

SPECIAL PROGRAM FOR PEDAGOGICAL FORMATION, A HISTORICAL REFLECTION

PROGRAMA ESPECIAL DE FORMAÇÃO PEDAGÓGICA, UMA REFLEXÃO HISTÓRICA

PROGRAMA ESPECIAL DE FORMACIÓN PEDAGÓGICA, UNA REFLEXIÓN HISTÓRICA

Maria Isa Pinheiro Cardoso GONÇALVES¹
Isabelle de Luna Alencar NORONHA²
Zuleide Fernandes QUEIROZ³

ABSTRACT: Teacher education is a theme that is always in evidence, under the most different approaches, in studies in the educational environment. For this article, we will take, in a non-exclusive way, the political, historical and pedagogical dimensions of education, in evidence the one that is built by the Special Program for Pedagogical Formation within the scope of the Regional University of Cariri - URCA. In this sense, the text is organized as follows, initially, we present a historical approach of the mentioned program and its insertion (1998-2019) in the referred HEI, we try to identify the impacts that it causes in the Cariri region of Ceará. Next, we reflect the education of the subjects (students of the program), in the light of the objectives to which the Special Pedagogical Education Program proposes, through their own words in statements collected by electronic questionnaires applied between the months of October and November 2020. The text brings results of an ethnographic research thus characterized by virtue of the authors' involvement with the object of investigation. Finally, we defend the permanence of the Special Pedagogical Education Program in Cariri soil.

KEYWORDS: Education. Special program. Teacher education.

RESUMO: *A formação docente é uma temática sempre em evidência, sob os mais diferentes enfoques, em estudos no meio educacional. Para este artigo, tomaremos, de forma não excludente, as dimensões política, histórica e pedagógica da formação, enfatizando a que é construída pelo Programa Especial de Formação Pedagógica no âmbito da Universidade Regional do Cariri – URCA. Neste sentido o texto está organizado da seguinte forma: inicialmente, apresentamos uma abordagem histórica do citado programa e sua inserção (1998-2019) na referida IES, procurando identificar os impactos que o mesmo causa na região do Cariri cearense. A seguir refletimos sobre a formação dos sujeitos (discentes do*

¹ Regional University Cariri (URCA), Crato – CE – Brazil. Adjunct Professor at the Department of Education. Master's in Education (URCA). ORCID: <https://orcid.org/0000-0002-1726-3494>. E-mail: mariaisagoncalves@yahoo.com.br

² Regional University Cariri (URCA), Crato – CE – Brazil. Adjunct Professor at the Department of Education. Doctorate in Education (UFPB). ORCID: <https://orcid.org/0000-0003-0529-0951>. E-mail: isabelle.luna@urca.br

³ Regional University Cariri (URCA), Crato – CE – Brazil. Permanent Professor of the Professional Master's Program in Education (PMPEDU/URCA). Doctorate in Education (UFC). ORCID: <https://orcid.org/0000-0003-3174-4750> E-mail: zuleidefqueiroz@gmail.com

programa) à luz dos objetivos aos quais o Programa Especial de Formação Pedagógica se propõe e por meio de suas próprias palavras em depoimentos colhidos por questionários eletrônicos aplicados entre os meses de outubro e novembro de 2020. O texto traz resultados de uma pesquisa etnográfica assim caracterizada em virtude do envolvimento das autoras com o objeto de investigação. Por fim, defendemos a permanência do Programa Especial de Formação Pedagógica em solo caririense.

PALAVRAS-CHAVE: Educação. Programa especial. Formação docente.

RESUMEN: La formación del profesorado es un tema que siempre se evidencia, bajo los más diversos enfoques, en los estudios en el ámbito educativo. Para este artículo, tomaremos, de manera no excluyente, las dimensiones políticas, históricas y pedagógicas de la formación, en evidencia la que construye el Programa Especial de Formación Pedagógica en el ámbito de la Universidad Regional de Cariri - URCA. En este sentido, el texto se organiza de la siguiente manera, inicialmente, presentamos un enfoque histórico del mencionado programa y su inserción (1998-2019) en las referidas IES, tratamos de identificar los impactos que ocasiona en la región Cariri de Ceará. A continuación, reflejamos la formación de los sujetos (alumnos del programa) a la luz de los objetivos a los que se propone el Programa Especial de Formación Pedagógica y a través de sus propias palabras en declaraciones recogidas por cuestionarios electrónicos aplicados entre los meses de octubre y noviembre de 2020. El texto aporta resultados de una investigación etnográfica caracterizada así por la implicación de los autores con el objeto de investigación. Finalmente, defendemos la permanencia del Programa Especial de Formación Pedagógica en suelo Caririense.

PALABRAS CLAVE: Educación. Programa especial. Formación docente.

