

## **PRAXIS AS A FOUNDING CATEGORY IN THE CONSTITUTION OF TEACHER EDUCATION FROM THE PERSPECTIVE OF HISTORICAL-CRITICAL PEDAGOGY**

### ***A PRÁXIS ENQUANTO CATEGORIA FUNDANTE NA CONSTITUIÇÃO DA FORMAÇÃO DE PROFESSORES SOB A PERSPECTIVA DA PEDAGOGIA HISTÓRICO-CRÍTICA***

### ***PRAXIS COMO CATEGORÍA FUNDADORA EN LA CONSTITUCIÓN DE LA FORMACIÓN DEL PROFESORADO DESDE LA PERSPECTIVA DE LA PEDAGOGÍA HISTÓRICO-CRÍTICA***

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**ABSTRACT:** The aim is to understand about the contributions of the praxis category in the constitution of teacher education based on the Historical-Critical Pedagogy, in order to identify its implications for the teaching action. The historical-dialectical materialism is used as a method, having as a parameter the bibliographic research of an exploratory nature. Based on the theoretical assumptions of historical-dialectical materialism and Critical Historical Pedagogy, based on the understanding of praxis in the constitution of teacher education and action, theory and practice have a mutually dependent relationship. Thus, teacher training and action is not a practice without theoretical foundation, but is the result of a practice based on a theory that aspires to the transformation of social reality from a critical perspective, allowing reality to be unveiled and understanding that society, praxis, training and pedagogical action can contribute to teacher education, mainly considering aspects of humanity, criticality and intellectuality.

**KEYWORDS:** Teacher training. Historical-critical pedagogy. Praxis.

**RESUMO:** *Visa-se compreender acerca das contribuições da categoria práxis na constituição da formação de professor tendo como premissa a Pedagogia Histórico-Crítica, a fim de identificar suas implicações na ação docente. Utiliza-se como método o materialismo histórico-*

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*dialético, tendo como parâmetro a pesquisa bibliográfica de cunho exploratório. Constata-se, com base nos pressupostos teóricos do materialismo histórico-dialético e da Pedagogia Histórico Crítica, a partir da compreensão de práxis na constituição da formação e ação do professor que a teoria e a prática têm uma relação de dependência mútua. Destarte, a formação e ação docente não é uma prática sem embasamento teórico, mas é o resultado de uma prática fundamentada em uma teoria que aspire à transformação da realidade social sob uma perspectiva crítica, permitindo que a realidade possa ser desvelada e entendendo que sociedade, práxis, formação e ação pedagógica podem contribuir na formação do professor, considerando principalmente os aspectos de humanidade, criticidade e intelectualidade.*

**PALAVRAS-CHAVE:** Formação de professores. Pedagogia histórico-crítica. Práxis.

**RESUMEN:** *El objetivo es comprender los aportes de la categoría praxis en la constitución de la formación del profesorado a partir de la Pedagogía Histórico-Crítica, con el fin de identificar sus implicaciones para la acción docente. Se utiliza como método el materialismo histórico-dialéctico, teniendo como parámetro la búsqueda bibliográfica de carácter exploratorio. Partiendo de los supuestos teóricos del materialismo histórico-dialéctico y de la Pedagogía Histórica Crítica, basada en la comprensión de la praxis en la constitución de la formación y acción docente, la teoría y la práctica tienen una relación de dependencia mutua. Así, la formación y acción docente no es una práctica sin fundamento teórico, sino que es el resultado de una práctica fundamentada en una teoría que aspira a la transformación de la realidad social desde una perspectiva crítica, permitiendo develar la realidad y comprender que la sociedad, la praxis, La formación y la acción pedagógica pueden contribuir a la formación del profesorado, considerando principalmente aspectos de humanidad, criticidad e intelectualidad.*

**PALABRAS CLAVE:** Formación de profesores. Pedagogía histórico-crítica. Praxis.

## Introduction

Teacher education can be understood from a diversity of theories, conceptions and legislation that emerge according to the political, economic, ideological-dominant, historical and social context in which it is inserted.

In the current situation, teacher education has taken on a merely instrumental character, focusing on meeting market demands by prioritizing competencies and skills to the detriment of a solid theoretical training that can give new meaning to the teaching process.

On the other hand, since the 1980's, the Historical – Critical Pedagogy has emerged, which questions the technocratic formation of the teacher in detriment of the formation of the teacher as an indispensable agent in the process of humanization of the students, being responsible for intervening in the learning to achieve a critical and conscious educational process.

