

THOUGHTS ON EDUCATIONAL POLICIES, BNCC AND TEACHER EDUCATION

REFLEXÕES SOBRE POLÍTICAS EDUCATIVAS, BNCC E FORMAÇÃO DOCENTE

REFLEXIONES SOBRE POLÍTICAS EDUCATIVAS, BNCC Y FORMACIÓN DEL PROFESORADO

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ABSTRACT: This article deals with a discussion about language teaching policies in the contemporary setting for a reflection on the education of the teacher of the Letters area. It is based on linguistic theories and educational policies, as well as on studies on language teaching in Brazil, which reflect directly on the teaching-learning process and was constituted throughout the historical process of Brazilian education. Its objectives are to present the contemporary scenario of language teaching; and describe the political-educational discourses of teaching and teacher education. The methodology is that of a descriptive research, of qualitative approach, on linguistic theories and the curricular guidelines for the Course of Letters, for a reflection on the contemporary linguistic practices and the educational policies of education and the teaching of languages.

KEYWORDS: Educational policies. Teacher education. Teaching-learning.

RESUMO: Este artigo trata de uma discussão sobre políticas de ensino de línguas no cenário contemporâneo para uma reflexão sobre a formação do professor da área de Letras. Fundamenta-se em teorias linguísticas e nas políticas educacionais, além de se apresentarem também estudos sobre o ensino de línguas no Brasil que refletem diretamente no processo de ensino-aprendizagem que se constituiu ao longo do processo histórico da educação brasileira. Tem como objetivos, apresentar o cenário contemporâneo do ensino de línguas; e descrever discursos político-educacionais de ensino e de formação do professor. A metodologia é a de uma pesquisa descritiva, de abordagem qualitativa, sobre teorias linguísticas e diretrizes curriculares do curso de Letras, para uma reflexão sobre as práticas linguísticas contemporâneas e políticas educacionais de formação e de ensino de línguas.

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PALAVRAS-CHAVE: Políticas educacionais. Formação do professor. Ensino-aprendizagem.

RESUMEN: Este artículo aborda una discusión sobre las políticas de enseñanza de idiomas en el escenario contemporáneo para una reflexión sobre la formación de docentes en el área de las letras. Se basa en teorías lingüísticas y políticas educativas, además de presentar estudios sobre la enseñanza de idiomas en Brasil, que reflejan directamente el proceso de enseñanza-aprendizaje y que se constituyó a lo largo del proceso histórico de la educación brasileña. Sus objetivos son presentar el escenario contemporáneo de enseñanza de idiomas; y describir discursos político-educativos de enseñanza y formación docente. La metodología es la de una investigación descriptiva, con un enfoque cualitativo, sobre teorías lingüísticas y pautas curriculares para el curso de formación en lenguas, para una reflexión sobre las prácticas lingüísticas contemporáneas y las políticas educativas de formación y enseñanza de idiomas.

PALABRAS CLAVE: Políticas educativas. Formación del profesorado. Enseñanza-aprendizaje.

Introduction

It is proposed a reflection on the formation of the language teacher and the socio-cultural and educational context in which this subject is inserted in the contemporary scenario. It is discussed, in this article, how the linguistic and teaching policies of mother tongue and foreign language are configured in this context, in addition to the educational policies of teaching and teacher formation in this area. Such policies, resulting from the configuration of Portuguese and Foreign Language studies in Brazil, directly reflect on the teaching-learning process that was constituted along the historical path of Brazilian education.

These reflections are justified, since a discussion of linguistic policies was already characterized, albeit in an incipient way, with regard to the Portuguese language, since the beginnings of Brazilian colonization, from the 16th century onwards. In the romantic period, in the 19th century, for example, different explanations and conflicts were established between Brazilian and Portuguese writers and, in the early 20th century, modernist poets, such as Oswald de Andrade, Manuel Bandeira, among others, already focused on the conflict of use of the language that characterized *Brazilian speaking*, which has always inflamed many discussions. Regarding the use of language, the constitution of the Brazilian identity is formed and developed in this historical, political, economic and social panorama (PRADOS; ALVAREZ, 2016).

