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A historical background of the university with an emphasis on trends of the XXI century.

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Abstract

The article focuses the university, highlighting some of their trends in the XXI century. The study analyzes its characteristics in various stages, as corporation or an institution. Discuss the challenges the brazilian legislation. The research is of nature qualitative, based on studies of some theorists, like Luckesi, Trindade, Gaddoti, among others. The article concludes that the trajectory of the university, historically makes possible the discussion of the changes that occurred at the end of the twentieth century, there included the office of teaching, research and extension and the new competences given to the faculty including the innovations proposed by technology.

Keywords: University; institution; teaching.

Introduction

The university, throughout history, has presented different characteristics, depending on the political impositions of every period of its existence. Initially, in its origin, in Europe, brought a corporative idea. Later, generally in Latin America and particularly in Brazil, the university gradually since 1990, has faced a complex process of change, deserving priority attention to dilute the complexity involved in educational relationships.

The university system, in the current phase of modernity, occupies a strategic position in the social, economic and political development process because of the appreciation of the knowledge, considered essential for the labor market, which appears increasingly demanding requirement, considering innovations imposed by technological trends.

Therefore, the issue of this paper is intended to discuss the challenges faced by the university at the beginning of the XXI century. Within this perspective, this research develops a study on the historical trajectory of the university, from its origins to the contemporary moment, when it reaches an institutional status.

Moreover, considering the new trends that involve the university in this passage of millennium, the study addresses the office of teaching, research and extension and skills of teaching practice in higher education, especially because of the new technologies. The survey observes a qualitative methodology, based on the study of some theorists, such as Cipriano Luckesi, Oliveira Netto, Hélio Trindade, among others.

1. A path from Europe to Brazil

Under a retrospective look at the History records that the university, worldwide, emerged during the twelfth century. According to the season, added elements that foster understanding of their corporatist or
institutional nature. To understand these peculiarities, is indispensable historical incursion aimed at proper reflection on the complex problem involving the Brazilian university in the twenty-first century.

Originally, the word universitas was applied with the idea of corporatism, extending the scholastic societies and, probably, by the fourteenth century, is now used to refer to a community of teachers and students. As Dirceu Benincá (2011, pp. 32 and 50), "universities have emerged to serve the interests of the bourgeoisie on the commercial activities that were beginning to develop." Your first responsibility is to be "the great translator of intermediate scientific knowledge, the results obtained by science and multiple concepts in order to make them intelligible and socially useful."

According to Varela (2013, pp. 19-20) "the first universities of the Western world, founded in Italy and France, had an overtly scholastic nature, absorbing the role that religious institutions were carrying out, through the monasteries." Its main function "locus of knowledge to a feudal society in transition, at the dawn of the Renaissance", sought to satisfy the nascent civil society (bourgeois, craftsmen) in the centers of priestly training, with the mission of educating the thinking elite of the time.

As Benincá (2011, p. 32), in this initial period, there are some universities, such as in England - Oxford, Cambridge in 1096 and in 1209; Spain - Salamanca in 1218, Murcia in 1272, Complutense of Madrid, in 1293; Italy - Modena, in 1175, Padua, in 1222, Naples in 1224, Siena, in 1240; France - Montpellier in 1220, Toulouse, in 1229; in Portugal - Coimbra, in 1290; Czech Republic - Prague in 1348; Austria - Vienna, in 1365. It is noteworthy that, within the university, students were grouped into two basic subdivisions: the powers and nations. These met many foreigners, originating from different countries, who wished to study in universities. Each study area promoted the formation of a faculty: Faculty of Arts, Law, Medicine, Theology, etc. Thus, various specialized universities have emerged in the teaching of law, such as the Bologna (Italy) and Paris, with specificity in the field of theology.

The second sentence faced by the university, according to the Trindade (1999, p .11), dating from the fifteenth century, at which time "the Renaissance university receives the impact of trade transformations of capitalism and the literary and artistic humanism, which blooms in the Italian urban republics and extends to major countries of central and northern Europe, "reaches the major countries of central and northern Europe, and "also suffers the effects of the Reformation and Counter – Reformation."

