
Teachers Formation in Brazil: From the Challenges in Public Policies to Cultural Historical Theory Contributions

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ABSTRACT

In this reflection, we deal with the pedagogical actions carried out in the area of Teachers Formation in Children Education Institutions in the State of Paraná, Brazil. The present production was done from the studies in Cultural Historical Theory, in which supports the pedagogical interventions to the Children Education. This theoretical-methodological referential subsidize the study to the continuing formation and to the educational practices in the educational institutions. The objective of this text is to present not just the limits experienced by the educators, but also, considering the exponent studies of this Theory, the possibilities of constituting a pedagogical act in the emancipation perspective.

Keywords: Public Policies, Cultural Historical Policies, Teachers Formation, Pedagogical Interventions.

INTRODUCTION

In this text we present bibliographical studies and pedagogical interventions in the area of Teachers Formation backing up in the work with Children's Literature and Arts, guiding elements to the transaction of proposals in relation to Public Policies and educational practices with the educational institutions in the State of Paraná, Brazil.

The obtained results and developed studies reassure the relevance of the intentional action from both managers in the administrative area (Mayors, City Secretaries) and Pedagogical Teams. In this context, the teacher is considered the most experienced and responsible to direct the teaching process of the children. The present elaboration still indicates the necessity of thinking and having a school in which the appropriation of what the more complex the humankind has elaborated throughout the History be effective.

We can register some experiences in continuing education of teachers which were and are carried out in some cities in Paraná, Brazil, whose organization of study proposals, for the first five year of Elementary School as for Children Education, it is guided in the intentionally organized work considering the assumptions already exposed. We highlight the work done and in courses in the cities of Borrazópolis, Boa Esperança do Iguçu, Cruzeiro do Iguçu, Marialva, Paraíso do Norte and Telêmaco Borba, pointing out the achievements in the City Centers for Children Education in the mentioned cities.

Context of Continuing Formation of Teachers

When dealing with the continuing formation of teachers, we refer to the procedures occurred in courses, trainings, meetings, seminars and events addressed to the professional who finished their initial formation and are in daily pedagogical work with kids in education institutions (CHAVES, 2014).

Generally speaking, there is a significant offer of courses to the teacher's formation available from publishing companies, higher education institutions, organizations and pedagogical consulting

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companies; nevertheless, we question the quantitative offer, thinking over the consequences to the educational practice performed with the children.

We have noticed that the offers of formation many times end with a fragile and disconnected study proposal. To speed up the further training course, it is added the worry with the limit of time quantification, it is stimulated the offer of courses whose objectives do not harmonize with the reflections and research which indicate or announce the understanding and, if necessary, the renewal of the pedagogical practice in favor of an education able to benefit the promotion of children beyond their immediate social situation (CHAVES, 2014).

In contrast with this impoverished practice, in our analysis of what would assure achievements – however small – is a continuing training as the expression of an education offer in which the arguments for its elaboration envisage the protection of society, man and education in harmony with the educational practice to favor the promotion of man.

The results of the experiences in cities of Paraná sign some difficulties, such the virtual impossibility of available time for the studies, because some meetings occurred in the counter period of the teacher's work, causing great difficulty. There was (and there is) resistance in dismissing the children in the called "working day", however, we argued that if this dismiss happened with strict criteria and in few occasions during the year, there wouldn't be a big issue and it would help to constitute a culture of value and concession of day in which the teachers could dedicate themselves exclusively in studying, which already occur in some occasions with the known breaks (CHAVES, STEIN and SILVA, 2014).

The lack of teaching resources, texts, books and material for research is added to this scenario of challenges. Not continuing the studies is perhaps one of the elements which weaken most the educative action. In general, we noticed significant progress when the suggestion of training in practice is organized in a way that talks, courses and study groups occur with the same content and/or theme.

The referred difficulties and challenges may be trivialized and the studies and considerations done if they harmonize with the discussions had in the permanent study groups, whose structure and maintenance needs to be considered priority by the Pedagogical Teams, something that will happen if the teachers' formations configure in public policy with the action of managers and if the community assumes elements which are like challenges to the Brazilian society "to move forward in the structuration of a managing process able to fulfill the constitutional intention of unification associated to a social management of public policies" (MACAGNAN, 2013, p.113).