According to Prados and Alvarez (2016), in the media, in 2011, in an important national television station, different uses of verbal language were focused, presented in a textbook,

approved by the National Textbook Program (PNLD, 2011), and interpreted as "errors". According to the authors, it was possible to verify, on the one hand, the conception that the Brazilian sees the language according to the formal pattern as the correct model and, on the other hand, that of the linguistic scholars who focus on issues of different uses of the language, the linguistic variations, but these are still generally pointed out by people and representatives of society as linguistic deficiencies. Thus, there is a linguistic policy of using the standard of writing that does not accept the different ways of speaking of Brazilians.

According to Cavalcanti (2013), the approval of the aforementioned textbook *Por uma vida melhor* (For a better life) was strongly contested and rejected by most journalists who accused the book of making an apology of the error. However, according to Cavalcanti (2013), texts by linguists and specialists are published that, based on linguistic research in the last decades, refute the arguments presented by the book's critics. The author also refers to the law against foreignism, by deputy Aldo Rebelo, in which a space was opened for other voices, in addition to those that were broadcast in the media, to expose their points of view.

Thus, there is a controversy that will once again reveal the little (if any) knowledge of the press and society in general in relation to aspects of the language, including its teaching, how it should be promoted and which "content" to privilege.

In this discussion, which is about reflections on language teacher formation, the educational policies of official documents are emphasized, in which a certain obsolescence of the teaching degree course in Letters can be evidenced. For this discussion, the methodology, of a descriptive nature and qualitative approach, consists of a study of the discourses underlying the educational and pedagogical policies, in addition to a discussion about the formation regarding the teaching career of the professional of Literature.

In this discussion, a perspective of discourse analysis is proposed that enables the reconstruction of the process of producing meaning in the discourses of education and the respective political-educational discourses that, in turn, reflect the value systems of today's society. Thus, it is possible to study shared knowledge about the teaching of Portuguese and foreign languages in Brazil.

Therefore, in this analysis, it is considered that the discourses constitute networks of meaning and are inserted in a dynamic process, these can be motivated by a certain social fact, in a given time and space, and produce unique meanings in that particular context (PRADOS; BONINI, 2017). Therefore, educational policies are based on values expressed in documents and laws and these characterize the political-educational and political-pedagogical discourses.

For a reflection on the formation of the teacher in the area of Letters, in the face of linguistic theories, socio-cultural requirements, desires and expectations, it is necessary to think about the discourse manifested in the educational context, which is underlying in the official documents, as one of the constituent discourses endowed with of greater autonomy and that gives meaning to collective and class acts, that is, to the speaking areas (MAINGUENEAU, 2008).

The educational discourse, according to Maingueneau (2008), is organized around texts linked to institutions that guarantee their need for interpretation and authorization. Thus, the discourse presented in official documents is based on value systems that, in turn, reproduce not only political-educational discourses, but also other discourses on citizenship, political will, ethics, in addition to political-pedagogical discourses.

In this discussion, therefore, political-educational discourses, issues of use and linguistic policies are considered, in addition to studies of linguistic theories that highlight the need to constantly review the curriculum structure of the Literature course for teacher formation. And, for a descriptive analysis, teaching policies are also considered in the official documents, such as the National Common Curricular Base, BNCC (BRASIL, 2018), since curricular guidelines and educational and teaching policies impact on the teaching career in Letters area.

Educational policies and the Literature course in the contemporary scenario

It is worth remembering that curricular plans and proposals become parameters, models to be followed, with action as a consequence. The cultural and educational public policies produced in the contemporary context and aimed at teaching Portuguese and Foreign Language are configured as effective concerns aimed at improving the quality of education, regarding the teaching and learning of languages.