The third period during the seventeenth and eighteenth centuries was marked by scientific discoveries in various fields of knowledge, under the influence of the Enlightenment of the eighteenth century, promoting the "recovery of reason, critical thinking, freedom and religious tolerance." According to Trindade (1999, p. 11), with the onset of the Industrial Revolution in England, "the university begins to institutionalize science in transition for models that will develop in the nineteenth century", whose transition to modernity identified the University of Enlightenment. In the nineteenth century, begins the fourth quarter, suggesting the characteristics of contemporary universities. It instituted the modern university, whose main characteristic introduce "a new relationship between state and university, allowing you to configure the main variants of current patterns universities."

The historical background shows that while in Europe unfolded deployed a network of universities in the Iberian Peninsula to Russia and southern Italy and the Nordic countries, the university enters the ports of the Americas, when "the conquerors transplanted to the Caribbean in the early XVI, the first university inspired by the Spanish model" century. Turn as the Trindade (1999, p. 11 ) points out, the U.S. Atlantic coast , colonies sent their children (1650-1750) to study at Cambridge and Oxford in the colleges of English models that inspire Harvard University (Cambridge).

According Trindade (1999, p .11), there is no single standard university in Latin America. "In Spanish America, the university is implanted after the conquest, and by the end of the seventeenth century, there is a network of twelve institutions from north to south of the continent." In Central America, the first university was established to Santo Domingo, in 1538. In 1613, the Jesuits founded the sixth university in Cordoba (AR). He notes that "the Spanish transplant model is not only the old University of Salamanca, but especially the New University of Alcala, (actual Complutense de Madrid) and by the end of the seventeenth century dominates the traditional pattern of the faculties of theology, law, arts and medicine."

With respect to Brazil, from 1808, with the arrival of the Royal Family, schools and isolated professional colleges were created, with the first course of Surgery, Anatomy and Obstetrics. As Luckesi (1987, p. 34), from 1930, begins "stress storage and transformation of higher education in Brazil. The gathering of three or more colleges could legally call themselves universities. "Along these lines arise other universities: Minas Gerais, in
2. Knowledge, information and research.

Information, knowledge transfer and research elements are considered, fully interconnected. Considering the university as a space where it generates and transmits knowledge, has the essential information as the scientific, technological and social achievements input. The theme that is associated with the issue of university autonomy. Implies that the institution requires the dissociation of teaching, research and extension solidifying in its very essence to transform knowledge.

For Oliveira Netto (2005, p. 45), "the creation and production of knowledge through critical reflection of reality is that the university can fulfill its mission." In the same sense, adds Luckesi (1987, p. 41): a "university that does not take themselves to reflect critically and on an ongoing basis about the historical moment in which she lives [...] is not performing its essence, a feature that specifies such criticism." Reiterates Luckesi the university is, par excellence, embodied reason, institutionalized intelligence. Therefore, their nature is eminently critical.

Luckesi (1987, p. 42) and Oliveira Netto (2005, pp. 45-46) reinforce the idea that research is the main function of the university without research and no need to talk about university. With this, the authors add that the university needs to extricate itself from the reality of the traditional institution, so that learning is the accumulation of knowledge and innovation say, preventing the student pass to store repetitive information inconsistent with reality. To Luckesi (1987, p. 42), the university "can only perform such functions, when you are able to train specialists for the leading cadres of the university, the city, state, nation acutely aware of our social, political, economic and cultural [...]". It is understood, as Luckesi, in the university we want to "become possible and usual work, reflecting our historical and geographical reality in all its levels in order to which reality is perceived, questioned, evaluated, studied and understood in all its angles and relationships with rigor, so it can be permanently transformed." This is the desire of Luckesi (1987, p. 41): "we want to build a university, not a single school of higher level." Want to establish a "committed exclusively to the increasingly serious pursuit of truth through the exercise of creative assimilation mentality.

Moreover, says, still, we do not want a university in which the teacher appears as the only subject, as the master speaks ready truths and owns indisputable criteria of right and wrong. When referring to knowledge, Luckesi (1987, p. 43) adds that "we want a knowledge from a lived reality and not stereotyped by predefined criteria and distant and alien to what we have here and now cultural situations." In this sense, warns Benincá (2011, p. 58) about the risks of devaluation, "in the context of neoliberal economy, knowledge is often seen as a commodity. Hence, the tendency to use education as a preparation predominantly technical or contributors to the market."

