

## Research: What Underpins the Teaching Action?

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### Abstract

The purpose of this article is to analyze the main ideas and convergences in research used and debates among authors and experts who have dedicated themselves to teacher education, as well as to understand how they teach and learn before and after the approaches presented here. This article is divided into two parts: in the first, a synthesis of the main discussions about the ideas of teacher education in Brazil, and the world is presented. The second discusses the challenges and possibilities posed as results presented from the analysis of the teachers interviewed. It seems unquestionable that the changes in the structure of Brazilian education required a pedagogical project for the training and professionalization of teachers, in line with the intended changes in education. However, it is fundamental that the intervention raises the levels of consciousness, autonomy, and criticality of individuals, to follow them to a path of transformation, equipped with reflection, about their practices: the human praxis.

**Keywords:** education; professionalization; learning and training.

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## **1. Introduction**

### **Traditional Pedagogy Yesterday and Today**

At the beginning of the 19th century the national systems of education appeared and were based on what said that education is everyone's right and the state's duty, in this, education is aimed directly at the teacher and knows how to make individuals overcome the barrier of ignorance, that is, The point was to make these individuals think for themselves, as Saviani says, "the goal is to transform the subjects into citizens", to make them free from these shackles through enlightenment and self-effort, a fact that could only be done by the school since alienation was very large in many ways. So the role of the traditional school is precisely to make the student grow by his/her merit from the teacher who passes on to them all the knowledge obtained by humanity, in an extremely mechanical, cold, and raw way, and in a generalizing way in which the particularities were respected, students would always be students independent of the specificities, and the teacher would be the owner of the knowledge and the knowledge, thus leaving in force the position of the teacher as the active subject, and the student as the passive subject, a subject that should only receive the knowledge and by himself develop his social, political and human characteristics in general in a way that the less capable would be left behind in this scale of development. "The cultural path toward knowledge is the same for all students, provided they make an effort. Thus, the less able should strive to overcome difficulties and earn a place with the more able. Should they not succeed, they should seek more professionalizing teaching." [1] With this we can see that education came directly from a teacher who was not concerned with the student but with the knowledge being passed on and that the less capable students should look for a more professionalizing course, that is, a pure teaching course without human development. We see then that the teacher is the center of the educational process and, being responsible for the transmission of the contents, he must be very well prepared and is seen as an "All-powerful Master", the doctor of all wisdom and unquestionable. The relevant experience that the student should experience is that of having democratic access to information, knowledge, and ideas, thus being able to learn about the physical and social world. The emphasis is on intellectual discipline, for which attention and concentration, silence, and effort are required. The school is the place par excellence where reasoning takes place, and the environment should be suitably austere so that the student doesn't get dispersed so that the interest is of the students in general, the teaching open to them and for them to go after and demonstrate that will to learn. Traditional pedagogy is marked by teaching based on imposed truths, the contents passed on were the social values accumulated overtime to prepare them for life, and these contents are determined by society and ordered in legislation regardless of the student's experience and social realities, making traditional pedagogy be seen as encyclopedic. In this case, the student's role was that of raw and decorative learning, and the teacher's role was that of direct teaching without delay. The great achievements of mankind also had a very strong emphasis among these contents, and this teaching was considered encyclopedic, the knowledge of mankind was all passed on decoratively and repetitively so that the knowledge would settle in the head. The contents were well applied to the students, their cognitive capacity was very accurate because they memorized all the contents, but the intelligence part itself was very weak, the students' development depended on their own will. The teachers' method, the content, and the evaluation were all of their decision power, the oral explanation was the base of knowledge sharing, the classes were all prepared meticulously, and the explanation and even the analysis were all done by the teacher, directing the student to where he/she wanted, among the method's characteristics the