Introduction

This article aims to historically address the Special Program for Pedagogical Formation with emphasis on its implementation and presence at the Regional University of Cariri (URCA) since the years of 1998, when it was taken over amid a growing demand for teacher training, in response to in addition to social concerns, to neoliberal policies.

At the time, the newly regulated Law of Guidelines and Bases of National Education 9394/1996 started to require (art. 62) higher education for basic education teachers and the continuous valorization of education professionals (art. 67). Adding this to the table of numerous lay teachers working in Brazilian education at all levels of education and the impacts caused by the urgent growth of public and private Elementary School networks, even if this was to meet established goals for the eradication of illiteracy with international organizations, it is true to say that many teachers resorted to formative alternatives, or to

complement them, and that such formation did not always have pedagogical quality (FLORENCIO; FIALHO; ALMEIDA, 2017).

As specific objectives, we seek to understand why a course that should have an emergency character would continue, as it continues, after more than twenty years of its implementation, how it is pedagogically organized for teacher education, what moves the subjects who participate in it, who are these subjects and what social impacts can be observed through their existence in the educational scenario occupied by URCA.

It is important to emphasize that in the search we have undertaken in the educational literature for the construction of the research presented here, we found few studies that address this issue, although this is a nationwide program, offered by several public and private HEIs. In general, the articles cite the origins of the so-called “3 + 1 scheme” negatively and emphasizing the misfortunes that this formation model caused to the history of education in Brazil (FIALHO; CARVALHO; NASCIMENTO, 2021). We did not find any positive approach that sought to unveil the formative practices of a Special Program for Pedagogical Formation, critically reflecting it, in the light of its pedagogical proposal and the eyes of its subjects, as this study proposes to do.

This is ethnographic research because the authors investigate their own work environment, which translates into a re-reading of a master's dissertation by Gonçalves (2020). According to Gil (2019, p. 37, our translation), “the problem of subjectivism is perhaps the most critical of ethnographic research”, moreover, the author himself considers that it has a series of advantages over other methodologies and “its results tend to be more trustworthy”. Also, according to this author, to define a qualitative sample for this type of research, the “researcher's own judgment” can be used. In this case, the choice of students to answer the questionnaire was made at random, favoring the years 2016 and 2018, not disregarding the others. However, the temporal scope of the work started from the moment when the Special Program for Pedagogical Formation (aka Scheme I) was instituted at URCA, in July/1998.

The text makes a quick historical incursion in the 1930s to search for the origins of the Special Program for Pedagogical Formation, brings to the debate its immersion in URCA, from another perspective, but not totally detached from the past. It reflects the program's doings in the light of its pedagogical proposal and gives voice to the subjects who carry it out, thus reaching the final questions, which indicate that this field is still lacking in scientific investigation.

3 + 1 scheme , formation under the historical approach

In the educational field, the 1930s presented fertile changes, with the influence of the renovators and the policy of Getúlio Vargas, who, through education, intended to imprint a national identity on the country, which would lead to an alleged unity in a country immersed in a process of political, economic and social disputes (MENDES; FIALHO; MACHADO, 2019). The contending forces only agreed on one point, the belief that only education could save the country from chaos, misery and make it progress. It is important to emphasize that this belief was nurtured throughout the 1920s to 1930s, when several educational reforms emerged in various states of the federation, constituting, according to Biccás (2011, p. 173, our translation): “[...] a landmark for education, because from them new theoretical, pedagogical and methodological instruments were sought to guide and intervene in society without neglecting, however, actions before and after them”.

It was from Decree n. 21,241, of 4 April 1932, that the provisions on secondary education, the formation and appointment of teachers for this level of education were established and, later, with the establishment of the College of Philosophy, Science and Literature (FFCL), the locus of formation for this professional and the qualification diploma became a requirement for the appointment of teachers for the secondary education series. “The first of these colleges emerged with the Foundation of the University of São Paulo, in 1934” (SOUZA, 2008, p. 150, our translation).

With the Foundation of the University of São Paulo in 1938, according to Brzezinski (1996, p. 39), there was an incorporation into the FFCL of the School of Teachers of the Institute of Education, and it is in this context that the enactment of Decree-Law n. 1,190, of 4 April 1939, which regulates the system of teacher formation that came into force in the country until the 1960s:

According to the federal standard, three years were required to study the specific content in an area of knowledge and another one for the didactic course. Bachelors in social sciences, philosophy, natural history, geography and history, chemistry, physics and mathematics, letters and pedagogy added another course to their formation to become teacher graduates. [...] This system of secondary teacher education lasted for 23 years and passed into the history of pedagogical studies at a higher level as a '3 + one scheme' (BRZEZINSKI, 1996, p. 43-44, our translation).