Today, the teaching and learning of languages is linked to social insertion, the exercise of citizenship, with the current linguistic policies and the issues specific to languages. According to Geraldi (2008), in contemporary linguistic studies, the language is marked by speech, with questions of analysis about the deixis, the modalities, the performativity, the polysemy, the argumentation, the implication, the polyphony and the heterogeneity. Therefore, it is necessary to consider in these studies, the social instances for the teaching of languages.

This new scenario is justified, therefore the traditional teaching function, the instrumental one, resulted in different deficiencies, due to the rudimentary oral use, the closed language in social groups, the lack of mastery of linguistic structures and the lexicon. The

school, therefore, must provide a diversity of interactions, with different uses of language in private and public instances, with the conception of language as a constitutive activity, whose locus of realization is verbal interaction, with the linguistic use focused on reading and production of texts, using Pragmatics, Discourse Analysis and Sociolinguistics, new linguistic currents applied to language teaching methodologies.

Nowadays, entering a Letters course means, as a rule, living with an academic structure, which still maintains values and content that are not consistent with the social and technological development of the moment. Traditionally, the entry into this course had the objective of knowing the aristocratic ideals, elitist with the valorization of classical literature. Over time, other ideals have been incorporated into the course objectives, such as scientific linguistic studies, albeit in a disorderly manner, without effective and applicable curriculum planning (BAGNO, 2013).

According to Souza, Pereira and Costa (2012), among the objectives of teaching degree courses in Brazil, is the formation of teachers who present technical skills and competences, in addition to teaching, to conduct the teaching-learning process and to adapt to changes and the challenges, in the social and professional scope, in the classrooms of Brazilian schools. For this, in the Literature course, the new linguistic theories, which deal with the use of language, speech, discourse and are isolated in the curricula as content, should be applied to teaching, not only in reading and writing, but also for identify and value the different Brazilian speeches.

To consider a curriculum that applies to contemporary socio-cultural requirements, it is necessary to think, not only about the changes that occur in the spoken language, about issues of use, but in the context of communication and new media. The very essence of the idea of education, according to Bauman (2010), as it was formed, is questioned, as well as the solidity of things or the solidity of human bonds.

These discussions are necessary in the contemporary context in which consumption always requires the search for new solutions in systems that are also new. In communication, through mobile technologies, for example, language users present new language relationships, linguistic variations and this is yet another challenge for language teaching.

For the educational policies of the Brazilian Ministry of Education (MEC) that guide and regulate teacher formation courses, the guidelines and pedagogical proposals for these courses must be in line with the guidelines of official documents, such as the National Curriculum Parameters (PCN), National Curriculum Guidelines (OCN) and state and the current National Common Curricular Base (BNCC), to which everyone must conform.

According to BNCC (BRASIL, 2018), the curricular component Portuguese Language takes up curriculum documents and guidelines, published in the last decades, and seeks to update them in relation to recent linguistic research and changes in language practices as a result of the advancement of digital technologies of information and communication. And as for the English language, for example, the vision is that it will become a symbolic asset for speakers from all over the world, since, by assuming the status of a *lingua franca*, a language that materializes in hybrid uses and is marked by fluidity, in the contemporary context, it opens up to the invention of new ways of saying, driven by pluri/multilingual speakers and multicultural characteristics (BRASIL, 2018).

Thus, an enunciative-discursive perspective of language is evidenced, already presented in other documents, such as in the National Curriculum Parameters (PCN), in which language was presented as a process of interlocution that originates and takes place in existing social practices (BRASIL, 2018).

According to the linguistic discourse of the current document, BNCC (BRASIL, 2018), in the PCN (BRASIL, 1998) it was already possible to verify the orientations about the centrality of the text, as a work unit and approach to enunciative-discursive perspectives, in a way that always relate the texts to their production contexts, in addition to proposing the development of skills related to the significant use of language in reading and text production activities in different media and semiotics, or different languages.

Therefore, the new document considers contemporary language practices, and the respective discursive genres, in addition to being based on conceptions and concepts already dealt with in other documents, in curriculum guidelines and in different contexts of teacher education. Such conceptions and concepts in this area, relatively known in formation programs are the references on language practices, discourse and discursive genres/textual genres, spheres/fields of circulation of discourses (BRASIL, 2018).