Cultural Historical Theory: Theoretical Methodological Support for a Formation in Service

We believe that the formation proposals be elaborated in a collective way, with the management team, coordinators and representatives of the education unities. We highlight that the pedagogical interventions that favors the studies and elaborations of procedures related to Children's Literature and to Arts favor the teaching organization in a humanizing perspective and development of human capacity as the memory, the attention, and language and the creativity (CHAVES, STEIN and SILVA, 2014).

These studies and elaborations, for their part, may seek protection in great personalities of Cultural Historical Theory essential to the defense of an academic practice that excels for presenting to the subjects something more elaborated in science and arts, following the requests of Leontiev (1978) in his released work "Development of Human Psyche".

The theoretical framework studied, among other contributions, signs that the age of a child is presented as a guide to the organization of procedures and not as a maximum limit for a routine planning in the learning institutions. This means that for babies and older children, the learning life may be organized with writers of academic acknowledgement, in which, with sensitivity and creativity were able, from their social development and/or from their heritage, as Leontiev wants (1978), create poems, melodies and stories which constitutes content, strategy and resources and can be presented and taught to students of different levels of teaching.

Vygotsky (2009) highlights the importance of the creation of necessities, which propitiates our work with the defense of giving to children rich cultural existing elements. Amplify and enrich their

experiences imply, necessarily, in not limiting them to the experiences of their local and individual story, one time experiences that the capitalist society reserved them (CHAVES, 2014). In this perspective, Stein (2014) points out that the teacher himself does not have purposeful conditions which allow the expansion of their experiences. If the kids need to expand their experiences beyond their routine, this rule is also valid to the teachers. In our sense, for the arts and others elaborated knowledge expressions be carried out with delight and meaning for the kids, the teacher needs first to experience these subjects with delight, reason why we look closely about the value of teachers education. The teacher needs to appropriate of already elaborated knowledge, because through it he will have solid elements to the creation of new knowledge.

Considering this premise, it makes sense that the learning process allows experiences and procedures over and above their living local, which enable to create the necessity in the kid to notice the XXI century as his/her time, to notice the elaborated art as his/her art, the elaborated music as his/her music and not that narrowed one that the capitalist society gave him/her. This is our great debate, our confrontation as researchers and teachers who advocate in favor of a school education.

We understand that when we think over matters related to training and work of teachers, we should ponder and consider the political, economic and social scenario in which the institutions and teachers are in, assuming, with these elements, a theoretical reference able to analyze and reveal such conjuncture, decisive condition in the organization of the pedagogical work. In this logic, it is needed to realize that, in this beginning of XXI century, the misery condition is increased for millions of people and this misery is immediately showed in the family status and in the children's school. Reducing his/her learning starting from this routine is to favor its impoverishment, exterminate his/her learning and developing potential (CHAVES, 2014).

In this context, we seek support in the logic creation of necessities, and once more we return to the necessity of highlight the education through pedagogical interventions which express the value of the kids' creative capacity. The correct and adequate education, as Vygotsky suggests (2009), it has to have as a starting point the humanization. In this sense, it should value the everyday life of the kids when it carries beauty and arts. We noted that while there is the predominance of misery, expressed in the most varied ways, we shall make it worth the politic content of teaching Theory considering the highest human elaborations.

This way, the school outings, the paintings, the drawings, the organization of the environment and the space in the Children Education institution gains relevance, once that "the best stimuli for children upbringing is the organization of life and environment that allows the generation of necessities and possibilities for so" (VYGOTSKY, 2009, p.92).

In this train of thought, Lyublinskaya (1973, p17) points that all decoration in the institution, as entrance, hallways, as well as the "beauty" and "cleaning" of the area may stimulate in the kid positive feelings, configuring to the author as value from the educational point of view. Therefore, the environment and the experiences of a kid have direct relation to his/her feelings and positioning on the circumstances. In the author's words:

These influences are held not just to the people who are around but also the situation, the things that kids live and the toys which entertain them. A special influence is held in the sequence which regulates the life of a kid, the talks that surround, the radio transmissions and the television which is listened and watched, so, as a great number of other factors that seem to be of no importance, but raise by the kid one or another reaction. (LYUBLINSKAYA, 1973, p. 15).