In this formative model, students attended, in the first three years, the subjects specific to the bachelor's degree, and upon completion they received the title of graduate. Graduates who successfully completed another year of the “Didactics Course” would be awarded a

teaching degree in the group of subjects that made up the curriculum of their respective bachelor's degrees. The bachelor's degree lasted three years and the Didactics Course, 1 year, hence the name Scheme 3+1. This formative structure remained so until the approval of the first Law of Guidelines and Bases for National Education, LDB, n. 4,024, of 20 December 1961, which was in force for a short period of time, being revoked by Law 5,540, of 1968, and Law 5,672, of 1971, both enacted during a dictatorial period, the first reformed university education and the second the teaching of 1st and 2nd grades.

It is with the redemocratization of the country that once again antagonistic voices agree on one point: it is necessary to invest in education. The current LDB 9,394, from 1996, is promulgated, which partly meets the desire for formation for citizenship and social democratization, and partly meets market interests that reveal themselves in neoliberal practices. It is noticed, however, that the historical neglect of teacher formation, and of education in general, has drawn a picture of evident social contrasts, unfortunately not yet overcome, such as illiteracy. Brzezinski (2008, p. 171-172, our translation) denounces that, ten years after the publication of LDB 9394/1996, the problems in the educational field are still serious, “lay teachers are still present, especially in the north and northeast regions, more than 230,000 high school teachers [...] to meet the number of students currently in the public network”. The Brazilian Yearbook of Basic Education (2019, p. 102) discloses that, in 2018, 37.8% of teachers in the final grades of elementary school (5th to 9th grade) did not have adequate formation; in high school this rate is 29.2%.

It is important to point out that from the new legislation onwards there was a demand on the part of teaching professionals for teacher formation courses or pedagogical complementation, and that many programs have emerged since then; just to mention, among others: Full Teaching Degree courses in Elementary Education; Magister Program; and courses from the National Plan for Teacher Formation for Basic Education (PARFOR), all of which are taken over by URCA. In this context, the Special Program for Pedagogical Formation also reappears (corresponding to the former Scheme 3+1), which was defined by Opinion n. 4, of 1997, of the National Council of Education (CNE) with the following characteristics,

- i) They have an emergency character. That is why they are treated as programs and not courses;
- ii) They are intended for holders of higher education diplomas;
- iii) They must be offered as part of courses that are directly linked to the intended qualification;

iv) It is up to the institution to verify the compatibility between the candidate's formation and the subject object of the intended qualification (CARNEIRO, 2010, p. 442, our translation).

Just making a necessary caveat, even before the current LDB, Ordinance n. 339 of 7 August 1970 of the Ministry of Education consecrated the expressions Scheme I and Scheme II, the latter being dedicated to the contents of specific disciplines in the technical area. This leads us to the understanding that history has always made use of special formation to fill gaps in professionals duly qualified in basic and professional education, which indicates the permanence of such actions in legislation and effective educational practices.

The Special Course in Pedagogical Formation at URCA

The Regional University of Cariri – URCA, founded on 7 March 1987, has its headquarters in the city of Crato, southern Ceará. Its coverage area reaches more than 100 municipalities between the states of Ceará, Piauí, Pernambuco and Paraíba.

Among the many activities developed by URCA, it should be noted that of the 19 undergraduate courses offered, 12 are teaching qualification, and sometimes they are replicated in various campuses (in the cities of Crato, Iguatu, Campos Sales and Missão Velha), which implies that URCA is responsible for the majority of the faculty that works in its territory.

At URCA, the Special Program for Pedagogical Formation emerged in 1998, as a request from the Department of Education of the State of Ceará – SEDUC-CE, considering the existence of graduate professionals and technologists exercising or available for teaching without adequate formation. Initially it was linked to the State University of Ceará – UECE, located in the state capital, 560 km away from Crato.

There was, as we have previously emphasized, the need to form teachers quickly, both in response to the demands of LDB 9394/1996 as well as foreign policies from the World Bank and other international organizations and the growing number of students in schools, given that the country belatedly he was universalizing his teaching.

Receiving and taking over a Special Program for Pedagogical Formation at this juncture required/requires the definition of clear parameters of theoretical and practical contributions on which professional will be formed, at the service of which social construction and constant reflection in order to make these teachers able to deal with the technical, political and human dimensions of the educational act, strengthen the liberating and

transformative dimensions inherent to education (VASCONCELOS; FIALHO; LOPES, 2018). Challenge accepted, URCA signed a partnership with UECE and signed an agreement in 1998 that lasted until the year 2006.1, when URCA elaborated, recognized and implemented its own Scheme I project, continuing the formative work started to the date.

The improvement of teaching work conditions, albeit timidly, intensified and stimulated the entry of bachelors and technologists into the teaching profession, who began to seek the necessary qualifications for teaching.