The political-educational discourse of the Portuguese language, according to what is presented in the document, without these considerations about the discourse studies of the text, would not allow social participation in the different spheres of public life, work and personnel in a fair and equal way. And, as for the study of the English language, it can provide access to the linguistic knowledge necessary for engagement and participation; contribute to critical agency and the exercise of active citizenship, in addition to expanding the possibilities of interaction and mobility, opening new paths for building knowledge and continuing studies. English language learning has this formative character, according to this perspective of

linguistic education, conscious and critical, in which the political and pedagogical dimensions are intrinsically related (BRASIL, 2018).

Thus, according to the BNCC, the text, which belongs to a certain discursive genre, which in turn, originates and circulates in different social practices, is the basis for defining content, skills and objectives.

Thus, knowledge of the language, standard norms and uses; on genres, texts and on different languages, according to the BNCC, they should be mobilized for the development of reading, text production and language treatment skills. Therefore, it is up to the curricular components Portuguese and English to enable the expansion of literacies, through linguistic experiences, to make possible a meaningful and critical participation in different social practices “permeated/constituted by orality, writing and other languages” (BRASIL, 2018, p. 66, our translation).

For the Letters course, the BNCC, the PCNs and the National Curriculum Guidelines for High Schools of Languages, Codes and their Technologies (respectively BRASIL, 2018; BRASIL, 1998; BRASIL, 2006) argue that language teaching should be based in the work with the text and the respective production contexts to the detriment of teaching based on the decoding of rules of normative grammar.

It appears that the political-educational discourses of teacher education for language teaching also bring underlying systems of historical values, politically constituted in the socio-cultural context, a traditional view of language teaching with all the challenges that are imposed on it.

In this way, the official language teaching proposals also distance themselves from an education that ensures the citizen's linguistic rights and the construction of their citizenship. And the teachers after the end of the Literature course, according to Prados and Alvarez (2016), do not know the current theories that can support the language teaching methodologies, such as applied linguistics, discourse analysis, theory and literary criticism and not even the grammatical tradition.

According to Paiva (2003), this traditional view is caused by the fact that a considerable part of higher education teachers is not involved in teacher education, but with a student profile focused on the bachelor's degree. In general, researchers are unaware of the reality of the student's own education in Letters, which will be that of an elementary and high school teacher.

Still, according to Paiva (2003), in most of the Letters courses, research activities are not developed in Brazil, and higher education institutions that have scientific initiation programs, with extension or monitoring, in the area, are few.

And the linguistic policies for the Letters courses, generally, do not manage to penetrate the school walls and develop very slowly in the school reality of higher education, either in public institutions or in those of private education. The school reality of the Letters courses, according to Bagno and Rangel (2005), in some institutions, is usually based on a rigid curriculum, with a prescriptive normative discourse on the language.

According to Prados and Alvarez (2016), regarding the specific formation of teachers of the Letters courses, a point to be considered is that of a double teaching degree, which causes an even greater loss to foreign language teachers. Normally, Portuguese language formation is privileged (even with the aforementioned disabilities) and little space is left in the curriculum for Foreign Language.

There are no identical courses, regarding their objectives, nor even uniform curricula, so that a range of options and divergent situations is characterized. In fact, students of Letters need to know the current results of linguistic studies, in addition to traditional studies (PRADOS; ALVAREZ, 2016).

It is relevant to study the spoken language, which, in the curricula of Letters courses, is focused on the application of models from written to speech. According to Travaglia (2005), the student of Letters should have a posture of curiosity in the face of the linguistic phenomenon, of accepting that theoretical models are transformed, changed and that are limited to the analysis of certain linguistic facts, or even, they can be discarded, with the time and/or with the advent of new theories.

