

A dive into continuing teacher training: Tensions for one (three) empanelment training

Maurício Pereira Barros
Weniskley Barbosa Cavalcante
João de Deus Sousa
João Bosco Pinheiro Ribeiro
Fabrícia Maria de Macedo
Nayara de Carvalho Leal
Janiqueles Cândido de Lima
Joselma Gomes dos Santos



10.56238/rcsv14n2-034

ABSTRACT

This article aims to outline the investigation into analyzing and tensioning “Training through Competences” as a fundamental axis of National Curriculum Guidelines for the Continuing Training of Basic Education Teachers and the BNC - Continuing Training, current regulations that guide the continuing training processes of teachers in basic school education in Brazil. “Training by Competences” is intended as an instrument at the service of the training processes of teachers to contribute to human education. The investigation and analysis are anchored in studies of normative and bibliographical documents, with a qualitative approach, interrelated with conceptual bases from the Critical theories of education, mainly from the “Theory gives no information”. The intention is to contribute to unveiling the biases of official propositions of continued training, as the non-liberal values are, our goals have impacts on the social function of the school, and, in a different way, contribute to perspectives the possibility of (trans)formation “emancip(ation)” and “libert(ation)” of the subjects, even under the aegis of production restructuration.

Keywords: Tacent training, BNC – Continuing Training, Educational Public Policies, Critical theories of education, Competences.

INTRODUCTION

Bringing to the table inquiries, analyzes and reflections on public educational policies translates into discussing education as an object of It is politics, setting itself up as a “product/producer” of concepts that serve the relationship between State and Society. Therefore, fostering discussions and seeking to unravel the constitutive scenario of Policies and current Educational Guidelines aimed at problematizing and uncovering intentions issues that underlie the myths of (semi)human formation, from the ideologies of society, of education, of the schools of those in power, directly impacting don't you social function of the school and its constituent elements such as curriculum, assessment, management and teacher training.

Among the constituent elements of school education, the outline of the analysis of this article will be the continued training of teachers, not the specificity of the current educational policies, here tensions as funds for the achievement of a Society Project anchored in worthless ais. Acting with the

trainers is to institute a legitimate, anchored in legal parameters, the promotion of pillars (de s) constitutive of education, with specific strategies as of (in)formation, (de)formation, (con)formation, in any way provide (im)possible (semi)training.

The objective is to present some aspects and to stress what is proposed in the new National Curriculum Guidelines for Prof Continuada Training Basic Education Teachers and the Common National Foundation for Continuing Training for Basic Education Teachers. These documents are based on the Common National Basic Education Curriculum (BNCC-Basic Education), as a current public educational policy.

As a common thread to support and reveal the depth of the discussions and the consequent problematization of the documents proposed here, we turned our attention to one of the The foundational axes of these regulations are “Training by Competences”, as it imputes that teacher training is “allicerça-se in development of General, Specific Professional Skills and Teaching Skills” (BRASIL, 2020, p. 12).

The competencies here will be problematic as “[...] new languages that [...] are an expression of the capacities of powers and bureaucracies have to to standardize the ways of seeing and thinking about reliability as a function of the determined interests” (SACRISTÁN, 2008, p. 7), considering that “[...] the language we choose in education is never neutral” (SACRISTÁN, 2008, p. 7). The policies of the doctors will be of the policies of the doctors of the formation of the constitution of the processes (S) continues of professors.

To seek to uncover the intentions that underlie the normative orientations in question, the bias, “to look at”, will be enough. come from the critical theories of education, mainly from the “theory of semiformation” whose authorship is one of its authors Frankfurt School, Theodor W. Adorno, published in 1959. This authoritative choice is only justified by considering “criticism as a principle”. (CARDOSO, 2011, p. 14).

It is by means of this that one can distinguish, choose, judge and appreciate through a process of decision-making and taking a position that they taught us to place in spenso, sub judice, any judgment about the world, including the very thought that is elabora to give account of this (SOARES, 2002, p. 11, apud CARDOSO, 2011, p. 14).

Intercambiana “Teoria da Semiformação” Adorniana with the educational discourse of the competencies, from Sacristán (2008), is to seek to understand what to opt for a discourse, for a way to understand the problems, to order them, is to condition what we do It can also be a weapon against other discourses, a reason to hide certain problems and disregard other political strategies and policies that remain hidden or excluded.