What should be, therefore, a contingent supply program, has proved to be still necessary after more than 20 years of its implementation at URCA. Its offer caters to a special audience that continues to exist in the areas of Mathematics, Physics and Biology, and to a lesser extent it is manifested in other areas, such as Chemistry and Letters, all considered by CAPES as "priority areas" in due, among other factors, to the lack of qualified professionals for teaching.

During the 21 years of operation of Scheme I at URCA, it is necessary to identify that in partnership with UECE (1998-2006) eight classes were formed that qualified 392 students in various areas of teaching in Elementary and High School (mathematics, Portuguese, history, geography, physics, English, chemistry, biology). In 2006, when URCA took on its own class project, priority fell to the areas of Mathematics, Biology and Physics, which presented the most significant demands. Thus, from 2007 to 2018, 288 students were qualified to practice teaching through the Special Program for Pedagogical Formation at URCA. In all, from 1998.2 to 2018.1 there were 680 qualified teachers/students from 40 municipalities: 36 from Ceará, 03 from Pernambuco and 01 from Paraíba.

The last class, in operation, started with 34 students enrolled and currently has 32 students enrolled, with an expected completion in 2021.1 (since they have not concluded, these students are not included in the current statistics). We took advantage of this last data to make the reservation that there was practically no dropout in the classes offered, whose average dropout rate is 12.1%, a problem that, in general, is still quite challenging in undergraduate teaching courses. Research reveal that the evasion rate in undergraduate teaching courses has already reached rates greater than 50% (GAIOSO, 2005); we infer that this may be linked to the pedagogical quality of the course offered, but also to the differentiated character of its audience.

Teacher Formation, field of disputes, resistance and construction of knowledge

Initially, it is necessary to say that the Special Course for Pedagogical Formation at URCA (Scheme I) enables bachelors and/or technologists to teach, and that most of these bachelors are already in schools, informally, replacing teachers in their absences, or formally, in administrative positions, or even in volunteer services.

The public is made up of biomedical doctors, nurses, biologists, civil construction technologists, engineers, lawyers, among other professionals, who even present master's and doctoral courses in their specific areas and, although most exercise their original professions, they seek to expand knowledge about teaching to also exercise it fully.

In this sense, the professors who teach the disciplines in Scheme I of URCA are also rigorously chosen according to their formation and didactic-pedagogical performance. It is a private course, within a public HEI, whose costs are charged for its own maintenance and provide for the enrollment of students with the issuance of full scholarships following established criteria.

The implementation of the curriculum follows the legal determinations and in accordance with the Pedagogical Project in force at the time of the research. It has a workload of 615 hours, all in person, even exceeding the minimum prescribed by law by 75 hours. The Pedagogical project of the course will undergo changes due to CNE Resolution - CP n. 2, of 20 December 2019. It is organized into three cores: global contextual (with pedagogical subjects), specific (emphasis on specific methodologies) and the integrator.

The integrative core is carried out with the offer of two stages, with 150 hours each and distributed from the end of the 1st core, the contextual one. The professional multidisciplinary internship, attended by all students in the program, aims to gain knowledge of the teachers' field of work: the school, its administrative, pedagogical and financial processes. The teaching internship takes place in the discipline for which the student will be qualified.

Zabala (1988) describes as knowledge of educational practice the conceptual and factual, procedural and attitudinal knowledge, which are, making an analogy, the scientific, technical and human dimensions of the educational act. A Freirean classic (FREIRE, 1997) addresses “the knowledge necessary for educational practice” from the perspective of an education that forms for autonomy. We can see from the pedagogical project of the course and from our experience that the Special Program for Pedagogical Formation of URCA aims at these mentioned dimensions in its formative context. Can the professional qualified in

Scheme I understand what we are saying? How to know? How this comes about was the object of our investigation.

The questionnaires, applied through google forms, contained the following questions: identification; place of residence, reasons that led you to take the Scheme course; cite the knowledge acquired in the course; if there was a change in the professional life of the investigated after completing the Scheme I; how they evaluate the experience with the course and what would change in it. They were answered by 18 students, whose names will be preserved as highlighted in the consent form for the use of the answers for academic purposes. The choice of students to answer the questionnaire was carried out at random, favoring the years 2016 and 2018, due to our access to them. As discussed so far, the temporal scope of the work is from the moment the Scheme was instituted at URCA, in June/1998, until the present date. It was possible to collect the perception of teachers, considering their subjectivities (FIALHO *et al.*, 2020).

In this sense, our sample included 07 students from Juazeiro do Norte, 04 from the city of Crato, 01 from Barro, 01 from Jardim, 01 from the city of Exu; State of Pernambuco, 02 from Barbalha, 01 from Nova Olinda and 01 from Altaneira. Among these, there are biologists, construction technologists, administrators, accountants, economists.