It is not pertinent to seek explanations in a single theoretical model, which is a common tradition in linguistic studies, and which can limit the work of the researcher, thus reducing the social significance of research. Many professionals who work in the Letters courses, according to Travaglia (2005), have difficulty in recognizing that the prioritization of the course concerns the formation of teachers, in their mother tongue and/or foreign languages, as mentioned above.

Contemporary Language Practices

Contemporary society, with rapid technological development, in which new interactions and new language practices are presented, is characterized by the transnationalization of political and economic dimensions. Fabrício (2008) already pointed to the hybridization of the

public and the private, with consumerist subjectivity, immediate pleasure, the cult of appearance, with the consequent decline of interiority and reflexivity as values. And BNCC (2018) highlights new language practices in the contemporary context and in current teaching policies.

And for Signorini (2012), in the contemporary context, there are new literacies, in multi and hypermedia environments that, in turn, become challenges for the future language teacher due to the different practices of use of language in the classroom that consists still in a traditional graphocentric literacy. And Masetto (2012) already pointed out the lack of teacher formation, since the teacher is not prepared for current innovations, which include not only information and communication technologies, but new interactions and language relations. Still, for Masetto, innovation is marked by projects in motion and the school remains static.

According to BNCC (2018), contemporary language practices involve not only new genres and texts that are increasingly multisemiotic and multimedia, but also new ways of producing, configuring, making available, replicating and interacting. Also, the new tools for text editing, such as audios, photos and videos, make the production and availability of multisemiotic texts accessible to anyone on social networks and other web environments.

Not only is it possible to access varied content in different media, but also to produce and publish photos, different videos, podcasts, infographics, collaborative encyclopedias, magazines and digital books, etc. After reading a literature book or watching a movie, you can post comments on specific social networks, follow directors, authors, writers, follow their work closely; we can produce playlists, vlogs, minute videos, write fanfics, produce e-zines, become a booktuber, among many other possibilities. In theory, the Web is democratic: everyone can access and feed it continuously (BRASIL, 2018, p. 66, our translation).

According to the document, although the space is free and very familiar to children, adolescents and young people, the school cannot ignore it, since it assumes the importance of considering the ethical, aesthetic and political dimensions of this use, as well as knowing how to deal critically in relation to the content that circulates on the Web. Besides the fact that, initially, in the environment, there is no guarantee regarding the editorial criteria and selection of what is considered adequate, good and true. The viralization of publications is also characterized, which enables phenomena such as post-truth, in which opinions matter more than the facts themselves (BRASIL, 2018).

It appears that the school, according to this political-educational discourse, cannot isolate itself and ignore the fact that the boundaries between the public and the private are being replaced.

It is not a matter of wanting to impose tradition at any cost, but of reflecting on the redefinition of these limits and developing skills for this treatment, including reflecting on issues involving excessive exposure on social networks. In the name of freedom of expression, one cannot say anything in any situation. If, potentially, the internet would be the place for divergence and the different to circulate, in practice, most interactions take place in different bubbles, in which the other is similar and thinks in a similar way. Thus, it is up to the school to guarantee the treatment, increasingly necessary, with diversity, with difference (BRASIL, 2018, p. 66, our translation).

The political-educational discourse brings, implicitly, a discourse of responsibility of the school for the formation of the student who is inserted in this new context of new language practices, in which it is necessary to develop a critical posture in relation to what is published. Education, according to these speeches, presents itself as a permanent process, not only of building knowledge, skills, know-how, but also of building a critical reader, prepared to deal with these new relations and language practices.

Thus, it is evident how relevant a reflection on the curriculum of the Letters course is, since this should focus on the priority that is to train teachers of the mother tongue, or of foreign languages, with a scientifically consistent linguistic education, of quality, appropriate to the contemporary context.

Reflections on teacher education in the area of Letters

The National Curriculum Guidelines (DCN), which establish parameters for the pedagogical project of academic and professional formation and the workload for the Letters course, were established by the Resolution of the National Education Council (CNE-MEC) and the Higher Education Council (CES-MEC) No. 18, published on 13 March 2002 (BRASIL, 2002c), based on CNE/CES Opinion No. 492, published on 3 April 2001, corrected by CNE/CES Opinion No. 1,363/2001, published in 29 January 2002.

