Teaching profession: Curriculum influence on the formation and its developments

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ABSTRACT

The article highlights the wear of the current curriculum of university education and the growing presence of teachers increasingly unprepared acting in the university market. The aim is to rethink the question of the curriculum used in universities, private or public, aiming to train new teachers with skills, abilities and attitudes in line with the democratic demands. The objective is to analyze the influence of the curriculum in teacher training, especially toward the degree, considering the social demands, personal, psychological and professional development. The study was based on bibliographical and documentary research, the theoretical reference the writings of Gadotti (1995), Libâneo (1994), Masetto (1996-2012), Sacristan and Gómez (1998), Saul (1988), Zabala (1998) and concluded by the need to break this vicious cycle by investing in new requirements for teacher training.

Key words: Teacher training, curriculum, University.

INTRODUCTION

With the erosion of the educational system in Brazil and the growing realization increasingly unprepared teachers working in the college labor market, it is necessary to rethink the question of the curriculum for the degree at universities, whether private or public. This article will identify what consequences entail the training of new professionals.

How the careful analysis of this curriculum will influence the formation of this faculty to the university market, that is, he is a teacher who acts as the standards established by the institution or he is an educator who rewrites his thinking from situation to situation, experiencing the routine and university day-to-day and thus putting imaginary scenarios and possible solutions.

Based on this, we have the following questions: Does the curriculum applied influence in this teaching learning process? Do the educational curriculum materials influence the pedagogical practice and training? Is the curriculum used in the training of teachers (degrees) in universities outdated? Part of the answer to this question will occur from a wide, consistent and correct analysis of the situation in higher education teaching.

The choice of this theme arose from the identification of the processes of teacher training in universities, only from this analysis, we will be able to measure "which curriculum meets the competencies, skills and attitudes" required by the market to new graduates.

The application itself and the reputation of the profession to the teaching occupation present several difficulties. Since the distinction between teacher and educator appears to some as a dichotomous variable, if not antagonistic. And there are even those who consider the professionalization of the teacher as the denial of his vocation, mission or ministry.

According Candau (2012), the most tempting comparison is confronting the educator and physician. The medicine according to the researcher appears prominently among well-established professions and seems totally fill the classification requirements as such.

The overall objective of this reflection is to analyze the
influence of the curriculum in teacher training, before a dynamic process present in universities charging constant innovation of knowledge.

Specific objectives are to conceptualize and meet the current curriculum used in the university environment and what their influence on teacher training; search the teaching materials offered in universities for training; clarify how the teacher understands the social, personal, psychological and professional requirements in its development on the prospects offered by the universities.

METHODOLOGY

A simple search on the virtual bank of theses and dissertations from Capes/MEC shows the increase in research addressing teacher education in recent decades. Based on bibliographical and documentary survey, by resorting to the main authors working issues related to curriculum and teacher training approach, this article was structured. The approach follows qualitative parameters to molds pointed in the work of Severino (2007).

THEORETICAL

In consideration the foregoing and to understand the current situation of curriculum system of universities the methodology of the teacher and educator (Sacristan, 2013) will be analyzed and also his work in co-authorship with Gomes, namely: Sacristan and Gómez (1998), in addressing the fundamental aspects of the curriculum, what problems faced by institutions applying this curriculum, but not track the performance of this professional in the labor market, among others. To address the issue of curriculum, culture and society theoretical framework used was the research of Saul (1988).

CURRICULUM CONCEPT

According to Sacristan (2013), the term derives from the word curriculum vitae Latin (whose root is the same cursus and currere). In ancient Rome, there was talk of the cursus honorum and the sum of "honors" that citizen was accumulating who played successive positions. The term was used to mean a career, and by extension, determined the ordering and representation of your route, i.e. this concept in our language bifurcated to two issues: "route or course of professional life and his successes, on the other hand the curriculum has the sense of form the student's career and more concretely the contents of this route ".

The term curriculum has been used to "describe different aspects of our educational process" and to inform Sacristan and Gómez (2000) should take shape and educational significance as it undergoes a series of processes and transformations within the practical activities, i.e. development of conditions and curricular reality will not be understood if not altogether, contextualized. According to Saul (1988), the essential definition in the curriculum is to decide on a particular design that includes social and political commitments. To consider the curricular work, Saul (1988) explains that it is necessary to take positions on societal values, the human being that we want to form that school, we want, and which side we are.

For Saul (1988), curriculum is "the set of educational decisions for the school, which are institutionalized in most instances global education and are realized in the classroom", thereby incorporating the multi-dimensional nature of the curriculum, realizing in your processuality and articulating this way the assumptions that are the fundamentals: philosophical, sociological, epistemological, psychological and anthropological that guide political and administrative and institutional aspects and thus allowing the understanding of it since its inception (formal curriculum) to its operation in the classroom (curriculum in action).

There is no way to disregard the conflicts and contradictions that mark the curricular issues of educational institutions. Therefore, analyzing the concept of curriculum can be qualified as imprecise, depending on the focus of those who develop, but polysemic also indicates wealth, because, being in conceptual preparation, offering different perspectives on the reality of education, therefore, is likely fixes.

CURRICULUM INFLUENCE IN TEACHER TRAINING AND ITS DEVELOPMENTS

The separation between content and method of science, between content and teaching methodology is perhaps the most important gap in both theoretical studies as the curriculum formats teacher training.