Regarding the first question (the motivations for entering the course), three stated that they thought of a way to get a teaching degree faster; the others cite professional and personal development, learning new methodologies, recommending former students, teaching staff and URCA's proven competence in the field of professional teacher formation, in short, being able to learn more about the educational field.

The issue of getting a teaching degree quicker is intertwined with the issue of employment, and may indicate teaching as an open professional field, without so many demands, in which an income supplement is possible, without the effective commitment to it. The research demonstrates, however, that a greater number of responses prioritized learning/experiencing teaching and highlighted the experience of URCA in the context of formation, which demonstrates commitment and affection.

Let's look at some excerpts from the answers (it is important to mention that students are identified by numbers):

Getting another degree to work in teaching. (Student 14).

The degree enables participation in public contest. (Student 16).

At the beginning I had only the intention of one more graduation, but as the classes went by I was delighted with the program's format and saw a new career opportunity. (Student 07).

The need for the job market, but also the need to learn methodologies to apply in the classroom. (Student 04).

Investment in the formation of a teaching career with the acquisition of a teaching degree. (Student 17, our translation).

There is, therefore, a close relationship between improving professionally and serving the increasingly restricted and excluding labor market. To do so, there is not much time, and they resort to a "quick" formation or "light formation". We emphasize that we previously stated that Scheme I did not completely get rid of the old Scheme 3+1, from which it inherited the name, because both resort to a year of pedagogical formation as if teaching knowledge could be solidified with it, once again, in different contexts, considering the logic of capital. We understand, however, that it is not up to the institutions of Higher Education to remain outside the formative policies, especially when these are laws and decrees, since without meeting this there is no school functioning. What matters is being resistance and finding ways to counteract oneself without underestimating the limited but real power that education must form for autonomy. And this resistance is sometimes effective in the pedagogical posture that the teacher assumes, in caring for the environment in which education takes place, in the literature one appropriates, in the ways of being and doing educational practices in dialogue with the conditions socio-political institutions in which the school institution finds itself (BRANDENBURG; PEREIRA; FIALHO, 2019).

We asked what the Course changed in the lives of those who did it, and among the answers, we found four quite vague: "complexity" (Student 10); "good" (Student 12), "not yet" (Student 12); "no" (Student 16). This may indicate the limitations of the labor market, as stated in the following statement:

*In practice, no, but it changed the view of school and education. I'm going to the classroom **if I'm approved in the contest** that I'm waiting for. The experience in the course was great, especially the part of the internship where I could see the teaching profession in practice. (Student 04, our translation)*

We understand, therefore, that the main motivation of students is the job market, but that the course allows for a broader view of education, and this can be configured as a form of resistance. Looking at other answers:

There was a considered change, as the knowledge acquired during the course will provide me with a differentiated view of science education, in addition to opening up new opportunities in new fields of knowledge that were hitherto unknown. (Student 01).

Yes. I was able to improve myself a lot through the rich exchange of experiences with professors and colleagues. My pedagogical practice today is different, my view on education is more prosperous. (Student 05).

I continued as a professor, but I was able to expand the areas of activity. Particularly good experience. I liked the course. (Student 09).

I understood my mission more as a teacher and felt safer and lighter. It was a fantastic teaching laboratory. The exchange of experiences between bachelor professors of different ages, experiences and professional location (private, state, municipal, unemployed) and levels was an enriching laboratory. (Student 11, our translation).

If one of the values of neoliberalism is competition and individualism, in the course they exchange experiences and learn about cooperation. The emphasis on the exchange of experiences corroborates the understanding that education cannot privilege just one of its aspects, but work in a global, integral perspective of being. Such knowledge also appears directed to other social dimensions in which students already work or who start to work with the course:

Through the acquired techniques, I was empowered as an educator to have better remote support to my external customers as well as technical support to internal employees of the company. (Student 08).

Yes. From the subjects in the course I started working in the area of special education. (Student 14).

The Course was very important for allowing professional development in the field of teaching, formation in a teaching degree in Physics. The experience was essential for acting as a teacher in Basic Education and an opportunity to invest in continuing studies. (Student 17, our translation).

In this sense, URCA's Special Program for Pedagogical Formation understands formation as a process, which does not end with graduation, whether bachelor's or teaching degrees, it is continuous, takes place in moments of studies, discussions, individual readings and/or collectives, even in the midst of a sometimes oppressive system.

Scheme I, as already mentioned, is a private course in a public HEI, which can characterize that the public who attends it is privileged, but that is not the case, some do it with sacrifices that reveal themselves in paying transport, monthly fees, food, among other expenses. Some students enter the free quota allowed for the course. This is to cite or refer to another neglect of education, the precariousness of teacher formation, which comes from the cut in funds and the absence of policies that prioritize teaching and teacher work.