According to the DCN, undergraduate teaching degree courses in Letters must have flexible structures to provide the professional to be formed with options for knowledge and performance in the labor market. According to the guidelines, the professional in Letters must have mastery of the use of the language or languages that are the object of his studies, in terms of its structure, functioning and cultural manifestations, in addition to being aware of linguistic

and cultural varieties.

According to these guidelines, the graduate in Letters, both in his native language and in a foreign language, modern or classical, in the bachelor's or teaching degree modalities, must be identified by various competences and skills, acquired in his conventional, theoretical and practical academic formation, or out of it. Thus, in this way, based on this discourse, with a view to the formation of professionals who master the studied language and its cultures to act as teachers, researchers, literary critics, translators, interpreters, text reviewers, scriptwriters, cultural advisors, among other activities, the Letters course should contribute to the development of competences and skills, regarding the domain of the use of the mother tongue, or of a foreign language, in its oral and written manifestations, in terms of reception and production of texts.

When talking about the formation of a foreign language teacher, specifically English language, it is important to emphasize the coexistence of two types of formation: one that involves learning and the other training. The first involves broader issues in the educational sciences such as ethics, reflective and emancipatory teaching; the second, of a more positivist nature, refers to the applicability of teaching techniques in the most varied contexts.

It is worth mentioning that in English-Language courses there are commonly two profiles of undergraduates: those students who already work as English teachers and those who do not yet have teaching experience, whether in public or private schools, regular or free,

Experienced student teachers already bring to university classes knowledge acquired by daily practice with their students, they already know the curricular organization defined by the schools where they work and they are already getting used to or have already got used to the problems they need to face regarding the conduct of content and beyond them. For these teachers, the Letters course is no longer the first contact with the particularities of the new profession and becomes a space for the (re)construction of their knowledge, the socialization of existing experiential knowledge and the renewal of disciplinary knowledge brought by university, adding them to the experience of their teaching practice. In this sense, the Letters course, for these experienced student teachers, ceases to be the moment of initial formation and starts to have the status of continuing education, all of which is indicated by their positions, ways of thinking and acting in the face of the profession (SORTE, 2014, p. 541, our translation).

According to Ramirez (2014), there is no single and correct way to teach English, or any other language. However, the rise of the English language to the status of an international language brings paradigmatic changes to its teaching; some are already underway, others are in

the implementation phase and others are still just academic constructs. What is certain is that they all have, or will have, a strong involvement in the work and formation of teachers.

As for the curricular contents, these must be linked to the area of Linguistic and Literary Studies and include the development of specific skills and abilities, in addition to pedagogical formation. Regarding the workload, it is necessary to refer to CNE/CP Resolution No. 1/2002 (BRASIL, 2002a) and CNE/CP Resolution No. 2/2002 (BRASIL, 2002b) which, respectively, institute the National Guidelines for Basic Education Teacher Formation, at a higher level, teaching and full degree courses, duration and workload of such courses.

Resolution CNE/CP No. 2/2002 established that the minimum workload for Teaching Degree courses must have a total of 2,800 (two thousand and eight hundred) hours (BRASIL, 2002). However, this Resolution was the subject of much discussion in the CNE Teacher Formation Commission. Its revocation was proposed in Opinion CNE/CP No. 5/2006, approved in April 2006 (BRASIL, 2006), with the determination that the minimum number of hours for undergraduate courses was 2,800 (two thousand and eight hundred) hours, of which, at least 300 (three hundred) hours should be returned to the supervised internship, and a minimum of 2,500 (two thousand and five hundred) hours devoted to other formative activities. This workload is in accordance with art. 65, of the Law of Directives and Bases of National Education, LDBEN No. 9394, of 20 December 1996 (BRASIL, 1996), which establishes that teacher formation, except for higher education, must include the practice of teaching with, at least three hundred hours.