It would be pointless to Brazil's Federal Constitution (art. 3), predict how objectives of the Federative Republic to eradicate poverty and marginalization, reducing social inequalities and combating prejudices of color, race, age and sex etc. Only, universalizing education and empowering people to take, critically, a creative attitude towards society, is that is possible to think about the effectiveness of constitutional rule. These objectives are covered by Law No. 9.394/96 - Law of Guidelines and Bases, in article 43, III, to stipulate that higher education aims: "to encourage research and scientific research aimed at developing science and technology and the creation and dissemination of culture, and thus develop an understanding of man and the environment they live."

Larrosa Bondia (2002, p. 27), refers on knowledge, declaring it as "science and technology, something essentially infinite, which can only grow; something universal and objective, in some impersonal way; [...] As something that we can appropriate that we can use; and something that has to do fundamentally with useful in narrowing its more pragmatic, in a strictly instrumental sense. "The author adds that "knowledge is something that is
outside of us, "therefore, not always, is a carrier of knowledge. This is a result of science and technology, which tends to grow in proportion to the personal involvement.

3. Trends in the XXI century

The twenty-first century, now in its beginning, is considered the age of information, bringing new trends with regard to university. Their rallying up new horizons imposing discuss some topics, such as: teaching practice. The analysis of this occupation is therefore crucial to understanding the nuances of the university in these new times. This teaching has its roots in Latin. Etymologically, docere means to teach, instruct, show, indicate, imply. Ilma Veiga (2006, p. 86) notes that the term teaching was recorded in Portuguese, in 1916, which "implies that the use, or rather the appropriation of the term is something new in discourse about education." Formally, teaching is the professional work of teachers, who play a set of functions that underlie the tasks of teaching classes.

Due to new working conditions, some conventional training functions, considered teaching as mastery over the discipline and know explain it, have become more complex. Furthermore, the requirements imposed by technology changed teaching practice hitherto adopted. The practice of teaching, other tasks are assigned to teachers at the university: beyond education (teaching), research, administration in various sectors of the institution and design projects. It is further the academic orientation: monographs, dissertations and theses burdened the exercise of the teaching activity.

Beyond this load of teaching activities, yet there is an unquestionable need to improve the standard of quality of higher education. And this demand for perfection implies some changes. However, says Oliveira Netto (2005, p. 50): "a radical change in the quality of teaching will be possible only when a policy is adopted for recovery and training of teachers." What about teacher training, the teachers well know: that is the big issue with many difficulties.

In this sense, are timely words of the current President of the Republic, the inaugural date of his inauguration in January 1, 2011, Dilma Rousseff emphatically said: "Exist only quality education if the man teacher and the woman teacher are treated as true authorities education with ongoing training, appropriate remuneration and solid commitment of teachers and society with the education of children and youth." Power would question here: how a teacher will be an educational authority, without a strengthened knowledge by research? Their knowledge will reach the essence of the university? What is the quality of education provided to children and youth?

All this discourse constitutes precept of LDB (art. 52), which provides that "universities are multidisciplinary training institutions of higher level professional staff, research, extension and field and cultivation of human knowledge […] I - a third of the faculty , at least with academic degrees in masters or doctoral [...]" However, the practical reality of the teachers did not include funds for onward continuous training, not to mention that not many institutions release of their teaching activities, even if they fail to provide any funds for this purpose.

With regard to teaching, the Law No. 9.394/96 - Law of Guidelines and Bases of Brazilian Education - LDB provides, in article 13, several tasks, among which stands out that teachers have: a) to participate in the development the education program ; b) - to prepare and carry out the plan of work; c) facilitating student learning; d) establish recovery strategies for students of lower income; e) administer the academic classroom hours and days set etc. To some, it appears that the field of university teaching was expanded. Considering teaching as a specialized activity, Veiga (2006, p. 87) defends its importance in the wake of the professional view: it is a dynamic reality grounded in collective action, "is produced by the actions of social actors […], the docents. Teaching requires professional training to your exercise: specific to exercise it properly knowledge." Moreover, the acquisition of knowledge and skills related to teaching aims to better the quality of their educational work.