We remind you that some students are already teachers in practice, improve and qualify themselves with the course, and now have legal rights. The dream of the majority is to be approved in a public examination. As student 07, who described how his life changed with the course: “*Yes, after I gave classes, lectures, and mathematical guidance. My experience*

was wonderful, I met several people from different states, courses, which provided me with a great amount of knowledge” (our translation).

The knowledge to which he refers will continue under construction, under modification. If we borrow the teaching knowledge listed by Tardif (2002, p. 63), we will see that the sources of their acquisition are numerous, from the family, school, courses, programs, books, teaching practice, exchange of experiences with the pairs, among others.

We will, however, continue with Zabala to relate the knowledge (conceptual/factual, procedural and attitudinal) that the students claimed to have acquired with the Scheme: most answers cover the pedagogical tasks (routine, planning, methodologies); let us consider the transcription of some interesting:

Educational Planning, Lesson Plan Assembly, Development Theories (Piaget and Vygotsky). (Student 01).

Classroom didactics, teaching philosophies, stages of child development, pedagogical practices. Personal development, Social responsibility as an opinion maker. (Student 05).

The experience of teaching, educational method, critical observance between educational policies and the "chalk floor", humanization in educational processes. (Student 09, our translation).

The quotes are textual and show the scope of knowledge acquired and recreated, which let us read that the course's objectives seem to be achieved when the reflection of the pedagogical act is expanded and is related to the condition of "being and being in the world", as highlighted Alves, Fialho and Lima (2018), in a study on research training for basic education teachers.

Among these, practical learning with LIBRAS was mentioned three times. It is important to mention that URCA, as part of its affirmative policies, has maintained an Accessibility to Persons with Disabilities center since March 2016. The speeches of students in relation to the LIBRAS discipline may reveal the little social evidence of this language, since are configured in a mixture of admiration and enchantment:

Knowledge in the area of special education, especially with the subject LIBRAS; how to plan for a class; didactic knowledge; knowledge related to the student's behavior; the role of the teacher as an educator; learning theories. (Student 15).

I gained an initial knowledge in LIBRAS. Through the Sociology of Education I had the opportunity to get to know the thinking of the main thinkers in education according to the period in which they lived, and because of this situation I learned to doubt the thinking of any scholar. I gained basic knowledge of Philosophy of Education, Psychology of Education with the learning stages of children. In Educational Policies I studied the LDB with its historical process and the importance of the PPP.

In the specific area of mathematics, I had a review of the contents of elementary and high school. And among other acquired knowledge that were of fundamental importance to my academic life. (Student 16).

The introduction of Brazilian Sign Language (LIBRAS) included in the curriculum as determined by Decree n. 5,626, of 22 December 2005, was introduced in URCA's Scheme I, as well as other themes such as diversity, citizenship, human rights, the study of Law 10,639/03, amended by Law 11,645/08, which makes the teaching of Afro-Brazilian and African history and culture mandatory in all schools, public and private, from elementary school to high school, among others, which sometimes are worked as thematic seminars based on the understanding that the school is a dynamic institution, which must meet the demands of each time/society:

I learned a lot during the course. But the main thing was to have a totally different view on the area of education, of how interesting and rich it is.. (Student 04).

The main thing was the ability to put myself in someone else's place, and see myself in the eyes of the other, also teaching was the wonderful knowledge, being able to transfer knowledge is wonderful. (Student 08).

Improved communication with students. Expanded knowledge to better assess the student. I understood that the best teacher is the one who can transmit the magic of learning to the student. (Student 12, our translation).

Considering the operating time of URCA Scheme I, its territorial scope and the testimonies collected via questionnaires, it is possible to affirm that the course positively impacts the Cariri region, both in socioeconomic and pedagogical aspects, enabling and moving subjects in their social spaces and educational.

When asked about what they would change in the course, of the sixteen answers, seven would not change anything, if they say they are fully satisfied with the structure, the support they receive from the teachers. Three addressed the materials, regarding the delivery and change of texts. Three addressed the inclusion of disciplines to deal with new digital methodologies, which has already been implemented in the class that is in operation and should conclude in 2021.1. Finally, there was a suggestion to replace Psychology and Philosophy by Anthropology and an answer that called for “less emphasis on Marxist pedagogies”, which may be linked to current disputes in the political field.

We understand that the course under review excels in working formation with respect and ethics, privileging the construction of knowledge beyond the formal content, which is configured as a form of resistance against the powers that seek to streamline times for training and persist in belittling teaching as a priority.

In general, it is possible to say from the perspective of the students that the Special Program for Pedagogical Formation at URCA has made/makes a difference in their professional life, both for the quality of the formation they receive and for the qualification that makes them able to compete in public and to act legally in Basic Education schools, specifically in the final years of Elementary School and High School.

