



Practice as locus of knowledge production: teacher's voices about initial training and everyday school practices

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Abstract

The present article is an excerpt of a broader research, in which we investigate the knowledge and practices of teachers of basic education. The writing focuses on teaching practice, understanding it as an important locus of production and resignification of knowledge. We analyzed the complexity of the knowledge of teacher practice and how the everyday forges such knowledge. In this sense, the reflections that we bring in this writing meet the perspective that sees teaching as a localized professional practice, with the teacher as an active subject who resignifies and intervenes in the actions of their profession. Through testimony of History teachers from public high schools in the city of Maranguape, in the state of Ceará, it was possible to verify that the daily making of the teaching profession constitutes an undeniable locus of training for the definition of the professional identity of the teacher, revealing the gaps left by the initial training, thus revealing the formative character of the practice of the act of teaching.

Keywords

Teachers' knowledge. Initial training. Knowledge of practice.

A prática como locus de produção de saberes: vozes de professores sobre formação inicial e práticas escolares cotidianas

Resumo

O presente artigo é um excerto de uma pesquisa mais ampla, na qual investigamos os saberes e as práticas de professores da educação básica. A escrita foca a prática docente, entendendo-a como locus importante de produção e ressignificação de saberes. Analisamos a complexidade dos saberes da prática professoral e como o cotidiano forja tais saberes. Neste sentido, as reflexões que trazemos nesta escrita vão ao encontro da perspectiva que vê a docência como uma prática profissional situada, sendo o professor um sujeito ativo que ressignifica e intervém nos fazeres de sua profissão. Por meio de depoimentos de professores de História do ensino médio público da cidade de Maranguape, no estado do Ceará, foi possível aferir que o fazer diário do ofício docente



constitui lócus de formação incontestável para a definição da identidade profissional docente, revelando as lacunas deixadas pela formação inicial, mostrando, assim, o caráter formador da prática do ato de ensinar.

Palavras-chave

Saberes docentes. Formação inicial. Saberes da prática.

Práctica como lugar de producción de conocimiento: las voces de los maestros sobre la formación inicial y las prácticas escolares cotidianas

Resumen

El presente artículo es un extracto de una investigación más amplia, en la que investigamos los saberes y las prácticas de profesores de la educación básica. La escritura enfoca la práctica docente, entendiéndola como lócus importante de producción y resignificación de saberes. Analizamos la complejidad de los saberes de la práctica docente y cómo el cotidiano forja tales saberes. En este sentido, las reflexiones que traemos en esta escritura van al encuentro de la perspectiva que ve la docencia como una práctica profesional situada, siendo el profesor un sujeto activo que resignifica e interviene en los hechos de su profesión, siendo, por lo tanto, sujeto activo de su práctica. Por medio de testimonios de profesores de Historia de la enseñanza media pública de la ciudad de Maranguape, en el estado de Ceará, ha sido posible aferir que el hacer diario del oficio docente constituye un lócus de formación incontestable para la definición de la identidad profesional docente, revelando las lagunas de la formación inicial, indicando, así, el carácter formador de la práctica del acto de enseñanza.

Palabras clave

Saberes docentes. Formación inicial. Saberes de la práctica.

1 Introduction

This article constitutes an excerpt of a broader research¹, in which we investigate the knowledge and practice of teachers of basic education, notably high school, from public state schools in the city of Maranguape, located in the metropolitan area of Fortaleza, in the state of Ceará. The writing focuses on teacher practice, understanding it as an important locus of knowledge production and resignification.

We begin from the perspective that the paradigms that rank types of knowledge, promote the dichotomy between theory and practice and consider the teacher as mere

¹ Research which resulted in a dissertation presented to the Graduate Program in Education at the State University of Ceará – UECE, entitled “Formação de professores e ensino de História da África e cultura afro-brasileira e africana: saberes e práticas” (Teacher training and the teaching of the History of Africa and African-Brazilian and African culture: knowledge and practices).

knowledge transmitter have become obsolete in the face of the complexity that constitutes the teaching profession. In this sense, the current approaches consider the teacher as an active subject in being and becoming in the classroom and in the different spaces of their educational action.

The knowledge of teacher practice, forged in everyday actions, is so complex and important that it overcomes the limits of initial training. Teacher training courses still have gaps concerning the realization of a training that takes into account the knowledge repertoire that originates in practice and is essential to the constitution of a teacher. In this sense, the reflections we bring in this article meet the perspective that sees teaching as a localized professional practice, with the teacher as an active subject who is in a continuous process of resignification of their knowledge and practice, and, therefore, is an active subject in their practice.