Semiformation goes far beyond a “pedagogical disturbance” within an educational social situation. Refere-if it is an orderly form of contemporary society, it is only within this scope that it can be ad equadamente apreendida (MAAR, 2003, p. 471).

The investigation and analysis of the object will be anchored in studies of normative documents (guidelines and national educational regulations) and bibliographic documents (articles, journals, books, texts), with a qualitative approach, intertwined with conceptual bases and theoretical framework. Infringered considering the propositional of the corollary of the corollary, it is to contribute to the via the introductions of the propositions of the form of the form. How much are the vagues of them, as they f often on, as they enforcement of the proceedings of the processes (Semi) forms. , its impact has an impact on the social function of the school, and contributes to the possibility of “(trans)training”, “emancip(ation)” and “libert(ation)” of ects, even under the aegis of production restructuring.

SKILLS FOR WHO AND WHAT? TENSIONAMENTS BETWEEN SEMIFORMATION AND MANCIPATION

New National Curriculum Guidelines for Continuing Training for Basic Education Teachers and the Common National Foundation for Continuing Training of Basic Education Teachers: BNC - Continuing Training is in effect, as per Parecer CNE/CP n^o 14/2020, dated 23 /10/2020, and CNE/CP Resolution n^o 1, dated 10/27/2020, which have as reference the Common National Curriculum for Basic Education (BNCC-Basic Education), established by CNE/CP Resolutions No. 2, of December 22, 2017 and CN/CP no. (BNC-Formation), instituted by CNE/CP Resolution n^o 2, dated 20 December 2019.

Normativativific at which is the subscription of the formation of the Drugs of the BCCC At BNCC-Basica (2017; 2018). aos of thestudantes, and, by the form, which is the professional of the professional, the professional knowledge and practical wisdom of the teacher, as well as the knowledge and practices that are considered essential to the teaching exercise, intended by Find out what the teacher needs to know and be able to do it.

Translated as a resource for directing teaching and learning, becoming a reference for deciding what can and what should be done Intended to structure the curriculum and guide education, BNC – Continuing Training provides specific and responsible skills skills that should form part of the matrix of Professional Teacher Competences for Continuing Training of Teachers. Sacristán (2008) addresses the Competences as a “new language” and points out that “the language is not innocent”. Therefore, “choosing speech is choosing slowly to look at which ground we will move on”. This language aims to be a function of learning, embodying professional training and a

utilitarian focus in which the domain of Completing skills and competencies is the primary condition of the meaning of training, of “knowing how to do it”. This speech

[...] it's not just a question, we just become more conscientious, responsible, fair, inventive, expressive, prudent, supportive, respectful, collaborative, kind, sane, cultured, ist, averse to differences, intelligent, educated or wise. [...] These are not human qualities that are interested in the markets, nor in the avaliations and comparations of educational systems (SACRISTÁN, 2008, p. 36).

Competency Training, the axis of normative “new guidelines”, brings a guise of innovation, promotion and freedom of learners' rights, covering up intentions in order to ensure a standardized and heteronomic education: “The new language is only done beforehand [...] because sometimes we prefer something new, instead of talking about what really matters” (SACRISTÁN, 2008, p. 25).

There must exist behind the language an epistemology or vision of knowledge based on theory. There will be a vision of society, a policy of knowledge translated into institutions – the educational ones – [...] and some prediction of the functions of this knowledge to practice (SACRISTÁN, 2008, p. 15).

From Zuin and Zuin (2017), Adorno, in the “Teoria of Semiformação”, already indagava the power of pedagogic reforms in solving the referent problems This is what he called the collapse of formation (*Bildung*), revealing the ideological veil that bastariam only the rules were determined so that the collapse of the formative process could be resolved. They consider it to be informed of (im) potentials of the roses (nodes, considering the direns of the formation of the basica Basica brurs The productivation of the introduction of the capital, in contrusing the prons in the nonsules of orgoghe multinationals.

Semiformation is in close relation with the instrumental reason of Horkheimer (1976), with the social function of technology (MARCUSE, 199 8, p. 71, apud MAAR, 2003, p. The continued formations anchored in the language of the Competencies are at the service of breaking out of the ideologies and adaptations Are you non-liberal? What do the founding anchors of regulations mean? What is the function of the school based on its founding principles? Is a (my)formation by Competences, not the proposed option in the regulations, a coadunar of the training objectives of subjects with a base in emancipatory principles?