As for undergraduate teaching degree courses, which form Basic Education teachers, to work in the final years of elementary school and in high school, that is, the specialist teacher, according to Penin, Galian and Valdemarin (2014), after LDBEN No. 9304/96 there were changes that altered the relationship between the knowledge that refers to the fundamentals of education and the educational system, instrumental disciplines and reference knowledge, regarding the different areas of knowledge. Even if the focus of the formation of this specialist teacher lies in the field of specific areas, there is a demand for articulation between the specific and the pedagogical. And it is not just a temporal relationship of succession of the traditional curricular organization, “known as the '3 + 1' scheme - three years of specific formation followed by one year of pedagogical formation - which survives in various formation projects” (PENIN; GALIAN; VALDEMARIN, 2014, p. 57, our translation).

For the authors, even if the basic competence of the teacher can be considered as the domain of the content, despite the indications of the literature about formation, the challenge of

a formation project is to break the dichotomy between the specific content and its pedagogical dimension. Thus, the relevance of the study of the undergraduate teaching degree in the Letters curriculum is evident, as it is important to master the reference knowledge of the area, of linguistic studies of Portuguese or Foreign Language, in which the teacher will act. This teacher must be clear about how such content can be transformed into teaching objects.

According to Penin, Galian and Valdemarin (2014), based on other research, in several federal universities in the country, more than 80% of the contents of the disciplines, still, are composed of descriptive studies of the language, or prescriptive grammars, according to a vision normative language.

According to contemporary political-educational discourses, the text and its context of producing new language practices are focused. Thus, language teaching cannot be separated from its uses.

Letters formative projects, or even undergraduate teaching degree courses in general, present a formation discourse for insertion in the labor market. At the end of the course, future teachers should also know and appropriate linguistic theories, in addition to pedagogical knowledge, in order to establish new teaching methodologies.

Final considerations

This article was limited to a discussion on the discourses underlying educational policies for a reflection on the teacher education of the professional of Letters, within the framework of contemporary education, in which political-educational discourses are highlighted, focused on the new language practices arising from new society's demands. In the political-educational discourses, current theoretical questions about text, discourse genres, literacies and multi-literacy are raised, but the teachers, who work in the classroom, lack specific theoretical foundations in text and discourse studies, in addition to a deepening of the pedagogical bases, such as the development of methodologies, the insertion of information and communication technologies applied to teaching.

Based on the speeches expressed in educational policies, a project for teacher formation in the area of Letters should be based on questions about the priority goal of the course: whether it should be aimed at formation a competent user of the language, or at specialist formation, according to linguistic studies, on conceptions of language and grammar, the role of norm and linguistic variations, to meet cultural, educational and didactic-pedagogical policies. The

process of teaching and learning languages takes up, in principle, different views of linguistic theories, without being aware of it.

The specific production conditions that govern the interpretation of linguistics, in theoretical and methodological terms, in the classroom, are those that are apprehended from the historical-social moment in which its use is located. For the future language teacher, in addition to linguistic theories applied to teaching, discourse analysis, literary criticism, specific formation and pedagogical formation must be articulated to meet the guidelines of official documents, which bring political-educational speeches aimed at new language practices and school responsibility in the contemporary setting.

It was found that the educational and linguistic-cultural policies in the professional education projects of Letters reflect discourses, determined in the historical process of Brazilian education and delimited in the contemporary context. Therefore, the discourse of formation of the language teacher, considering the social context in which this professional is inserted, with new language practices and new educational policies, should be in the process of reformulation and consider a constant process of change. Thus, the need for continuous formation for the teacher is increasingly evident.

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How to reference this article

PRADOS, R. M. N.; RAMIREZ, R. A.; ALVAREZ, S. M. Thoughts on educational policies, BNCC and teacher education. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. 1, p. 86-102, Jan./Apr. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25i1.13628>

Submitted: 29/04/2020

Required revisions: 26/06/2020

Accepted: 10/09/2020

Published: 02/01/2021

