (UFSCAR). ORCID: <https://orcid.org/0000-0002-6808-2490>. E-mail: luci.muzetti@unesp.br

4 State University of São Paulo (UNESP), Araraquara – SP – Brazil. Master student in School Education, research CAPES. ORCID: <https://orcid.org/0000-0002-2748-3407>. E-mail: lais.ines@outlook.com

RESUMO: O trabalho realizado analisou como o capital cultural, definido por Pierre Bourdieu, está relacionado com a constituição do *éthos*; a relação entre a função docente e o status conferido ao exercício da profissão, enquanto estratégia de ascensão social. Os estudos de Carlindo (2009), Pies (2011) e Lima (2013) mostram que no espaço escolar o *éthos* é observado pela maneira como o professor transmite o conhecimento e as relações construídas entre a cultura escolar e o conhecimento produzido. Utilizamos os estudos de Pierre Bourdieu como referencial teórico para a conceitualização de *habitus*, *éthos*, capital cultural, capital social, capital econômico e estratégias de reprodução. O trabalho foi feito com base em uma abordagem qualitativa tendo como recurso metodológico a análise documental e o estudo de caso, através da observação da prática docente.

PALAVRAS-CHAVE: *Éthos*. Capital cultural. Formação docente.

Introduction

Nowadays, as Bourdieu (2003) points out, the school is a factor of social mobility, which acts on the whole teaching process, legitimizing the mechanism of apprehension in the various degrees of development. In this process, the family is responsible for transmitting to its children a part of the cultural capital and a certain *ethos*.

Ethos is defined by implicit and internalized values, which contribute in the definition of attitudes towards the cultural capital and the school institution. Thus, the transmission of cultural capital is a product of the overall cultural level of the family and of school success. The action of the family environment on school success is exclusively cultural. The level of education of family members is an indicator that makes it possible to situate the cultural level of each family.

The role of the school in relation to the contribution of the cultural capital acquired in the family environment to the constitution of success in the different fractions of the class is marked by the social space, in which the agents have points of view according to the position they occupy, expressing their will to transform or preserve them.

The school institution, in performing its function, provides all members of society with the development of cultural practices considered most noble, among which we highlight the structuring skills of the teaching learning process, such as the acquisition of reading, writing and calculation.

According to the studies of Bourdieu (1992), the structures of operation of the teaching system are characterized by the means of production and reproduction themselves, according to institutional conditions, with relations between groups or classes contributing to social reproduction.

It is important to emphasize that the different school learning is the result of a school trajectory without failures and interruptions by means of a familiarization with culture and language, requiring that the agents possess the necessary codes for the apprehension of the dominant culture.

We can observe this apprehension by means of social ascension through the school trajectory of students in the Pedagogy course of UNIARA from the analysis of basic schooling conditions to the choice of higher education. (REINA; MUZZETTI; MARGONARI, 2017). This article highlights the importance of the role of the higher education institution in the policy of access and permanence of students with underprivileged economic power and the concern with the training of future teachers.

Here we have a clear example of two modalities of the cultural capital, the first is the incorporated state where a transformation was observed in the way these students spoke after their entry and coexistence with other students within the university; the second is the institutionalized state through the conclusion of the course and receipt of the diploma.

Theoretical Reference

In the school context, the projects are considered a facilitator in the construction of meaningful learning through the active participation of teachers and students in a mutual process of exchange of information and experiences, and both are inserted in the process of acquiring knowledge in a meaningful and pleasant way (LEITE, 2007).

Solé (1999) explains that during teaching and learning situations interactions between teachers and students take place, enabling the construction of intrinsic motivations, which are fundamental in the teaching process.

According to the author, the teaching process presupposes a cognitive mobilization, triggered by the interest or need of the student to carry out the proposed activity. Thus, the learning task should be a challenge for the student, something that has not yet built and that, according to their possibilities, will acquire in the acquisition of new knowledge.

The research of Carvalho (2013) shows that the use of differentiated activities through the use of the blog and experimental classes is able to arouse the curiosity of students, favoring the construction of knowledge. But it highlights the importance of continuous teacher training that will guide the planning of differentiated activities and the use of teaching strategies to meet the different learning rhythms, according to the social and economic possibilities of the school space.

Methodology

The work was developed based on the praxiological methodology, since it relates internally and externally to the apprehension of the subject for the structuring of the habitus, with qualitative approach. The type of research carried out was the case study within a school unit belonging to the teaching board of the city of Araraquara/SP, through conversations with teachers and observation of the activities applied in class.