According Libâneo (2013), teacher training and teaching methods need to understand more fully the complexity of the teaching-learning process and all that entails, whether in active relationship between student with an object of knowledge or associated content direct the formation of mental capacities, the effectiveness of teacher education is to translate the learning content in thinking procedures.

Therefore, Moreira (2001) argues that the prospect of multicultural education will be present in the curriculum developed in HEIs (Higher Education Institution). To analyze the importance of this formative moment in the professional educator's life the author asks: that are teachers being trained, through the current curricula, both in initial training and in continuing education? That teachers should be trained? Teachers tune with the dominant patterns or teachers open to both the cultural diversity of the wider society as the plurality of identities present in the specific context in which it develops the
pedagogical practice? Are there committed teachers with the existing social arrangement or questioning and critical teachers (Moreira, 2001)?

A task to be fulfilled from this socio-political analysis is to identify the mechanisms that operate from the developed curriculum.

TEACHING MATERIALS CURRICULUM IN HIGHER EDUCATION

To start the analysis of curriculum materials, we must first clarify that we refer to when using this term. These materials or curriculum development materials following the reasoning of Zabala (1998) "are all those instruments which provide the references educator and criteria for making decisions, both in planning and in direct intervention in the teaching / learning process and review".

In this study, the notion of curriculum materials expands and may include proposals for the development of educational and curricular projects, i.e. proposals for the teaching in certain subjects or areas, or at certain levels, cycles or steps; proposals for education for pupils with special educational needs for the development of teaching units; reviews of experience and own curriculum materials, among others (Zabala, 1998).

Curriculum materials used in the classroom are essential in many methodological proposals, since the condition so that you can hardly do something different when they propose, or oblivious to the direction in which they were planned.

Zabala (1998) informs that several studies indicate that very often teachers to "follow" the book to structure their classes thus should analyze them carefully, avoiding stereotypical judgments that do not contribute much to improve their use or their educational practice.

They are indispensable for adult audiences, direct observations and images, manipulation or lab activities, dialogues and debates that promote the understanding of the concepts. The specific complexity of each content will determine the characteristics of this process, but in any case, the activities for learning fundamentally consist in denser readings, consultations with academic and scientific documents and written.

CONCEPTS OF THE TEACHING PROFESSION

To retrieve the positive image that once characterized the Brazilian professor, is the, early childhood education, basic, medium or higher education, it is essential that the educational system is not split by steps that today little dialogue between them.

We have, in 2015, professionals who need support, trust and consideration of students and families to develop a sustained teaching practice in teaching and scientific teaching to students as recorded by Candau (2012).

The professionalization and the construction of professionalism include the different aspects of this term, as well as the various types of action that the provider performs. In this sense, understanding a work situation is to know both the objective conditions and the subjective in which the activity is performed and also the mutual relations between them.

Against this background, the teacher Candau (2012) adds that understanding the limits of educational practice demand arguably the political clarity of educators in relation to their project. Asks the educator assume the political nature of their practice. Do not just say that education is a political act, and not enough to say that the political act is also educational. One can not think of a liberating educator, if not understand the school space as means of neutral, with little or nothing to do with the class struggle. But it seems that there is still a way out, because education can make a great contribution to the working class.

The new teacher competes redo education, make a democratic education, create alternatives to see new people, solidarity, concerned with overcoming individualism created by capitalism and currently marked by neoliberalism. It is not possible to remain a neutral educator; or school in favour of disadvantaged or against them, thus serving the interests of the elite. "If education is aware, education is essentially political act. Therefore, no one educates without a political proposal ")(Gadotti, 1995).

It is necessary to think the pedagogical practice from the perspective of another episteme, which causes teach and learn dissociated brand research - doubt - and the extent mark - reading of reality. These brands make up understandings of knowledge, science and world in another paradigm (Masetto, 2012).

It is evident that if we can get some important improvements through the programs and teachers' training techniques should pick it up. But it can not end the mismatch and deny the life processes that this teacher had throughout his training. What is expected is the valuation of a class that is lacking in qualitative evaluation methods. Understanding the mechanisms that will be formed this teacher will make a difference in their development as being owned by a company and with it a clarity that they have rights and duties.

CONCLUSION

Professional teachers feel the dubiousness of his career, on the one hand are trained to meet the demands of increasingly demanding students and with different expectations, on the other hand, its formation is characterized by a knowledge methodical and more distant prospects of its reality training.

It is necessary that the teacher is constantly being
updated. It is critical to know your students, their expectations, their culture, characteristics, problems and their learning needs. This teaching should also permanently reflect on their practice, looking for ways to improve it, and to promote the autonomy of the students, encouraging them to constantly evaluate their progress and help them to become aware of how learning is accomplished, valuing all knowledge that the student already possesses.

In this sense, the teacher task committed to enabling tomorrow ethically human, includes fighting for public policies of respect for the fundamental rights of citizens as, among others, school and work.

The curriculum used in each institution should include a complex in which the teacher is inserted, the challenges of this training increasingly rigorous, the holds only for use of conceptual teaching methods, but the practice shapes us for something never seen.

For this to happen, it is essential that teachers, who are researchers, are able to help produce students who are researchers of problems they have placed on their experiences of everyday life. Faced with this paradox the curriculum is understood as something to be followed, like a trail and never as rails.

With new skills, competencies and attitudes political-pedagogical processes involving each institution will enable future generations of teachers have scope to make changes in curriculum processes interrupting a vicious cycle and investing in new requirements for teacher training.

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