Aiming to unveil the perceptions of teachers about knowledge acquired during practice in classrooms, we give voice to high school teachers who carry out their practice at public state schools of Ceará, in the city of Maranguape. These subjects are identified by fictional names, ensuring the anonymity of our collaborators. We ratify our theoretical reflections through voices that express how the teacher practice takes place. Therefore, we inquired how our subjects conceive their practice and the influence that academic training exerted/exerts over it.

2 Pedagogical action and the knowledge of practice

The current society of knowledge brings up complex inquiries that the old Enlightenment, Cartesian model of science can no longer answer. In this context, a resignification of the teaching profession and, moreover, of the knowledge that constitute it has been taking place. According to Veiga and D' Ávila (2008, p. 20, our translation), the paradigms that consider different types of knowledge as hierarchically established are being confronted. In this sense, the authors state that “[...] there is the need to highlight that teaching practice involves specific types of knowledge, pedagogical knowledge and knowledge constructed in the spaces of experience”. Thus, according to the model of

technical rationality², teachers are understood as mere implementers of predefined tasks, a reproducer of knowledge produced by others, a concept which disregards the subjectivity inherent to the teaching-learning process and fails to recognize the teacher as an individual who produces knowledge.

In opposition to the aforementioned paradigm, the category *teacher knowledge* starts to prevail in the majority of current research related to education. Corroborating Gauthier *et al.* (1998, p. 28, our translation), it is necessary to state that “[...] in fact, it is much more relevant to understand education as the mobilization of different types of knowledge that form a sort of pool, which supplies the teacher to attend the demands of teaching”. In this perspective, we can identify what that researcher calls the teacher’s “pool of knowledge”, which is mobilized in the action of teaching, consisting of: subject knowledge, produced by researchers and scientists about different scientific subjects; curriculum knowledge, which undergoes changes to adapt to school programs; education science knowledge, acquired during training and practice; pedagogical tradition knowledge, acquired even before attending a training course; experience knowledge, constructed throughout the career; and pedagogical action knowledge, constructed in the action of teaching. The relationship between teachers and knowledge, thus, isn’t limited to a mere transmission of already constructed knowledge, therefore, the teacher should be seen “[...] as a professional equipped with reason, an actor who makes decisions, judgements, in the complex and uncertain context of the classroom. Their actions are guided by thoughts, judgements, and decisions” (BORGES, 2003, p. 65, our translation), since they are an actor who makes decisions and judgements in the complex and uncertain context of the classroom.

The attempt to overcome the linear and mechanical relationship between technical-scientific knowledge and practice in the classroom elicited the emergence of more studies and research aiming to criticize technical rationality. The expansion of those studies in the sphere of teacher training happened more effectively since the 1980s, intensifying throughout the almost two decades of the 21st century. The enterprise that aims to overcome the limits and shortcomings of that concept leads to the search for new

² The paradigm of technical rationality is an epistemological concept of practice, inherited from positivism, in which professional activity is instrumental, oriented toward problem-solving through the strict application of scientific theories and techniques.

theoretical instruments able to handle the complexity of phenomena and actions inherent to the production and mobilization of knowledge in and for teaching.

Therefore, the paradigm of technical rationality's basis was questioned, since it adopted the concept of teacher as a tool to transmit knowledge produced by others (MONTEIRO, 2007). Consequently, Tardif, Lessard and Lahaye (1991) highlight the fact that teacher knowledge is plural, strategic, constituting a somewhat coherent amalgamation of knowledge from professional training, scientific subjects, curriculum and experience. This point of view attributes to the teacher the status of professional equipped with autonomy and, thus, overcomes the notion that the teacher is a "cognitive idiot", expression used by Tardif (1999). Teachers' professional knowledge is temporal, plural and heterogeneous, personalized and localized, carrying human marks, and arise from their life history and previous school culture. According to Araújo and Moreira Junior (2012, p. 121, our translation), "[...] the teacher continually constructs knowledge and experiences, originated from the mediation between the amalgam of knowledge that constitute teacher culture and factors external to the classroom". These concepts are important to understand the knowledge constructed through teacher action, knowledge of experience, forged in the classroom, especially knowledge stemming from pedagogical action and practice.