application of repetitive content so that the student memorized, the lack of dynamism made certain students learn and others, not since the learning capacity varies among people, each one has their way of learning. In this educational context the education process that should involve teacher-student and teaching-learning and/or vice-versa, is flawed, because the teacher is seen as a dictator in the classroom, and there is practically no relationship between him/her and the students, the teacher is like a machine for passing on knowledge without any feelings, for the traditional teacher students were just students, and specificities didn't exist, they were all the same. The transfer of learning depends on training, being essential to retention, memorization so that the student responds to new situations in a similar way to previous situations. In summary, it can be said that this pedagogy reduces the educational process to only one of its dimensions: the dimension of knowledge. Even though traditional pedagogy has several flaws and defects, there is no way of not saying that there are no positive points in it, a fact that makes some of the marks of this education last until today. This pedagogy brought to the individual an immense decorative capacity since it was the basis of learning, another factor is that the individual needed to have a lot of discipline since learning depended a lot on him, not to mention that with the force of imposition that the teacher passed, the student was practically forced to have discipline, Since this pedagogy appeared before psychology, then there was no concern with possible traumas that the student could have, so the imposition was so strong that being disciplined was necessary for the individual not to reach a level considered minimal or perhaps even humiliated, thus it can be seen that the ability of individuals who went through this process was very great. To be surprised at the fortress that was the school within a context dominated by religious, political, and economic fanaticism, where people were educated in such a way as to become responsible human beings, morally strong, and well prepared to live their time in the rigid way that was required at that time. So, it is known that traditional pedagogy lives until today on a small scale, its roots were very strong and it maintains these influences until today, whether good or bad, good in the disciplinary and cognitive sense of the student, bad in the psychological and gross issue of teaching without emotion and the relationship between teacher and student and the lack of dynamism and the excess of content passed. The issue between the dichotomy of current education and traditional education is not one of backwardness and progress, because education today goes through serious problems, this is due to a lack of historical analysis in the pedagogical currents as well as the traditional one, since it is one of the first, it is necessary to make a comparison and know how to take advantage of each necessary factor, each current had its positive and negative factors, so much so that the current that came to replace the other was based mainly on the failure of the previous one, The pedagogies appeared in contrast to the previous one, with the objective of "filling the hole" left by the previous one, and so on, until it would get into a vicious circle, there would always be defects and one would always cover a certain flaw and present another, so the issue would be an analysis of the pedagogies and a contextualization that encompassed the social factors in general, especially political, economic and cultural, since these are the basis of a whole society. Brazilian education lacks an effective praxis that is not provisional, it needs a grounded plan where the learning process is recognized by boarding all the factors, aiming at the teaching-learning and teacher-student issue, in such a way that the relationship is more human and strategic, and above all that it is analyzed according to the history of education [2].

### ***1.1 Paulo Freire***

For [3], the teacher is co-author of a process, whose goal is to develop critical consciousness and freedom as

tools to overcome the contradictions of the education models that privilege and maintain the oppressed-oppressor relationship, that is, to help students understand their role in the historical-cultural process and fight against inequalities through knowledge, reflection, and action. Paulo Freire's method, called humanist, advocates a new epistemology of knowledge, aiming to overcome the traditional paradigm, with a new vision of the approach to knowledge and the teaching-learning process, removing from the educational scenario the Pedagogy of the Oppressed. In this new way of understanding teaching-learning, the student is not a depository of knowledge, and the teacher's role changes, because he or she is not the one who teaches a priori the already elaborated knowledge. The teacher's role is to create favorable environments, in a practice of sincerity and friendship in which students who go to school out of motivation and not out of duty, establishing the principle of democracy and not oppression, which in practice means the Pedagogy of discrimination.

### ***1.2 Mizukami***

According to [4], there are several ways to approach the educational phenomenon, according to the aspects that are privileged, such as the human, technical, cognitive, emotional, socio-political, or cultural aspects. The author presents five teaching approaches, which she considers present in the practices of Brazilian teachers: traditional approach, behaviorist approach, humanistic approach, cognitive approach, and sociocultural approach. Each approach brings a theoretical reference and describes the relationship between teaching and learning in a particular way. According to the approach adopted, categories of relationship with educational practice are established, in which concepts of teaching, learning, school, student, teacher, world, society, culture, methodology, evaluation, and knowledge are highlighted.

### ***1.3 Lee Schulman***

Through his research on teacher education, also points to the relevance of the teacher having a pedagogical knowledge base, so that he/she can develop pedagogical content knowledge, which implies teaching methodologies. To this end, the teacher must have foundations on which to base his teaching action and allow him to reflect on his practice in the classroom, in a movement of pedagogical praxis. The knowledge base for teacher training could be composed, according to [5], by content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of students and their characteristics; knowledge of educational contexts, and knowledge of the purposes, goals, and values of education and its historical and philosophical basis. According to [5], academic training in knowledge areas or disciplines is part of the sources for the knowledge base for teaching action. Teaching is essentially a profession that requires academic training. The teacher is a member of the academic community. He or she must understand the structures of the discipline, the principles of conceptual organization, and the principles of inquiry that help answer two kinds of questions in each area of knowledge: What are the important ideas and skills in this area? And how are new ideas added and other ideas considered deficient by those producing knowledge in this area abandoned? [5] Emphasizes the importance of studying and reflecting on teachers' practice along with academic theory, especially that of teachers he calls "competent teachers. Those who, with their pedagogical practices and knowledge of the content to be taught, manage to affect learning. To this end, it is essential to record these practices. "One of the frustrations of teaching as an occupation and profession is the extensive individual and