Initially, we selected a school from the state education network of Araraquara to develop the project. We chose to work with an elementary school, with the intention of following the meetings of ATPC (Collective Pedagogical Work Activity) and the results obtained in the processes of educational assessments for adjustments of teaching practices used in the classroom, aiming to improve the process of teaching and learning. In addition, observations were made of the pedagogical practices used by teachers, seeking to investigate what guides the planning of teaching activities and how pedagogical actions are planned.

Analysis and Discussion

Currently we observe that the cadre of teachers in the initial years is composed of women, perhaps due to the relationship of these initial years of schooling with the maternal figure, i.e., caring, teaching the first lessons, ensuring the learning of reading and writing and contact with the school institution.

In the early 1970s, teaching was the only profession that reconciled women's domestic functions, i.e. the role of caregiving represented by the female figure who, at that time, was used to solve the problem of labour shortages in primary schools. (TANURI, 2000, p. 66); it was what we observed when we raised the trajectory of formation of these teachers, that for a great part, the choice of the profession was influenced by the historical moment.

From 2009 onwards, teacher training courses for teachers in the initial years of teaching followed the instructions of article 62 of the Law of Guidelines and Bases of National Education (LDBEN/1996), which treats higher education as compulsory for teaching in the initial years, with the aim of improving the quality of basic education. However, it is worth noting that one of the goals of the National Education Plan (PNE) provides for all teachers in this segment of education to have higher education by 2020.

According to the authors Darius1; Darius2 (2018) the 20th century left positive and negative legacies in educational transformation, showing in their studies that education alone

does not have primacy over social problems, but the defense of a democratic and good quality public school for those who need it for access to knowledge.

In the school unit that the work was developed the teaching staff was composed of twenty female teachers and all of them had a college degree. We opted to work with literacy teachers, that is, teachers from the first to the third year of teaching, totaling twelve teachers.

Frame 1- Number of teachers and year in which they teach

<i>Number of teachers</i>	<i>Class that teaches</i>
4	1st year
4	2nd year
4	3rd year
4	4th year
4	5th year

Source: Survey data

The analysis of the formation of these teachers showed that one teacher in the first year had the regency and then completed her higher studies in Letters and one in the third year also had the regency and in the year two thousand and nine did the faculty of Normal Superior and only one teacher in the fourth year had only the regency.

Returning to our research audience, that is, the teachers of the initial years of schooling, we found that the girls at the end of high school, the old eighth grade, were going to attend teaching and those who had a more privileged economic capital and a school success at the end of teaching entered the Pedagogy course of the Faculty of Philosophy, Sciences and Letters of Araraquara/UNESP.

One of the teachers told us that at that time there was no such thing as occasional teachers or substitute teachers. When the teachers graduated in Pedagogy, they had a paid internship until they were able to enter the teaching career and have a "chair", to become effective.

Another pointed out that this internship was difficult to achieve and that it was based on insistence, bonds of friendships or sponsorship that they were able to train, otherwise to help in the family income they had to work as salespeople in local commerce until they entered the career.

The choice of the teaching profession was linked because it was a course intended almost exclusively for women and because of the ease of the college being in the city itself,

because for most of the economic conditions were precarious; at that time the women did not need to graduate, because they would marry and take care of domestic chores and raising children. Only the male children would have to have a higher education, for they would be responsible for the family support.

So here we see that the cultural capital was distinguished in the form of the diploma, that is, the families that had greater economic capital also invested in the studies of their daughters, offering them an opportunity also for a better marriage, because by attending an academic space they would get more cultured suitors, that is, that they had a higher education, thus maintaining the same cultural, economic and social level, remaining in the same class fraction or socially ascending through the diploma.

This is nothing more than what Seidl (2017, p. 191) explains as a strategy of reproduction in relation to the available resources of investment to a certain activity, here in the case of teaching; the teachers participating in this work come from a fraction of class holding a less favored economic capital and in this way it was through cultural capital that they had the opportunity to ascend socially.

Final considerations

The status conferred on the teaching profession was acquired over time through a trajectory that encompassed variables such as habitus that influenced the representativeness of each teacher; the cultural capital institutionalized through the obtaining of the diploma, being a differential in relation to maternal formation as we observed during this work; the teaching practice observed in the way knowledge was transmitted, where we noticed that the teachers reproduced the teaching practices that they experienced when they were students mainly in the way of literacy through syllabic families, and another interesting factor in relation to this group is that they all had an upward trajectory.

For Brito (2017, p. 355) these variables have a variety of unique differences that take into account not only their point of origin, but also the influence of the lineages to which each individual belongs.

We conclude that entering higher education at that historical moment provided these teachers with a promising future and at the same time a commitment to the teaching posture in relation to the knowledge to be transmitted; for this will be linked to the way the student will incorporate this knowledge.

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