Veiga (2006, pp. 87-88) also emphasizes that university teaching should be innovative. Breaks the conservatism of the teaching and learning process, modifies the form to rate and search. And when exercised ethically, makes sense in the construction of learning. For the researcher, teacher training university requires an understanding of the important role of teaching that provides a scientific-pedagogical depth that "enable key issues facing the university as a social institution, a social practice that reflects the ideas of training, reflection, critique."

In this sense, Luckesi (2011, p. 139) talks about learning from a critical and constructive teaching practice. Says that the teaching practice is critical for understanding, propose and develop the teaching practice in the context of their social determinations; the teaching function is constructive "when working with scientific and methodological principles that give account of teaching and learning for the development of the students." From reading, it appears that Luckesi thinks the university, with some concern about teaching practice. Therefore, it presents some indications of fundamentals and procedures that, if used, may translate, "in practice, the principle of being interested in what learners learn and develop individually and collectively."
According Moacir Gadotti (2003, pp. 67-68), "the teacher [...] builds, inhabits a world in which interiority makes a difference, where people define themselves by their visions, passions, hopes and utopian horizons." In this sense, the teaching practice presupposes educator establishing a worlds of dreams, mediator hopes shepherd projects. Gadotti declares himself does not know how to prepare a teacher. You may not be accurate. Presumably he always is ready, because his training goes beyond the pedagogical relationship. Gadotti (2003, p. 69) notes that teaching "is not over studying simply to be able to guarantee your little place in the train of history; it is, [...] to study in order to gain competence and help change the course of this tram, or help build a society where there is place for everyone." With this, the author suggests that education needs changes that include power to help build an egalitarian society without prejudices, without injustice.

Gaddoti (2003, p. 70) explains, "because being committed, engaging, be ethical, part of your responsibility as a teacher" means practicing their profession responsibly, ethically, with love and hope. The educator believes that the world may be better because it contributes to it. The production of knowledge is an integrated feature of the teaching function and contributes to a reflective of the future professional activity: "articulates curricular components and research and intervention projects, taking into account that social reality is not an objective discipline and that requires the use of a methodological plurality."

Veiga (2006, pp. 12-16) also warns: "the scientific knowledge generated by universities is not to mere disclosure, but it is for the betterment of their judgment." Thus, one can say that, in a globalized context, the complex professional activity within the teaching, marked by the inclusion of new technologies, requires the actors of education reshape their relations in the social environment. This does not mean turning the new culture in recycled routines, but rethinking learning; or to adapt the learning and teaching to society that both requires. Certainly, teachers, students and administration should jointly seek alternatives that allow arriving at safe paths that lead everyone target named university.

**Conclusion**

During an ancient crossing, the university had different characteristics. Earlier, as a corporate idea meant place where studies performed various branches of human knowledge. Did not denote a totality of knowledge. However, it understood the place where students from different countries could study. Thus, speaking university say one implied universality of people gathered for the study of an area of knowledge.

In general, universities in many countries in recent decades, tend to have very similar characteristics, regardless of the differentiated value of your savings and how its subsystems of education were established. In America, the settlers contributed to the founding of several universities inspired by the European model. In the U.S. its inception had adopted the English model, as noted at Harvard University.

In Brazil, the university was an innovation of the twentieth century. Initially the institutions of higher learning, not necessarily universities, developed, more focused on health practices activities. Subsequently, several universities that have spread in various regions of the country, mainly in the southern and southeastern regions were created. Only at the end of the twentieth century the number of colleges has multiplied uncontrollably, changing teaching activities.

In this context, the university with an institutional status, proposes that the teaching activity shall comprise a cluster of functions by requiring increasingly, commitment and responsibility. Besides this overload pedagogical tasks, continuing education is necessary to compose the new profile teacher, especially because of the demands of new technology, which was not necessary in the delivery of lessons during the twentieth century.

Faced with new horizons of the century, they propose a new face to the university it is suggested to the teacher designing new settings, through a more careful look at with students, and a greater commitment to you even investing in their continued education, without which no one imagines the possibility of at least overcome educational difficulties, specifically in the teacher student, this dawn of the third millennium.

**References**