Therefore, the question is: what are the main contributions of Historical - Critical Pedagogy for the formation of teachers in the Brazilian scenario? In this sense, we intend to understand the contributions of the praxis category in the constitution of teacher education under the premise of Historical - Critical Pedagogy, in order to identify its implications in the teaching action.

The approached theme is fundamental to reflect on teacher education in the search for knowledge and teaching beyond the dominant logic, in which the teacher is seen as a reproducer of knowledge, a mere observer of the student's development process, or as an agent who occupies a space created by a certain market demand. Therefore, it is necessary to discuss and problematize, and, in this sense, the present article contributes so that teacher education can be revisited and interpreted from another paradigm.

The method adopted has as its assumption the historical-dialectical materialism, adopting as its technique the bibliographical research. Regarding the bibliographic review, we have as a parameter the studies of the following authors: Duarte (2014; 2021), Leontiev (1978), Martins (2014; 2015; 2016), Marx (1978; 1985), Vázquez (2011), Saviani (2003; 2005), Vygotsky (1995; 2006), among others.

To achieve the objective of this theoretical essay, the article is organized in two sections. The first section is a synthesis of teacher education in Brazil, from a legal and institutional perspective, highlighting the main legal instruments and conceptions that have guided teacher education. In the second section, a reflection is made on the contributions of the praxis category in the constitution of teacher education under the premise of Historical - Critical Pedagogy, in order to identify its implications in teacher action.

## **Teacher Training in Brazil**

Teacher education in Brazil is constituted from the historical aspects that have occurred in the course of its existence, since social, political and economic issues are directly linked to the educational context and exert influence on it. In view of this, we will discuss below the trajectory of teacher education using as a theoretical framework the Laws of Directives and Bases and Resolutions that deal with teacher education, thus making it possible to trace an overview of its formative composition.

That said, the Ministry of Education, after the approval of the first Law of Directives and Bases for Education (LDB), Law no. 4.024, of December 20, 1961, the Brazilian educational system, which until then was centralized and had to have its model followed by all

states and municipalities, started to grant more autonomy to state and municipal bodies on educational issues.

As far as teacher training is concerned, the first Law of Directives and Bases for Education - LDB (BRAZIL, 1961) stipulated that it could begin in high school, then called normal education, enabling these teachers to be qualified to exercise the teaching function in primary and pre-primary education. On the other hand, the qualification to exercise the function of teaching in high school and college should be done in the faculties of philosophy, sciences and letters, and the specific subjects of technical high school should be taught by qualified teachers in special courses of technical education. Teachers, according to this legislation, had to be registered with the competent body to exercise their function.

In relation to the second LDB, Law No. 5.692, of August 11, 1971 (BRAZIL, 1971), this established the Guidelines and Bases for 1st and 2nd grade education, among other determinations, such as the training of teachers and specialists that should be carried out progressively, requiring adaptation to the regional diversities of where they worked, for example, the different cultures.

With the approval of LDB no. 9.394, of December 20, 1996 (BRAZIL, 1996), the training of teachers underwent significant changes, as described in item III of article 59 (BRAZIL, 1996) regarding the requirement of training to act in the levels of education, as we will see illustrated in the chart below,

**Chart 1 – Requirement of training to act in the teaching levels**

<b>Level of education</b>	<b>Minimum requirements for teacher training</b>	<b>Special cases regarding teacher training</b>
Basic Education	Higher level, in a full degree course, admitted, as minimum training, for the exercise of teaching in infant education and in the first five years of elementary school the one offered in the medium level, in the normal modality.	Professionals with notorious knowledge recognized by the respective teaching systems, to teach contents in areas related to their training or professional experience, attested by specific titles or teaching practice in public or private educational units or in private corporations in which they have worked.
Higher Education	Post-graduation, primarily in master's and doctoral programs.	-

Source: the authors (2021), with information obtained from Law 9.394, of December 20, 1996

Thus, LDB 9394/96 assigned to the Union, States and Municipalities the promotion of initial and continuing education and training, including on-the-job training, of teaching professionals, in a collaborative regime, allowing the use of technological resources of distance education, as well as other mechanisms that facilitate the access and permanence of people in teacher training courses. It also establishes that these systems implement institutional programs of scholarships for the initiation of teaching for students enrolled in undergraduate and full undergraduate courses, as a way of encouraging their permanence in the courses.