Final considerations

We begin this text considering the field of teacher education as a fertile field of discussions and reflections, amid political, economic and ideological disputes. We emphasize that the enactment of the National Education Guidelines and Bases Law, n. 9394/1996, imposed the demand for higher-level formation for all basic education teachers and this, coupled with other factors, increased the demand for formation. Result: programs began to appear all over the country, sometimes with dubious quality.

Historically, teacher education in Brazil represents a neglect of public policies that the restructuring of capital in the 1990s tries to correct, not with pedagogical, truly democratic, but with market objectives. It is evident that the weaknesses of formation cannot be overcome with magic formulas and lightened proposals for ready-made proposals in programs and projects, the challenges are numerous and no matter how much research, there are still no antidotes to centuries of exclusion.

The resurgence of the Special Program for Pedagogical Formation, Scheme I, in this sense, presents itself as evidence of the assertion that throughout history professional teacher formation has never been taken with the seriousness that it requires.

URCA received the proposal with the necessary reservations and, as well as UECE, at first in partnership, excelled in carrying out formation that, although meeting the objectives of an educational system collapsing due to a real lack of properly qualified teachers, is based on human, ethical, democratic, technical, scientific values, in the set of “knowledge necessary for educational practice”.

We identified with the application of the questionnaires that the public of Scheme I chooses to live teaching, either for economic reasons (to get a job) and/or pedagogical (to become a better professional), linked to others, of individual and collective growth. The fact is that they know what they are looking for, they are already professionals, this helps them to stay in the business, and, we can say, there is a steady demand for the program every year. Added to this is the fact that these professionals already have specific

knowledge of the areas in which they intend to work in teaching, lacking the systematized pedagogical knowledge and qualification required by the aforementioned law. The research showed that taking the course itself considerably improves the performance of these professionals in the most diverse social spaces, positively impacting the growth of municipalities that cover the territory of URCA.

Thus, we conclude that specific experiences sometimes show positive results, and it is in this sense that we defend this formative model, as it is carried out at URCA, because we understand that our audience and the social and pedagogical development aspects they present, throughout and after formation, they justify their existence even as a form of resistance, although considering their numerous limitations within the country's educational scenario.

Finally, it would be interesting to see, comparatively, how the Special Program for Pedagogical Formation happens in other HEIs, but as mentioned in the text, research on it is almost non-existent.

REFERENCES

ALVES, F. C.; FIALHO, L. M. F.; LIMA, M. S. L. Formação em pesquisa para professores da educação básica. **Revista Tempos e Espaços em Educação**, São Cristóvão (SE), v. 11, p. 285, 2018. Available: <https://seer.ufs.br/index.php/revtee/index>. Access: 15 Mar. 2020.

BICCAS, M. S. Reforma Francisco Campos: estratégias de formação de professores e modernização da escola mineira (1927-1930). In: MIGUEL, M. E. B.; VIDAL, D. G.; ARAUJO, J. C. S. (Org.). **Reformas educacionais: as manifestações da Escola Nova no Brasil (1920 e 1946)**. Campinas, SP: Autores Associados; Uberlândia, MG: EDUFU, 2011. (Coleção Memória da Educação)

BRANDENBURG, C.; PEREIRA, A. S. M.; FIALHO, L. M. F. Práticas reflexivas do professor reflexivo: experiências metodológicas entre duas docentes do ensino superior. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo**, Fortaleza (CE), v. 1, p. 1-16, 2019. Available: <https://revistas.uece.br/index.php/revpemo/article/view/3527>. Access: 15 Mar. 2020.

BRASIL, **Lei n. 5.792** de 11 de agosto de 1971. Fixa Diretrizes e Bases para o ensino de 1º e 2º graus, e dá outras providências. Brasília, D.O.U. 12 de agosto de 1971.

BRASIL, **Lei nr. 5.540** de 28 de novembro de 1968. Fixa normas de organização e funcionamento do ensino superior e sua articulação com a escola média, e dá outras providências. Brasília, D.O.U. 29 de novembro de 1968.

BRASIL. **Decreto-Lei n. 1.190, de 4 de abril de 1939.** Dá organização à Faculdade Nacional de Filosofia. Rio de Janeiro, RJ, 06 abr. 1939. Available: <https://www2.camara.leg.br/legin/fed/declei/1930-1939/decreto-lei-1190-4-abril-1939-349241-publicacaooriginal-1-pe.html>. Access: 15 Mar. 2020.

BRASIL. **Lei n. 9.394,** de 24 de dezembro de 1996. Estabelece as Diretrizes e Bases da Educação Nacional. Brasília, D.O.U. 26 dezembro de 1996.