As Certeau (1994, p. 18-19, our translation) would say, we are interested in "[...] the tactical cunning of ordinary practices [...], because day to day life is full of wonders, due to the vagrant freedom of practices". This statement by Certeau (1994) is relevant, ratifying the aforementioned process of resignification of the teaching profession, seen as a group of multiple and complex functions that go beyond the task of teaching classes. In the dynamics of the classroom, there is the interconnection between knowledge and practice.

Thus, we defend teaching as a localized, complex and socially constructed professional practice, and the teacher as an active individual who resignifies and intervenes in the activities of their profession and is therefore an active subject of practice. Thereby, according to D'Ávila and Sonnevile (2008), we need a new epistemology of practice that recognizes knowledge originated, mobilized and (re)constructed in teaching practice, since teachers produce, transform and resignify

knowledge in the act of teaching; thus, teaching practice is a locus of knowledge production.

Therefore, we cannot deny the subjectivity inherent to the knowledge they constitute and mobilize every day in the classroom. We understand that the teacher's job, as a human activity, is constituted of particularities and it is necessary to "[...] understand what these workers who teach professionally at schools are, do and know [...]" (ALVES, 2010, p. 37, our translation). Thus, it is necessary to understand the nature and specificity of education and the broader aspects of the education phenomenon, i.e., the nature of teaching. Thereby, the characterization of the nature of pedagogical work and, subsequently, of the knowledge that constitutes it is essential to delineate more precisely the professional practice of teaching. In fact, "[...] that which we call 'teacher knowledge' or 'teaching know-how' must be considered and analyzed according to the types of actions present in practice" (TARDIF, 2012, p. 177-178, our translation).

Teaching is an interactive job and it has a human object, which ends up changing the nature of work and the very nature of the worker, in this case, the teacher, since it is not only a work with others, but, above all, a work on others.

As for the work on and with human beings, it leads primarily to relationships between people, with all the subtleties that characterize human relationships [...] negotiation, control, persuasion, seduction, promise etc. This work on humans evokes activities such as: instructing, supervising, serving, helping, entertaining, healing, caring, controlling etc. (TARDIF; LESSARD, 2007, p. 33, our translation).

In addition to the aspects previously mentioned, teaching also involves issues of conflicts and values, situations that teachers face and are expected to solve. Thus, everyday practices of the school actors are marked by dynamic interactions and living experiences. Teaching is a social construction, it is characterized by its variable aspects, i.e., it is a heterogeneous activity that has a double aspect: simultaneously determined and contingent, there residing its complexity, as well as that of the necessary knowledge for its accomplishment.

Still regarding everyday teaching activity, it is important to analyze the locus, the concrete place where it is accomplished, in this case, the school. Like most social organizations, school is marked by the bureaucratization of the work of their agents, so the school context constitutes an environment of contingency for the teachers' work. With the classroom space as a place where, quintessentially, the teachers' activity still takes

place daily, it is a place susceptible to standardizations innate to the education system, but it is moreover a microworld full of possibilities, since teaching and the teaching-learning process are more than simple transmission of adapted pedagogical content. Thus, the teacher as subject/actor who produces and mobilizes knowledge is faced with classrooms full of students/subjects/actors. There is, therefore, something specific in teaching action, a group of behaviors, knowledge, skills, attitudes and values that constitute the specificity of being a teacher. Consequently, the need to rethink teacher training programs emerges.

Therefore, Gómez (1995, p. 102, our translation) defends that “[...] the teacher intervenes in a complex environment, an alive and shifting psychosocial setting, defined by the simultaneous interaction of multiple factors and conditions”. Thus, we establish a reflexive dialogue with the complex problematic situation, which requires a range of knowledge to be constantly mobilized. This range of knowledge is more similar to a web than to a uniform line, since “[...] the reflection isn’t pure knowledge, but knowledge contaminated by the contingencies surrounding and impregnating the vital experience itself” (GÓMEZ, 1995, p. 103, our translation). Understanding all that complexity through a specific reality is the challenge in this writing. For that end, we present the methodological path that led us to the voices of teachers that unveil their practices.

3 Methodological path: tracks trailed in search of the voices

A paradigm consists of a group of beliefs and values that guide the investigation, and all investigation implies a theoretical guidance, therefore the theoretical foundation that grounds this research is anchored on the interpretative paradigm according to the classification by Alves-Mazzotti (1996). Still according to that author, the main characteristic of this paradigm is the interpretation of the researched phenomenon based on the view of the agents involved in a specific context.

Within the aforementioned paradigm, this research took place based on a qualitative approach. In this type of approach, the researcher prioritizes obtaining descriptive data through direct contact with the situation object of study. According to Minayo (2013), qualitative research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of

relationships, processes and phenomena that can't be reduced to the operationalization of variables.