Other normative documents were instituted at the national level that are related to teacher training, especially Decree no. 7219 of June 24, 2010, which provides for the Institutional Program for Scholarship Initiation to Teaching - PIBID and other provisions; the National Education Plan (PNE) 2014/2024, established by Law no. 13. 005, of June 25, 2014, which defines 10 guidelines that should guide Brazilian education in this period and establishes 20 goals to be met during its term; the Common National Curricular Base (BNCC), which defines the organic and progressive set of essential learning that all students should develop throughout the stages and modalities of basic education, guiding the curricula of the education systems, as well as the pedagogical proposals of all public and private schools of pre-school, elementary, and high school.

It is essential to highlight another normative called resolution 2/2015, which was approved on July 1, 2015 (BRAZIL, 2015), by the National Education Council, which defined the National Curricular Guidelines for initial training in higher education (degree courses, pedagogical training courses for graduates and second degree courses) and for continued training. Resolution 2/2015 was instituted to fulfill the requirements set forth in the current Education Directives and Bases Law, and that were also foreseen since the first LDB was issued, which was sanctioned in December 1961, among other norms related to the educational context, such as the National Education Plan, for example. The mentioned resolution was not the first to define guidelines for teacher education. The first was Resolution CNE/CP no. 2, of June 26, 1997, which dealt with the special pedagogical training programs for teachers for subjects in the curriculum of primary, secondary, and professional education on a secondary level. After this, until the issuance of the 2015 resolution, the guidelines were updated a few times. The issuing of these regulations was an advance, given the time of the first constitution of the guidelines, since other old legislations already demanded their constitution.

On December 20, 2019, the National Council of Education issued Resolution CNE/CP No. 2/2019, revoking the previously mentioned resolution, and defining the National Curricular

Guidelines for the Initial Training of Teachers for Basic Education and establishing the Common National Base for the Initial Training of Basic Education Teachers (BNC-Training).

It is noteworthy that the current resolution brings, in its annex, with reference to the Common National Curricular Base for Basic Education (BNCC) in force, the BNC-Training, "which must be implemented in all modalities of courses and programs aimed at teacher training" (BRASIL, 2019). This includes among its objectives to develop in graduates skills and competencies, in line with the BNCC-Basic Education, so as to benefit the individuals involved in the educational process of a training that provides full Education, being the competencies divided into three fundamental dimensions, as provided in its article 4: I - Professional knowledge; II - professional practice; and professional engagement.

Resolution CNE/CP no. 2/2019 excluded articles that addressed the need for continued education, previously provided for in resolution no. 2/2015, leaving a gap. No. 2/2015, leaving a gap under this type of training, which was filled by issuing the BNC-Continued Training, as of October 27, 2020, which brought, in its annex, the proposal of courses and programs to the continued training of Basic Education Teachers, as well as, unlike Resolution 02/2015, which defended the need for teaching, research and management in the constitution of teacher education based on praxis, Resolution 2/2019 does not address praxis as a fundamental element in teacher education and performance, focusing only on competencies and skills based on utilitarian and pragmatic activity assumptions.

Thus, it is essential that teacher education is constantly rethought to enable the redefinition of the performance of these professionals, in order to ensure organic intellectual training through praxis, enabling a more humane and critical teaching, and that provides the assimilation of historically developed knowledge, while considering the real current needs, at the same time using all relevant tools for a better understanding of the perception of the world. Facing this issue, it is understood that Historical - Critical Pedagogy presents subsidies to think of a human, critical, and emancipatory education having as a parameter the category of praxis as a fundamental element.

## **The Category praxis in the context of Historical - Critical Pedagogy and its implications on teacher education and teaching action**

After the historical and institutional rescue of the processes related to teacher education in Brazil, this section will deal with the category of praxis present in Historical - Critical Pedagogy, which has Marxism as its theoretical and methodological assumption, that is, the historical-dialectical materialism, and it is a fundamental element for the Cultural-Historical Theory and Critical-Historical Pedagogy, because it makes possible to understand reality from the economic structure, which is responsible for determining the superstructure of ideas and not the abstractions that would determine the real, as idealists think. Thus, the Marxian method consists in reconstructing the real through the critical thinking of the real itself, that is, the concrete thought.