BRASIL. Ministério da Educação. **Parecer n. 4, de 11 de março de 1997.** Proposta de resolução referente ao programa especial de formação de Professores para o 1º e 2º graus de ensino - Esquema I. Brasília, DF: MEC, 15 mar. 1997. Available: <http://portal.mec.gov.br/cne/arquivos/pdf/PNCP0497.pdf>. Access: 03 Jan. 2020.

BRASIL. **Resolução CNE/CP n. 2, de 20 de dezembro de 2019.** Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). Brasília, DF, 15 abr. 2020. Available: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=135951-rcp002-19&category_slug=dezembro-2019-pdf&Itemid=30192. Access: 20 Apr. 2020.

BRZEZINSKI, I. (Org). **Pedagogia, pedagogos e formação de professores.** Campinas, SP: Papyrus, 1996. (Coleção Magistério, Formação e Trabalho Pedagógico)

BRZEZINSKI, I. (Org.). **LDB dez anos depois: reinterpretação sob diversos olhares.** São Paulo, SP: Cortez, 2008.

CARNEIRO, M. A. **LDB, leitura crítico-compreensiva,** artigo a artigo. 17. ed. atual. ampl. Petrópolis, RJ: Vozes, 2010.

FIALHO, L. M. F. *et al.* O uso da história oral na narrativa da história da educação no Ceará. **Práticas Educativas, Memórias e Oralidades - Rev. Pemo,** Fortaleza (CE), v. 2, n. 1, p. 1–13, 2020. Available: <https://revistas.uece.br/index.php/revpemo/article/view/3505>. Access: 9 Apr. 2021.

FIALHO, L. M. F.; CARVALHO, S. O. C.; NASCIMENTO, L. B. Santos memórias de Maria Helena da Silva: licenciatura em Pedagogia em tempos de ditadura (1966-1970). **Cadernos de Pesquisa,** São Luís (MA), v. 28, p. 321-341, 2021. Available: <http://www.periodicoeletronicos.ufma.br/index.php/cadernosdepesquisa/article/view/14922>. Access: 05 Mar. 2021.

FLORENCIO, L. R. S.; FIALHO, L. M. F.; ALMEIDA, N. R. O. Política de Formação de Professores: A ingerência dos Organismos Internacionais no Brasil a partir da década de 1990. **Holos,** Natal (RN), v. 5, p. 303-312, 2017. Available: <http://www2.ifrn.edu.br/ojs/index.php/HOLOS/article/view/5757>. Access: 05 Mar. 2021.

FREIRE, P. **Pedagogia da autonomia, saberes necessários à prática educativa.** São Paulo, SP: Paz e Terra, 1997

GAIOSO, N. P. L. **O fenômeno da evasão escolar na educação superior no Brasil.** Relatório técnico. Pró-reitoria de Pós-graduação e Pesquisa, Universidade Católica de Brasília, 2005

GIL, A. C. **Como elaborar projetos de pesquisa.** 6. ed. São Paulo, SP: Atlas, 2019.

GONÇALVES, M. I. P. C. **Programa especial de formação pedagógica na URCA:** origem, construção e reconstrução. Dissertação (Mestrado Profissional em Educação) Centro de Educação, Universidade Regional do Cariri. Crato, CE. 89 p. 2020

MENDES, M. C. F.; FIALHO, L. M. F.; MACHADO, C. J. S. Argentina Pereira Gomes: disseminação de inovações didáticas na educação primária na década de 1930. **Revista Diálogo Educacional**, Curitiba (PR), v. 19, n. 61, p. 527-550, 2019. Available: <https://periodicos.pucpr.br/index.php/dialogoeducacional/article/viewFile/24959/23519> Access: 9 Apr. 2021.

SOUZA, R. F. **História da Organização do Trabalho Escolar e do Currículo no século XX** (Ensino Primário e Secundário no Brasil). São Paulo, SP: Cortez, 2018. v. 2.

TARDIF, M. **Saberes docentes e formação profissional.** 2. ed. Petrópolis, RJ: Vozes, 2002.

VASCONCELOS, J. G.; FIALHO, L. M. F.; LOPES, T. M. R. Educação e liberdade em Rousseau. **Educação & Formação**, Fortaleza (CE), v. 3, p. 210-223, 2018. Available: <https://revistas.uece.br/index.php/redufor/article/view/278>. Access: 15 Feb. 2020.

ZABALA, A. **A prática educativa:** como ensinar. Porto Alegre, RS: Artmed, 1998.

How to reference this article

GONÇALVES, M. I. P. C.; NORONHA, I. L. A.; QUEIROZ, Z. F. Special program for pedagogical formation, a historical reflection. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. esp. 3, p. 1621-1637, jun. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16iesp.3.15301>

Submitted: 05/02/2021

Required revisions: 30/03/2021

Approved: 12/05/2021

Published: 01/06/2021