collective amnesia, the consistency with which the best creations of educators are lost by their peers both contemporary and future" [5]. In the way we conceive of teaching today, it begins with an act of reason, continues with the process of reasoning, culminates in actions to impart, extract, engage, or attract, and then undergoes much reflection until the process begins again [...] Deep reflection requires both a process of thinking about what they are doing and an adequate foundation of facts, principles, and experiences from which to reason. Teachers need to learn to use their knowledge base to provide a foundation for choices and actions. Therefore, teacher education needs to work with the beliefs that guide teacher actions, with the principles and evidence underlying the choices teachers make [5]. [...] the key to distinguishing the knowledge base for teaching lies in the intersection between content and pedagogy, in the teacher's ability to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptable to the variations in ability and background presented by students [5].

#### ***1.4 Antônio Sampaio da Novôa***

Teacher training is sometimes excessively theoretical, other times excessively methodological, but there is a deficit of practices, of reflecting on practices, of working on practices, of knowing how to do it. [...] Their body and head are full of theory, books, theses, authors, but they do not know how all that [...] is organized into a coherent practice. That is why I have been advocating for many years the need for training focused on practices and the analysis of these practices [6]. In general, the option for the teaching profession is hindered by the weakening of the teaching profession, either because of the several attributions to which the school is imbued nowadays or because of the lack of organization of the profession, which goes through the training of the education professional, still distant from the reality of schools, the evaluation, and accountability of the teaching professional work, the little political intervention of these professionals in decisions concerning the teaching profession, which reflects on the working conditions in schools, the low pay and consequent high workload (proletarianization of teachers) [6]. We need to gain the trust of society for our work, gain greater public credibility. [...] In education it is not possible to separate the professional dimension from the personal dimension, and this implies a personal commitment to values from the point of view of the profession. It is in this sense that I believe we can and should move towards a new educational contract with society, which also includes the reformulation of the profession. For, of course, there will be no knowledge society without schools and teachers. [...] we must have teachers who are recognized and prestigious; competent, and who are supported in their work [...]. It is necessary that they are whole-body people, that they are whole-body professionals, able to mobilize themselves, mobilize their colleagues and mobilize society, despite all the difficulties [6].

## **2. Methodology**

For the approach it was used the descriptive method, to establish and concretize the data analysis, in this, it was necessary as a procedure a questionnaire with open questions using the survey monkey online platform, with answers in real-time applied to higher education professors of distinct courses. Interviews were conducted with higher education teachers at Campos Elísios University, in the city of São Paulo. The interview sought to understand how professors learn to teach and what underlies their actions as teachers. The professors interviewed are part of the teaching staff of the Accounting, Business Administration, Economics, and Pedagogy

courses. Thus, the table follows to check the results. Table 1 shows the profile of the interviewed teachers, in terms of their academic background, time in teaching, workload, and professional situation. Table 2 displays the results of the interviews, which addressed questions directed to the performance of teacher learning.

**Table 1: Personal and Professional Characterization**

| Age | Higher education (Course, Institution, City, Year)  | Time in Teaching | Place of Actuation  | Time of Acting <sup>(1)</sup> | Hourly load <sup>(2)</sup> | Is teaching your only professional activity? If not, what do you do and where do you work? |
|-----|---|------------------|---|-------------------------------|----------------------------|--|
| 53  | 1.1 POST-Doctorate - Post-Doctorate. [FFLCH of the University of São Paulo/University of Buenos Aires, Argentina - 2014]. - Ph.D. (in Social Sciences) - Latin American Integration Program. The University of São Paulo. São Paulo, Nov. 2008. - Master's degree (in Economics - 2002) - Graduate Program in Economics - Concentration area in Economic History. Paulista State University. - Since 2007, member of the research group: Regional economic formations, market integration, and transport systems. 1.2 Graduation in Social Sciences (BA and BS). Foundation School of Sociology and Politics of São Paulo/State University of São Paulo [1994]. | 18 years old     | São Paulo   | 4 years                       | 40 h/week                  | It is not the only performance. I have a small car rental company                          |
| 28  | BA in Psychology (University of Pernambuco, 2013); Ph.D. in Psychology (University of São Paulo, 2019).   | 2 years          | São Paulo   | 2 years and 6 months.         | 44h/a                      | Yes  |
| 49  | Social Communication, UNIP, Araçatuba, 1995.  | 15 years         | São Paulo   | 2 years                       | 28h/a                      | No. I am a doctoral candidate  |
| 36  | Psychologist graduated at UMESP (SBC, 2007), a specialist in psychopedagogy (PUC-SP, 2011), improvement in School Complaint Guidance (USP, SP, 2011), master in education (Methodist, SBC, 2017), improvement in  | 2 years          | Pedagogy course located in República, SP. Campos Elíseos College. | 2 years and 4 months          | 16 hours                   | No. I am a clinical psychologist   |