In this perspective, the role of the teacher would be to create the need in the student in achieving the desire to learn. Instead of dealing with the aspect of the student's motivation, the analysis and approach of the historical-dialectical method of the educational field and the perspective of learning leads the teacher to awaken in the student the reason for learning.

In this sense, it is important to emphasize that in the capitalist society, marked by consumption, the needs and desires are artificially constructed in relation to the real needs of human nature, and the analysis from the historical-dialectical reading aims to understand this reality and build the need for knowledge as a source of emancipation having praxis as a mediating process.

Therefore, teacher training from the perspective of Historical - Critical Pedagogy, according to Duarte (2014), has to be based on three basic elements presented by the educator Saviani (2003): first, it is a pedagogy of the class struggle, that is, a pedagogy that is situated from the perspective of the working class; second, it is a Marxist pedagogy, which is intellectually situated from the theoretical and methodological bases developed by Karl Marx; and, finally, it is a pedagogy that strives to overcome capitalist society.

In this way, severe criticism can be directed to teacher education from the current model present in Resolution 02/2019, which perceives teacher education focused on pragmatism and with the concern that the professional should only meet a market demand, "(con)forming subjects for the capitalist production mode" (MARSIGLIA; MARTINS, 2013, p. 98).

For Mészáros (2007, p. 201), in order to overcome the educational vision conceived from the logic of capital, one must use all the tools currently available and the new ones that will emerge for this same purpose, given that significant change will only occur when pursuing

"in a planned and conscious way a strategy to break the control exercised by capital", and this break will occur through the educational praxis.

Vásquez (2011) defines praxis as the relationship of a subject that practices a certain action over a certain object, resulting in a product. Human activity has intentionality, man is conscious of his activity with the goal of reaching an ideal result from reality. For Raimundo (2017, p. 30), "praxis implies the intentionality of action and does not end with this, besides the action itself, praxis implies the knowledge of the particular meaning of this action". Therefore, praxis is a practical activity of man that transforms the existing reality.

Vásquez (2011, p. 228) states that: "the raw material of practical activity can change, giving rise to various forms of praxis". First of all we have the productive praxis, in which man by his work transforms nature for his existence, there is intentionality in human work through the instruments used in this transformation. For Silva (2017, p. 72), "the proper understanding of the productive praxis allows the demystification of the concept of work and, consequently, of labor relations and the entire structure of production.

Thus, in the light of the critical-historical pedagogy, the individual, at birth, given the biological and genetic characteristics, has the possibility of becoming human. Therefore, it is essential that the individual appropriates the objectifications that were built by the work of man and endorsed by the collective social practice, not in the natural sphere, but in the cultural sphere (MARSIGLIA; MARTINS, 2013).

According to Leontiev (1978, p. 282-283), the individual is not born carrying within him the historical objectives of humanity. "Only by appropriating them in the course of his life does he acquire truly human properties and faculties. This process places him, so to speak, on the shoulders of previous generations and raises him far above the animal world." Mello (2000, p. 63) relates the process of humanization and that of schooling in the following terms:

[...] we understand that the process of humanization occurs as a process of education, whether it is the one carried out asystematically in all the modalities of the social practice of men, or that systematized process, necessarily marked by intentionality through the appropriation of systematized, non-cotidian knowledge. In other words, we understand education as access to the maximum possibility of appropriation of the human kind, of the maximum of socially and historically developed humanity.

In this way, the category of praxis in the perspective of Historical - Critical Pedagogy considers that training has as a premise that the educational work should enhance the humanization process, because, according to Saviani (2003):



[...] the act of producing, directly and intentionally, in each singular individual, produces humanity in a historical and collective way through the set of actions developed by the subjects. Thus, the object of education concerns the identification of cultural elements that need to be assimilated by individuals of the human species so that they become human and, on the other hand and concomitantly, the discovery of the most appropriate ways to achieve this goal (SAVIANI, 2003, p. 13).

So, it is fundamental that the teacher knows and recognizes his or her reality, because praxis from the perspective of Critical Historical Pedagogy is not about practices closed in on themselves, that is, activism. Neither is it an association between theory and practice, which is pragmatism. The concept of praxis is linked to the existential and ontological dimension of man, who, in the face of the apprehension of his reality, can transform it according to his intentions and, in the face of this transformation, recognizes himself as a subject, a phenomenon that engenders new actions in constant movement.