To report to the life of a kid in the school environment and to the organization of educative work, the same author writes: "If the life of a kid is organized, his/her memory enriches with a useful content, which accumulates successively and gradually. His/her horizon expands and the observer and inquiringly status is formed. His/her thinking is formed not only through the special types of activities, in the games, at work or in class, but also in the daily routine when his/her mind has to work actively to understand a great number of unexpected phenomenon and the constant difficulties that come up day by day" (LYUBLINSKAYA, 1973, p 23-24).

In this quotation, resides an essential matter of our study, a theoretical methodological guideline of Vygotsky reaffirmed by other researchers of Historical Cultural Theory, because it discusses the importance of organization in the kids' classroom. In this scope, the routine organization, the timing

and space are essential, being decisive to stimulates positive feelings and develop the artistic creation in the kid, by drawing, role-playing or the literary work.

Therefore, treating the literary creation or the capacity of creation of a child implies considering the organization of work in a position that attributes value to the action of the teacher, which suppose the intention of the educator and the organization of routine – time and space – in the school institution. To consider the environment or the role that the environment plays, consequently, essential.

Thus, organizing the routine of the education institution, choosing songs, poetries and stories that must integrate permanently the work that Children School require, before the organization of pedagogical work itself, studies and collective decisions. This will favor the understanding that all the time in all spaces the school institutions must be full of colors, sounds, in opposing to the hundreds of institutions in which books, toys and CDs are in the cabinets of coordinators and/or somewhere out of reach and line of sight of the kids.

We understand that pedagogical interventions which envisage the work with Children Arts and Literature are able to enhance the linguistic and intellectual development of the children. This said, we elaborated learning procedures with the objective that they configure in demonstratives resources able to instrument the teacher and stimulate the kids to the knowledge that collectively is not in their daily lives.

CONCLUSION

This research restates the defense that the Children's Education institutions may present themselves as education spaces par excellence, which supports the routine, it means, the organization of time and space is justified only when used as learning practice able to promote the learning and development, where playing and learning characterize as main objectives, as we have highlighted in other study and reflection opportunities (CHAVES, 2007, 2010a, 2010b; CHAVES *et al.*, 2008).

In this defense, we do not consider the misery and suffering condition of millions of people. We may register, yet, dark hallways, poorly lit or ventilated classrooms, didactic materials stored in dusted cabinets or just boxed in some storage room, next to cleaning products, playgrounds without attractions/rides and just areas covered with concrete, where kids stay daily hours in their first years of life. This description may seem irrelevant and be ignored or, in other meanings, showed as a total deterrent for the humanizing and truly creative education process (CHAVES, STEIN and SILVA, 2014).

For us, these elements show the value that the capitalist society attributes to children above all the ones from the labor class. This appearance in educational institutions reveals how much and what the capitalist society gives to schools and their teachers. Thereby, the clear depreciation of knowledge is expressed in the lack or destitution of resources, in facilities and in the learning action that is showed undermined and depleted.

This scenario represent, in the actual historical moment, the situation already reported by Krupskaya ([19--]) an Makarenko ([19--], 1981), who assure that the children of the dominant class were educated for take over the leading position in the historical process and that the labor class children were left with a subservience education. This explanation allows us to measure the importance of a school in this period for those who defend it as the possibility of humanization.

We consider that one of the challenges present to the educators in this moment is to reevaluate the teaching practices done in school units, not an easy practice due to the continuing effort of the capitalist system to trivialize the importance of knowledge. Scholars like Saviani (2000, 2010), Duarte (2001, 2004, 2010) and (2004) already dealt with this matter and showed, from one side, the depreciation of the teacher's work and the denial of scientific work and, again, restated the need of an education which takes over the responsibility of teaching the knowledge historically accumulated by humankind. Duarte (2004) emphasizes what is spread in official speeches through the media the relevance of education to form creative workers, independent, therefore able to adequate to the constant demands of the capital.

We regard that the proposals and training achievements, being graduation, post-graduation, be the current training which approaches subjects related to learning and development of students need to have from this understanding of opposing the impoverishment which is presented to the kids and in

the defense of a new education that promotes, heightens the learning process and esthetic sense. We support the all ages students must appropriate from what of most complex the society has been elaborating in the science field, and also, in philosophy and arts.

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