|    |   |  |  |  |  |               |
|----|---|--|--|--|--|---------------|
|    | Cognitive Narrative and Compassion Focused Therapy (IPQ-USP, 2019)  |  |  |  |  |               |
| 37 | Degree in accounting sciences from USCS, a post-graduate degree in controllership from FECAP, and a Master's degree in ADM from Methodist | 7 years  | Campos Elíseos College                         | 4 years                                  | 36 hours   | yes           |
| 41 | Graduation in Pedagogy at Unesp and Post-Graduation in People Management in Social Projects at Federal de Itajubá                         | 16 years in Early Childhood Education and Higher Education 6 years | São Paulo City Hall and Campus Elísios College | 16 years and 6 years in higher education | 40 hours in one institution and 20 hours in the other. | Teaching only |

(1) As a teacher in the current school (years or months)

(2) In the current school and in total

**Table 2:** Questions Directed to the Teaching-Learning Performance

| <b>Reason for choosing to teach and for the area of training</b>   | <b>Role of the teacher and the school</b>   | <b>How did you learn to be a teacher <sup>(1)</sup></b>   | <b>Contribution of the higher education course to the performance as a teacher <sup>(2)</sup></b>  | <b>Sources that contribute to the teaching action</b>   | <b>On what do you base your teaching action? <sup>(3)</sup></b> | <b>Describe a lesson and explain how you planned it, what modifications you had to make in class; if you were to teach the same lesson again how would you do it, and why</b> | <b>How the teacher continues to learn to be a teacher, to teach, to develop professionally</b> | <b>What do you think is necessary for teachers to be able to teach better and better</b> |
|--|---|---|--|---|---|---|--|--|
| <p>a) Project of professional life; old dream... b) Desire to understand how the society we live in works (from the socioeconomic point of view)</p> | <p>It should be to contribute critically to the achievement of the objectives outlined collectively within the school, such as contributing to the successful training of citizenship, preparing students for work and so that they can continue their studies. The teacher, on the other hand, collaborates to "bring to life", that is, to accomplish the</p> | <p>In two moments: In Graduation, I took didactic subjects (I took the Licenciatura subjects); in practice, I have been trying to combine theory and practice</p> | <p>The two moments have been crucial for continuing education; I learned in my college course [UNESP] and I keep on learning with courses, research, scientific congresses, etc.</p> | <p>Besides the basic bibliography, I make use of widely distributed material such as radio, newspapers, magazines, videos, etc.</p> | <p>Did not answer</p>   | <p>Did not answer</p>   | <p>Did not answer</p>  | <p>He did not answer.</p>  |



|  |  |  |  |   |   |  |  |   |
|--|--|--|--|---|---|--|--|---|
|  | purposes defined in the scope of the school in which he/she works.   |  |  |   |   |  |  |   |
| Affinity and mastery of the subject,   | To form the student in an integral way   | From experiences in the classroom and with my family members who are teachers  | He didn't answer.  | Books and courses   | Did not answer  | Did not answer   | Did not answer   | He did not answer.  |
| My choice for this area of training is related to my desire to understand people and stories. Working in teaching allows me to participate in the formation of people. | The teacher has the task of offering a quality relationship and also planning his teaching plans and mediating the construction of students' knowledge. The function of the school institution is to offer a structure that supports learning possibilities, being a place where the community experience promotes, through the relationship of its actors, the construction of social and practical | There were three instances: the teachers I had during the course of my training, those I followed during my teacher training, and through my studies and analysis of the school reality. | The higher education course helped form my pedagogical outlook, as well as my participation in the formation of social ties that helped in the academic journey. | I think that social institutions that offer discussions strengthen the teaching activity. | I base my pedagogical action on an existential understanding of the human being. For this reason, I understand that students must have the freedom to take responsibility for their learning processes. In this sense, the pedagogical relationship must deconstruct rigid power structures and empower the student, and, consequently, be empowered by him/her within the pedagogical agreement that consecrates the school experiences. | Starting from the objective of broadening understandings about the child, I asked the students to choose materials or to produce materials about "what it means to be a child". The students produced technical texts, poetry, chose videos. They described the meaning of what it is to be a child. From these meanings, we made a raffle in which everyone presented and talked about the subject. The final point of the class demanded to question the group | Mainly by critical reflection from his daily practice, by listening to his students, and understanding the needs of the group. | Critically reflect on their practice and listen to the students, their needs, and ways of learning. |