Concerning the method, we understand that this issue goes beyond technique; the method is interconnected in a broader epistemological context and thus requires more complex analyses, especially of its relationship to other aspects of the research. According to Nóbrega-Therrien, Farias and Sales (2010), methods are more comprehensive than techniques and these shouldn't be confused, because the method, according to the authors, from an epistemological point of view, should be understood as a way to approach reality, that is, as a conceptual framework used by the researcher.

We chose to use oral history because we understand it to be appropriate to the research proposal, considering the need to grasp the becoming and being a teacher through the subjects' own words. Therefore, in their narratives, it is possible to understand how they progressively appropriate and constitute themselves as teachers, since training is a continuous process, originating not only from formal institutions, but also from the amalgam of knowledge forged during all formative processes the subjects underwent.

The interviews, main data collection technique in this investigation, were carried out individually and based on a semi-structured script, because we understand that the fields of social reality may have different versions based on the particular memory that certain social actors have of the past, which signals another important characteristic of memory. In this perspective, it is necessary to know who causes remembrances, because the groups that activate this process do so from a determined place in the sociocultural frame, with their own questions about that past.

In addition to orality, we consulted documents related to educational policies and management in the state of Ceará, as well as those created by the teachers themselves, such as class diaries, lesson plans, among others. We selected a History teacher from each school in the city's state network, where there are seven secondary education schools. In our understanding, having one subject from each unit would give us a significant view of the reality under investigation. In this sense, after visiting the schools and contacting the teachers, seven teachers agreed to participate in the study, signing the Free Consent Form, which explained the details of the research.

Based on these procedures, we trailed the path to answer our research question and thus somehow outline an overview of how teachers constituted their knowledge, especially knowledge of the practice, and how they mobilize such knowledge day to day in the classroom.

4 Academic training and pedagogical practice: everyday voices

In this section, we present the speeches of teachers who participated in our investigation. We sought to understand how our narrators understand their practice and the influence that academic training exerts/exerted on them. Below we present their reports, which provide a view of their formative processes.

Look, honestly I think we begin to learn more when we're putting it to practice, when you say, oh, you'll be a teacher, we're like first of all, we go to college, we see that nothing we're learning will be used in practice, it's like we're living in theory all the time, living in theory all the time. When we think we'll go in, I'll go in the classroom, then I'll have to put a lot into practice, then what? I think there's a really big distance between academic training and the classroom [...]. I see a really big distance and like for my specialization I chose Education Methodologies because of that [...]. I sought a Methodology course exactly to –address that situation, I guess, I thought that like –I will learn ways to work with a certain subject in the classroom [...]. (Teacher Henriqueta Galeno)³.

Here we see that the teacher clearly states that she sought a specialization course on Education Methodologies in order to learn, according to her, ways to teach the subject, however, she concludes that everyday practice is much more effective to that end, revealing what we had been discussing so far in previous topics, that practice is a locus of knowledge production and that we have to think of a new epistemology of practice, which should also be incorporated to teacher training programs that often focus on technical and methodological aspects, disregarding knowledge and possibilities originated from pedagogical practice, which is constructed mostly day to day, in the very act of teaching.

A similar opinion is held by another teacher when referring to training and practice:

³ We chose to name our subjects paying homage to historical figures who were relevant to Education in general and, more specifically, to Ceará.

Academic training doesn't give you that base, it doesn't prepare you for the classroom, even teacher training, it doesn't prepare you for the classroom. Because the classroom, you only know what it is when you go in, you know? It's not an internship experience, because internship is one thing, on the internship you'll... Like me, my internship was at a public school, lasted a week, did that give me a glimpse of what the classroom was? No, it doesn't, I'll only know that when I'm there, constantly, every day, 8 hours a day. (Teacher Bárbara de Alencar).

In this case, we insisted on the issue and added the following question: if academic training doesn't give you that base, how does that happen? And the teacher responded thus:

You build that every day, in the day to day, every day you learn how to handle the students, learn that you can negotiate some things in the class, others you can't negotiate, some days you'll have to impose, some days you have to retreat, you know [...] you learn how to handle people! (Teacher Bárbara de Alencar).