What world takes us to this way of educating for skills? For some, it leads us to a society of efficient individuals in a large engrenge of the productive system, which requires adaptation to the demands of competition These economies are a global market. Others consider that it is a movement that focuses on education as training, a plan in which competence summarizes the range of functions and the major individual or collective, intellectual, affective... objectives of education. For others, we are faced with the opportunity to restructure educational systems from within, replacing basic teaching with old, poorly functional content, Therefore, a society is not only efficient, but also fair, democratic and inclusive (SACRISTÁN, 2008, p. 08).

In addition to a “training” approach to teacher training processes, the “Theory of Semiformation” is a powerful concept. What makes it possible to realize that there is, in fact, a crisis in the mechanisms of training (*Bildung*) which, in turn, is an indication of a broader crisis in culture itself. Based on Duarte (2003), “Formation” is how the German term “ *Bildung* ” is commonly translated, that is, the subjective process whose objective correlative is the culture itself. a (DUARTE, 2003, p. 456). The author believes that one of the assumptions for considering this crisis is never to be missed as an extremely relevant cultural tion did not prevent, in the past, the rise of totalitarian regimes such as Nazism.

Therefore, Semiformation does not mean pure and simple lack of culture, but the result of a planned process of suppressing the possibilities of libertadors, even da incultura, which “[...] could be aumentada in critical consciousness thanks to its potential doubt, wit and irony” (ADORNO, 1996, p. 105). Assevera Adorno (1996) which is a semiformation, rather than a simple naivety, is the corollary of a conscious exploration of the state of ignorance, of emptiness idade of the spirit – reduced to mere average.

To the argument that a precarious contact with culture would be better than none at all, the author responds that “[...] that which is semi-understood and semi-experiential The elder is not the previous stage of culture, but it is its mortal enemy” (ADORNO, 1996, p. 111, apud DUARTE, 2003, p. 445).

The teacher training preconized in the regulations in study, anchoring itself in training by Competencies, imprisoning the educational potential of the processes formative processes, with serious implications for the development of semi-formative processes.

The semiformation hypostatizes limited knowledge as truth [...], producing corresponding consciousness. The reduced pension is neutralized and mobilized for simple qualification in specific labor markets to increase revenue merciful love of people. Thus, it is not self-reflection of the spirit that is opposed to parnoia. Finally, under the conditions of late capitalism, semiculture became the objective spirit (ADORNO e HORKHEIMER, 1985, p. 182-184, apud MAAR, 2003, p. 463-464).

Sacristán (2008) tensiona that alicerçar-se in the training/language of the Competences of lineeia-se as an indicative and to constitute an intention to a program of changes that do not question the structures, without any reference to the cultural mission of Education. For all this, it is necessary to apply all the energy to:

[...] education is only an education for contradiction and for resistance in the existing, for only contradicting and resisting as a way of going beyond the plan of the cultural reconstruction is valid for the semiformation, reflecting the plan of real life effectiveness . For example [...] by showing students the falsehoods they have already built in the lives of the cultural society men are deceived in a permanent way (ADORNO, 1995, p. 181-183, apud MAAR 2003, p. 473).

In a scenario in which thought is reduced to the development of skills and abilities, converts to a “skill-doer”, Maar (2003) ssevera that thought loses breath and limits itself to the apreension of the isolated, neutralized and mobilized fatual It's simple qualification in specific labor markets to increase the commercial value of people, naufraga, like this, autorreflex no.

If we don't want to apply the term emancipation in a mere rhetorical sense [...] empty as the speech of commitments [...] it is necessary to begin to see the effectiveness of the enormous difficulties of those who are opposed to emancipation in this organization of the world (ADORNO, 1995, p. 181, apud MAAR, 2003, p.

Beyond rhetoric, the concept of emancipation must be tense, dialectical, while “awareness” is this, while “[...] Rational efection for what for natural order, 'essential' in cultural society, deciphered as socialmente order determinada en dadadade conditions of real production efectiva of society” (MAAR, 2003, p. 472). However, you need to consider the following:

[...] education is seriously impotent if it ignores adaptation and does not prepare men to guide themselves in the world. However, it would be questionable to be equally questionable if it remains in this, producing nothing other than *we will adjust the situation* , as a result of which the existing situation is imposed and at its worst (ADORNO, 1995, p. 143 apud MAAR, 2003, p. 472).