Therefore, the teacher's conceptions of man, society, education, theory and practice, and reality are manifest in his or her pedagogical action. Caldeira and Zaidan (2013, p.19) define that "the teaching action is understood as a social practice. Practice that is built in the daily lives of the subjects involved in it and that, therefore, constitute themselves as human beings". Education is the insertion of man into the knowledge produced by humanity throughout its history. Noronha (2005, p. 88) states that education "is one of the constitutive elements of the material praxis and as such it must be apprehended".

Thus, unlike Resolution 02/2019, which focuses on the mastery of techniques, competencies and skills from a pragmatic perspective, Critical-Historical Pedagogy understands teacher education as a humanizing, critical, purposeful and intentional process. Hence, teacher education is linked to a binomial: knowing and doing. In this perspective, Saviani (1996) states that teacher education is linked to the knowledge that interests education, that is, this knowledge emerges as a result of education, the learning process, the educational phenomenon. This phenomenon is complex and requires, with a good margin of common sense, that every teacher must master some knowledge for the exercise of the educational process:

Attitudinal knowledge that corresponds to the mastery of behaviors and experiences considered appropriate for educational work. Critical-contextual knowledge, which corresponds to knowledge related to the teacher's critical and contextual ability, implying a knowledge related to the understanding of the socio-historical conditions that determine the educational task. Specific knowledge that corresponds to the disciplines that cut socially produced knowledge and that integrate school curricula, regardless of the science from which it originates. Pedagogical knowledge, which corresponds to the inclusion of knowledge produced by educational sciences and synthesized in educational theories, aiming to articulate the foundations of education",

considering the guidelines that are imposed to the educational work. Didactic-curricular knowledge corresponds to the knowledge related to the forms of organization and implementation of educational activity within the educator-educand relationship (SAVIANI, 1996, p.149).

The different types of knowledge presented by Saviani need to permeate the teacher's life and training in a two-way street, that is, first as a social being who lives in society and secondly as the teachers who acquire this knowledge through different experiences in society in its different spheres. This would represent the total human praxis, since the aspects of these knowledges encompass praxis in its different forms. Correia and Carvalho (2012, p. 81) state that:

It is from this wide range of information, knowledge, and know-how that teachers can extract meaning and significance for time, thought, and society, in the midst of which they are called upon to develop the intended educational praxis, preferably critical and transforming reality for the better, in the sense of humanizing private and social life.

Thus, it is possible to infer that the category of praxis from the perspective of Historical - Critical Pedagogy in the processes of teacher training and action does not only imply knowing the concept of praxis, but also identifying the results that praxis brings to our daily school life, which is the classroom, in the society in which we live, and what is the teacher's attitude and reading of this reality when facing the dilemmas that are presented and that influence his teaching practice. Thinking about pedagogical practice as an inseparable unit of theory and practice contributes for the teaching action to go beyond the limits of common sense, which states that theory is separated from practice, and enables pedagogical action not to manifest itself only in a pragmatism or activism.

### **Final considerations**

When addressing the teacher education in the context of Brazilian history, it can be seen that, according to the economic, political, social and cultural reality, the preparation for teaching received new outlines and purposes, fulfilling a specific function. The challenges are countless, especially when it comes to training practices, practices related to pragmatism, which intensifies a certain urgency to always rethink and restructure the training for teaching.

Such approach was fundamental to understand, from the legislations and conceptions, that the formation of teachers is not a given and finished fact; if it was once one way and became another, it is possible to aim for a third way, based on the Historical - Critical Pedagogy.

Weaving considerations about Historical - Critical Pedagogy and the category of praxis present in the formation and action of teachers, as a social and collective practice, it can be seen that the human being, at birth, is understood as a potential man, endowed with biological characteristics that enable him to appropriate the repertoire produced by humanity, thus becoming man, a process that occurs not in the world of biology, but in the world of culture.

Therefore, based on the theoretical assumptions of historical-dialectical materialism and historical-critical pedagogy, it is considered that from the understanding of praxis in the constitution of teacher training and action, it is possible to see that theory and practice are in a relationship of mutual dependence. Thus, teacher training and action is not a practice without a theoretical foundation, nor is it the search for new methodologies or new competencies, but the result of a practice based on a theory that aims at the transformation of social reality from a critical perspective, that is, it is to allow reality to be unveiled and to understand that society, praxis, training, and pedagogical action can contribute to the teacher's training, having as a fundamental element the aspects that involve humanity, criticality, and the teacher's intellectuality.

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