Concerning this case, Therrien and Carvalho (2009) talk about necessary aspects to understand elements that underlie pedagogical praxis, the knowledge forged in educational practice and the complexity of action situated in contexts of interaction and intersubjectivity of the teacher subject of the teaching action. For the authors, teacher knowledge is a social construct produced by reflection, therefore, it is constitutive and constructor of pedagogical rationality. In this case, pedagogical rationality can be defined as a concept or set of knowledge that the teacher constructs and continuously articulates concerning the main categories of the teaching work. In that sense, Tardif (2012) emphasizes the need to study the set of knowledge used by professionals in their everyday workspace to accomplish all their tasks.

Another collaborator of the research is more emphatic and highlights that her undergraduate program was more aimed toward training researchers, not teachers. It is interesting to note how, in many institutions, there still is that separation, not considering the teacher as a researcher, maybe a reflex of a paradigm that ranks knowledge. Thus, when questioned about her initial training and the influence it had on her pedagogical practice, the teacher states:

[...] the practice itself I think is more grounded on what I acquired as teacher than as an undergrad student. Because as I said, my course was more aimed at research than at teaching, so I didn't get that much to bring to the classroom. (Teacher Edite Braga).

The teacher's report corroborates the concept by Schön (2000), stating that practice produces knowledge and meanings that are supported by a rationality, not technical rationality, since it doesn't enable reflexive training to face new and diverse situations of real life, which also generates a confidence crisis in professionals due to society. The professional, in this case the teacher, is an epistemic subject in constant conversation with their work situation. Therefore, this reflexive attitude (re)signifies practice and promotes knowledge construction in action, which is, thus, the main characteristic of the proposal for a new rationality, a constructivist rationality.

The next teacher reports the characteristics of his undergraduate program:

During my class of 2002-2007, I think the practical part was lacking, this classroom experience part, because we're teachers and teachers are also researchers, ok, but in my time they were lacking a little, we always had those courses on historical subjects, the traditional time periods, the traditional division still French based on French historiography, which is: Pre-History, Ancient History, Medieval, Modern and Contemporary, the History program in my time followed that traditional French view, of French historians, which I think still prevails today, so we always saw those theories, but we always focused on theory, the practical part, only in the last year we went to the classroom to live that practical part, I think that's extremely negative, I think we have to try, from my point of view, to reconcile that subject always with the classroom. And from what I noticed in the new curriculum of the History program at UFC, they're already trying to do that [...]. So I think it lacked that. (Teacher Lourenço Filho).

The following report corroborates the previous two, especially since the teachers graduated from the same institution, but this next one emphasizes that the fact that he started to teach while still in college was an enriching experience to his praxis, revealing the formative character of practice.

That is a debate we always had there, there was a recurring sentence that everyone said: if you want to be a researcher, come to UFC – Federal University of Ceará –, if you want to be a teacher, go to UECE – State University of Ceará, so since early on there was this encouragement, so the research subjects, they always came first. In the first semester, we had this subject that was Introduction to the Professional Practice of the Historian, and that teacher taught us nothing related to the teacher practice in the classroom, it was always the historian practice at the research field, as a researcher. So there wasn't a concern with the construction of good professionals for the classroom, it was always minor. I have the researcher who is the big one, the one who will study, who will create the book, and the teacher will say what the other guy already went to the trouble of researching. Obviously, when I was leaving that 4-year process, a serious debate started about curriculum reflection and there were important changes, in my time we had two internships, one in primary education and another in secondary, now from what I've seen of the new curriculum that they implemented right after I left back in 2009, there was another load of pedagogical education. The education field, it seems to me, at that moment got a more relevant role in the department of

History at UFC [...], I can notice that increase in Education, but it's still a secondary role, teacher is a derogatory term for a historian, historians are historians, and then there's that issue of what is a historian, that one who at the same time researches and teaches. But on the other hand most of our teachers have no experience in the classroom in primary and secondary education, they're there teaching to help the future teacher work with primary and secondary education, how? I don't know how they think they'll accomplish that [...]. How can I talk about something I haven't experienced? Sure, there's the book, there's studying, but we know that the reality shown in books is a bit distant from practical reality. (Teacher Moreira de Sousa).

When asked about the repercussions of the emphasis on research in his initial training, he answered:

There was a very positive side, which was this constant concern with research, so during my whole process in the classroom I try to apply with my students and during my planning process the practice of research [...]. On the other hand I think there really is something negative, because even in this dialogical process, in this process of praxis, being in the classroom and being able to be in college, I feel like the reflections weren't that deep, the debate about my experience in class with other colleagues was always something smaller, something that didn't need reflection and that affected the courses that weren't exactly about teaching, because it kind of created an excuse to have few courses on teaching, the idea that every course will teach you to be a teacher [...]. (Teacher Moreira de Sousa).