For Duarte (2003), semiformation aims to educate individuals in the sense of avoiding what they want – and enjoy – what they want. and standalone mode. In this perspective, the teacher seeks to unveil the multiple beliefs, critically dialogue with these “new” norms, while priation, as resistance, as ownership for resistance, as an intrinsic condition of society and autonomous : the more lucid the singular, the more lucid the whole” (ADORNO, 2010, p. 13, apud ZUIN e ZUIN, 2017, p. 422).

The starting point of the “Theory of semiformation” is exaggeratedly the realization that there is, in fact, a crisis in the mechanisms of formation (Bildung) which, in turn, is evidence of a broader crisis in culture itself. For the approach to this crisis, however, one of the assumptions is that the very idea of culture should not be “sanctified”: you cannot miss it. seeing as how a relatively high degree of cultural training did not impede the rise of totalitarian regimes and that “ People who passionately enjoyed the so-called cultural benefits could be impassive only by giving in to the murderous practice of Nazism (Ador) no, 1996, p. 94.). For adornment, a cultural formation that does not take into account the possible “neutralidade” of culture is already, in itself, semi-formation.

In the dialectic of esclarecimento, Adorno and Horkheimer (1981) considered a central date the emergence of western civilization from necessidade hum from the domination of the natural environment, since the reversal of nature over the human sphere caused it, alongside all the effects visibly seen by technologists, the “evil in culture”, as Freud refers, as a consequence of the control

exercised over the drives. In the terms of the 1959 text, “the price of this is that nature, exaggerated by virtue of its domination, continuous triumph and renewal over its domination ador” (idem, *ibid.*, p. 96).

Education is not for emancipation, commitment to an ethical end idealised in the social-cultural context. Education, to be effective, is critical of real semiformation, resistance in society, which is not imposed. They live their lives in the “plan” of their effective production. Emancipation is the center of education, but in order to be real and effective, there must be a theme in heteronomia. The normative orientation of education is not imposed from outside, but it must be ignored from its historical configuration which, due to its contradictions, “requires 'objective' start your own transformation” (ADORNO, 1999, p. 183).

In favor of (three)formative processes, based on humanistic, democratic, plural and critical values, for autonomous and empowered education, for In my rhetoric, as a teacher, I glimpse the possibility of permanence in “*Bildung*”: “[. ..] cling firmly to training after society has already deprived it of its blessing” (ADORNO, 2010, p. 39, apud ZUIN e ZUIN, 2017, p. 433) and a incessante “[...] maintenance gives a thought that teaches how to read the inside of each analyzed object” (ZUIN; PUCCI; OLIVEIRA, 2000, p. 109, apud CARDOSO, 2011, p. 28).

FINAL CONSIDERATIONS

The BNC – Continuing Training (2020) says that the Continuing Training of Basic Education Teachers is understood as an essential component of their profession, as a condition of They are formative agents of knowledge, as well as guides for their students on the paths of learning towards the constitution of competencies. Sacristán (2008) question about the purpose of the training constituted from the Competences and the assessment of the usefulness of the Competences duction:

Its purpose is greater, [...] that the competencies act as guides for the development and development of curricula and educational policies; which serve as an instrument for comparing educational systems, constituting a general vision of education (SACRISTÁN, 2008, p. 14).

The contributions from Sacristán (2008) allow us to infer that the language of “competence-based training” is This is justifying a discourse that aims to achieve “[...] educational processes that bring in professionals who reach pre-service standards. defined” (BRASIL, 2020, p. 5), denoting monitoring and control strategies, making use of instruments that aim to measure, measure, compare, evaluate ar, in a way that meets pre-defined standards.

It demonstrates that teachers are heteronomous subjects of the service of human semiformation, as fundamental to the achievement of a social project It is anchored in non-liberal values. Inference-what to do with and on the trainers translates into making use of mechanisms and instituting legitimate, anchored in legal parameters, the promotion of and deconstitutive pillars of

education, with critical strategies of deformation and conformation, in order to create a permanent semiformation .

Although the concepts of Obra Adornian have been proposed at the end of the 1950s, they are consistent with pressure of diverse phenomena of contemporary complexity. The concepts of training and semi-formation brought by Adorno address human training historically situated, therefore, beyond the training processes of teachers, but situate them as strategic constitutive elements for the semiformation in today's "administered world".

It is not to have an introderniles, it is intAGRIALS They form a constraint that ducletiza in the positions, the positions, the socially soci At the conchs.