|  |  |  |   |   |  |   |             |   |
|--|--|--|---|---|--|---|-------------|---|
|  | knowledge.   |  |   |   |  | which teacher would be necessary to accompany the formative process of this child. Despite the disruption of activities, it would probably follow the same planning.  |             |   |
| I love teaching in higher education, which is why I chose to be a university professor of law. | Character formation... a tool for de-alienating society. | I did postgraduate studies in didactics and methodology in higher education before teaching. I studied the theorists of pedagogy and in 2007 when I entered higher education, I was able to apply everything I learned. I am still learning how to be a teacher. | I became a much more conscientious lawyer after teaching. | Family members who are active both in the area of teaching in higher education and the legal market area. | I believe my practices instigate the students to form their own opinions about life and the world. I do this by teaching from the heart, feeling, and seeking to feel the room so that we can develop the themes together. | Some classes consist of using film clips, after all in some subjects the use of films makes it more fun, bringing the subject to the student's reality. In the History of Brazilian Law, I use excerpts from films and books, as well as documentaries that retrace the history of Law in Brazil. | Yes, always | Any professional should love what he does, that is the only way we can dedicate ourselves to the point of always wanting to improve our knowledge and didactics |

According to the answers in Tables 1 and 2, most teachers identify themselves theoretically with the humanistic approach proposed by [7]. However, through their answers, it is possible to identify that in practice they are unable to develop or apply such methodologies. It was observed from the interviews that three of the five interviewees either do not know or have little knowledge of theoretical concepts in the pedagogical area since they did not answer the guiding questions to evaluate their teaching practices. The question related to the theoretical basis of their teaching, for example, did not get a satisfactorily clear answer. When the question was about how you plan your lessons and how you could do it differently, again the answers were vague. In this case, the practice does not talk with the theory. This probably happens because the interviewed teachers are students in Higher Education, whose pedagogical practices are very much centered on educational traditionalism. A fact that accentuates this traditionalism is the courses in which the teachers work - Accounting, Business Administration, Economics, and Pedagogy - the last being the one that came closest to an approach where students assume greater autonomy in the teaching-learning process. At this level of education (higher education), in the case of these teachers, it is noted that [5] thinking does not obtain recognition, since the relevance of the pedagogical knowledge advocated by him did not appear in any response. A single piece of knowledge that [5] understands as one of the foundations of teacher training was verified in the responses: content knowledge. Concerning the questions about teaching as the only professional work, and how the teacher continues to learn how to be a teacher, the answers permeate both to what [6] believes to be the correct path, and to what he defends as a point that requires change. This is because [6] believes that the teacher or the profession is weakened when the teacher does not fully dedicate himself to his job, and, on the other hand, he sees academic improvement as a means to obtain greater professional recognition. The interview participants have a high academic level, which in a way, both for [5,6], is fundamental for the recognition and professionalization of teaching.

### **3. Final Considerations**

The educational models of institutional and knowledge management are fundamental parts of schooling. Through the interview, it can be seen that despite the immense modernity that is expressed in daily life, traditional methods and products of economic development exert significant influence on the processes and institutions of knowledge construction. It is also concluded that the interviewed students perceive the influence of institutional management and the teaching approach in their schooling process. In a traditional teaching context, the student perceives himself in a passive position concerning knowledge, and inferior to the teacher. This model can make the student feel inefficient and that knowledge itself loses its meaning since learning is reduced to mechanical memorization and adequacy of the student, and not to contextualization and reflection of the agent in the environment in which he lives. Through the theoretical material consulted, one can clarify the importance of liberating educational interventions in the process of education. The fundamental of these interventions is to raise the levels of consciousness, autonomy, and criticality of individuals, to lead them to a path of transformation, equipped with reflection, about their practices: the human praxis.

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