Concerning cases of that nature, Therrien and Carvalho (2009) warn about knowledge that is being constructed in teacher praxis, in the ecology of the classroom, highlighting the teacher's epistemic status. For the authors, the definition of knowledge is grounded on the concept that it is a product of the dynamics of perception, judgement and argumentation localized in a context simultaneously individual and collective, i.e., intersubjective. They also denominate knowledge of experience, practical knowledge, that which is constructed in the social and pedagogical practice of the teacher's everyday life.

We conclude the subject reports as we started, because one teacher, even asserting that her program was aimed toward teacher training, still emphasizes the importance of everyday practice to her training. Let's read below:

I felt like it was more teacher training, actually, although we do have some teachers that seem like they never had any notion of what a classroom is and make us think that Brazilian education is wonderful. But, since I had some experience in the classroom, then we ended up debating a lot about that, oh teacher it's not exactly like that, the issue isn't really how you're saying [...]. We actually learn how to teach during practice, in the classroom, I don't think any course will say like: oh, you will teach, because as I said, it's different heads, so you may be prepared to work with receptive young people, but others may see your practice in a negative way. To mention my own everyday life, I have 4

groups of first-years, as I said with the morning group I can spend two classes talking to them about the subject, but with the afternoon group I can't do that, they prefer activities, because if I talk more than necessary the group gets sleepy, you know what I mean? So we learn to teach in the classroom, really [...]. To really teach how to be a teacher, only the everyday, the experience you acquire from the students themselves [...]. I plan the class, see what content I'll teach, plan the explanations on the board, the discussions in class, sometimes show some slides, but it is in the moment that we build the lesson, because I know what I'll do, know what I'll say, but it is in the moment that we really see how that's going to work, the progress of that situation will be in the moment, because it depends on how receptive the students are [...]. (Teacher Rachel de Queiroz).

The teacher's report befits the definition by Shulman (*apud* GONÇALVES, T. O.; GONÇALVES, T. V., 1998) of "strategic knowledge". According to that author, it would be the ability to articulate different types of knowledge in the face of an unexpected situation improvising in the classroom. Therrien and Carvalho (2009) understand knowledge of teacher practice as originating from localized and reflexive action of the teaching profession, which the teacher manipulates to overcome situations arising from everyday life. It is knowledge containing expertise provided to education by human sciences, pedagogical knowledge from the interaction with students, the creation and experimentation of work hypotheses, up to the reinvention of techniques, procedures and resources of their pedagogical routine. Therefore, knowledge implies rationality, which evidences the possibility to study knowledge through subjects' speeches, placing professional knowledge as epistemic object. Thus, teacher knowledge can also be defined as the teacher's intelligibility through phenomena. Our definition of knowledge is related to reason, to speeches, arguments, judgements, ideas that follow the requirement of rationality. Rationality is understood here as an intentional way for the subject to understand; it means that people act not like machines, but according to objectives, projects, choices, motives. Due to the peculiarity of the classroom ecology, this rationality can be defined as pedagogical (TERRIEN; CARVALHO, 2009).

5 Final considerations

The teachers' reports converge to common points, i.e., all of them point to gaps in their training regarding practical knowledge, preparation for the classroom. All subjects emphasize the great distance between theory and practice present in their undergraduate and even graduate programs.

In contrast, they indicate that everyday actions of their profession constitute a much more efficient locus of training, thus revealing the formative character of teacher practice. This creative practice by the teacher is manifested in everyday classrooms, in the inventive actions by that professional within the dynamic interactions of the concrete reality of school, in the face of uncertainty of complex situations experienced in the relationship with students. Therefore, the teacher has to make decisions in the face of the unpredictability of concrete problematic situations, has to maintain a dialogue with such situations and adopt adequate strategies for each one, because each situation is unique and predefined rules cannot be applied. Thus, the scientific knowledge transmitted at teacher training institutions is converted definitely in academic knowledge that settles not in the student-master's semantic, significant and productive memory, but only in satellites of episodic, isolated and residual memory of teacher training programs. The most significant failure lies in the abyss separating theory and practice (WOODS, 1995).

With these considerations, we corroborate the author's idea that the teacher faces, in their professional life, multiple situations for which there are no predetermined answers and that are not open to analysis by classic scientific investigation. Thus, we conclude that there are no objective realities that can be completely known. Realities are created and constructed in the psychosocial interchange of the classroom, therein lying the complexity of the teaching profession and action as a paradigm of knowledge constitution.

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