Looking at the educational horizon through the literature on critical theories of education, based on concepts such as the "Theory of Semiformation" and pation, it shows, in tatalidade, a critical analysis of public educational policies is essential. As normative instruments, in a sense of "legitimacy", they have been occupying space with an outfit of innovation, science is based on evidence, but they are ecanisms of control, monitoring and heteronomia, aseveraving themselves as only considering the características that permeate the context ef construction, created by the absence of debts, founded on a monolithism, denoting authoritarian political circumstances.

Despite the funding of arguments and resistance from academic circles and the representation of renowned institutions in the region It's about education, the regulations are in place. Focus on the investigation and analysis of public educational policies that standardize teacher training processes in basic education, in the light of a Potential theoretical referencial, it is imperative to the construction of (tra ns)form active processes anchored on humanistic and emancipatory pillars for beyond rhetorical discourse.

A critical reflection on the way in which semiformation is renewed, in the current society of digital culture, becomes fundamental to what it is It is important to consider the resumption of training (Bildung) [...] as the foundations of training experience are abalados abaladas nat exame eman the semiformation imposes is supremacia (ZUIN e ZUIN, 2017, p. 420-426).

Thus, it is important to emphasize, based on Adorno (1972, p. 121, apud ZUIN and ZUIN, 2017, p. 435), that "[...] it is the only possibility of survival that The only thing left to training is critical self-reflection on It's a semiformation that doesn't need to be converted ", because anyone who wants to "[...] is the truth of life [...] has to investigate their existing configuration. a" (ADORNO, 1993, p. 7, apud MAAR, 2003, p. 459).

REFERENCES

- Adorno, T. W. (1996). *Theorie der Halbbildung*. In T. W. Adorno (Gesammelte Schriften, Vol. 8, Soziologische Schriften 1). Frankfurt am Main: Suhrkamp.
- Adorno, T. W. (1995). *Educação e emancipação*. São Paulo: Paz & Terra.
- Adorno, T. W. (1999). *Textos escolhidos*. São Paulo: Nova Cultural.
- Adorno, T. W. (1996). *Teoria da Semicultura*. In B. Pucci, A. A. S. Zuin, & L. A. C. N. Lastória (Eds.), *Teoria crítica e inconformismo: Novas perspectivas de pesquisa* (pp. 7-40). Campinas: Autores Associados.
- Adorno, T. W. (2012). *Educação e emancipação*. (W. L. Maar, Trans.). São Paulo: Paz e Terra.
- Brasil. Ministério da Educação. Secretaria de Educação Básica. (2017). *Base Nacional Comum Curricular*.
- Brasil. Conselho Nacional de Educação. (2017). *Resolução CNE/CP nº 2, de 22 de dezembro de 2017*. Brasília.
- Brasil. Conselho Nacional de Educação. (2018). *Resolução CNE/CP nº 4, de 17 de dezembro de 2018*. Brasília.
- Brasil. Conselho Nacional de Educação. (2019). *Resolução CNE/CP nº 2, de 20 de dezembro de 2019*. Brasília.
- Brasil. Conselho Nacional de Educação. (2020). *Parecer CNE/CP nº 14/2020, pela Portaria MEC nº 882, de 23 de outubro de 2020*. Diário Oficial da União, Brasília, DF, 26 de outubro de 2020.
- Brasil. Conselho Nacional de Educação. (2020). *Resolução CNE/CP nº 1, de 27 de outubro de 2020*. Brasília.
- Cardoso, D. R. do A. (2011). *Indústria Cultural e infância: Uma análise da relação entre as propagandas midiáticas, o consumo e o processo formativo das crianças*. Dissertação (Mestrado em Educação), Faculdade de Ciências e Letras, Unesp/Araraquara, São Paulo.
- Duarte, R. (2003). *Esquematismo e semiformação*. *Educação & Sociedade*, 24(83), 441-457. http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0101-73302003000200007&lng=pt&nrm=iso
- Maar, W. L. (2003). *Adorno, semiformação e educação*. *Educação & Sociedade*, 24(83), 459-475. <https://doi.org/10.1590/S0101-73302003000200008>
- Sacristán, J. G., Pérez Gómez, Á. I., Martínez Rodríguez, J. B., Torres Santomé, J., Ângulo Rasco, F., & Álvarez Méndez, J. M. (2011). *Educar por Competências: O que há de novo?* Porto Alegre: Artmed.
- Zuin, V., & Zuin, A. (2017). *A atualidade do conceito de semiformação e o renascimento da Bildung*. *Revista Espaço Pedagógico*, 24(3), 420-436.