

## The perception of student-teachers about Parfor's contributions to pedagogical practice<sup>1</sup>

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### Abstract

The National Plan for the Training of Basic Education Teachers aims to offer teachers access to free and quality university education. The objective of this study was to analyze the perception of Pedagogy course teachers of the referred plan in the Cariri region, inland Ceará, about their teaching action in the light of the epistemology of practice. A teacher from the National Plan for the Training of Basic Education Teachers asked the student-teachers to answer a questionnaire with questions about their training for teaching. The questionnaire was answered by 13 teachers and subsequently there were reflections during classes. From a qualitative analysis of the material, the results suggested a distance between the initial training and classroom demands and different motivations for entering teaching. It was concluded that it is necessary to discuss about professional and social realities so that there is an approximation with the epistemology of practice.

### Keywords

Teacher Education. Qualification for Teaching. Teaching.

### A percepção de professoras cursistas do Parfor sobre as contribuições do Parfor à prática pedagógica

### Resumo

O Plano Nacional de Formação de Professores da Educação Básica visa oferecer aos professores acesso ao ensino superior gratuito e de qualidade. Objetivou-se analisar a percepção de professoras cursistas de Pedagogia do referido plano na região do Cariri, interior do Ceará, sobre a sua ação docente à luz da epistemologia da prática. Um docente do Plano Nacional de Formação de Professores da Educação Básica solicitou que as professoras cursistas do plano respondessem a um questionário com perguntas sobre a formação delas para a docência. O questionário foi respondido por 13 docentes e posteriormente houve reflexões durante as aulas. A partir de uma análise qualitativa do material, os resultados sugeriram distância entre a formação inicial e as demandas de sala de aula e diferentes motivações para o ingresso na docência. Concluiu-se que é preciso discutir sobre as realidades profissionais e sociais para que ocorra aproximação com a epistemologia da prática.

### Palavras-chave

Formação de professores. Qualificação para o magistério. Docência.

<sup>1</sup> Versão em inglês traduzida originalmente do português por Marina Lima Pompeu.

## **La percepción de las estudiantes-profesoras sobre las contribuciones del Parfor a la práctica pedagógica**

### **Resumen**

El Plan Nacional de Formación del Profesorado de Educación Básica tiene como objetivo ofrecer a los profesores acceso a una educación universitaria gratuita y de calidad. El objetivo de este estudio fue analizar la percepción de las profesoras del curso de Pedagogía del referido plan en la región de Cariri, interior de Ceará, sobre su acción docente a la luz de la epistemología de la práctica. Un docente del Plan Nacional de Formación del Profesorado de Educación Básica solicitó a las estudiantes-profesoras que respondieran a un cuestionario con preguntas sobre su formación para la docencia. El cuestionario fue respondido por 13 profesoras y posteriormente hubo reflexiones durante las clases. A partir de un análisis cualitativo del material, los resultados sugirieron una distancia entre la formación inicial y las demandas del aula y diferentes motivaciones para ingresar a la docencia. Se concluyó que es necesario discutir sobre las realidades profesionales y sociales para que exista una aproximación con la epistemología de la práctica.

### **Palabras clave**

Formación de profesores. Calificación para la enseñanza. Docencia.

## **1 Introduction**

When addressing teacher training, it's important to highlight that teaching concerns an established, complex and socially produced professional practice and that teachers are active people who resignify and intervene in their daily practice (OLIVEIRA; ARAÚJO; DA SILVA, 2021). This training is a process that is articulated between action and reflection, returning to qualified action (LIBÂNEO, 2006). The improvement of teacher training is guided by reflections that value practice as an exercise in problematization and also generates production of knowledge that supports them in solutions in their practices (LIMA; ANDRADE; COSTA, 2020; MEZZAROBA; CARRIQUIRIBORDE, 2020; PIMENTA, 2006).

The praxis epistemology is understood when the teacher develops knowledge that is “[...] produced in action and about the action of teaching” (LIMA; GOMES, 2006, p. 164). The reflective teacher category falls within this pedagogical ideal, meaning a teacher who mobilizes a theory about their practice implies inseparability of a reflexive posture. As Tardif (2002) said, it's through autonomy, reflection, and discernment about the daily knowledge that teaching epistemic objects are established, so to speak of the reflective teacher is to go beyond thinking about the “what” and the “how” to do, which

could be at the heart of any teacher's planning without major concerns about changes and transformations external to their process. It's a critical posture aiming at alterations of the object of analysis and the practice, as well as aiming at the qualification of results, with a basis on the broader contextual reality from thinking and reflecting (LIBÂNEO, 2006), fostered by educational theory (PIMENTA, 2006). Therefore, the reflective teacher and the epistemology of practice are intertwined categories of analysis.

In Brazil, universal access to school occurred through legislation that promoted the right and obligation of education, which were Laws No. 4,024/1961 and No. 5,692/1971, which were repealed by Law No. 9,394/1996. Concomitant to this expansion, the lack of investment in education and teacher qualification meant that teachers went to the classroom without having adequate training and, sometimes, interest in this teaching. (SILVA; CORRÊA, 2020; SOUSA; MARQUES, 2019).

With the proposal to fill up gaps in teacher training, the federal government published Decree No. 6,755/2009, which created the National Training Plan for Basic Education Teachers (Parfor). Parfor is considered an emergency policy that encourages the training at higher level of teachers who work in public basic education, by giving access to free and quality Higher Education (CARVALHO, 2020). Thus, the principles that should guide Higher Education Institutions (HEIs) in pedagogical planning deal with the:

[...] articulation between theory and practice throughout the training course; ensuring the mastery of scientific and didactic knowledge; inseparability between teaching, research, and extension, and recognition of the school as a necessary space for the initial training of teachers in the teaching profession. (BRASIL, 2013, p. 28).

Given the objective of Parfor, it can be understood that it is an extremely important mechanism for teacher qualification because through training it's possible for teachers to share knowledge and experiences and to build new possibilities of action based on reflections on the practices (DUARTE, 2019). Parfor becomes even more relevant because it tries to reach people there are generally away from the big urban centers, with difficulties to be catered by public policies and who suffers from social inequality, as well as facing administrative obstacles in the scope of the city hall and school, as points Santos (2018).

Considering the social and scientific importance of understanding the contexts of teacher training, there's an interest in the experiences in which teachers self-reflection about the contradictions that exist in pedagogical practices. Thus, the objective of this work is to analyze the perception of Pedagogy students from the Regional University of Cariri (Urca) that are also Parfor teachers who were invited to reflect on their teaching activities in the light of the epistemology of practice.

In addition to the Introduction, the article is organized into four sections. In the first, Parfor is approached as a teacher training program; in the second, is reported the experience that made it possible to obtain the perception of the study participants; in the third, some analyzes are made from the perception of teachers from Parfor; and, lastly, there are general considerations about the results of this research.

## **2 National Training Policy of Basic Education Professionals (Parfor)**

Decree No. 6,755/2009 regulated the National Policy for Training Professionals in Basic Education Teaching, innovating by treating teacher training, whether initial or continuing, as a public commitment (SANTOS, 2018). Months later, Normative Ordinance No. 9, dated June 30, 2009, was published, which instituted Parfor under the Ministry of Education (MEC), which was revoked by Decree No. 8,752/2016, keeping in line with the National Education Plan (PNE) that was approved in 2014. In its article 3, paragraph I, Parfor was incorporated as one of the objectives of the National Policy for the Training of Basic Education Professionals, stating that it “[...] should articulate actions with higher education institutions linked to the federal, state, and district systems of education, through collaboration between the Ministry of Education, the States, the Federal District, and the Municipalities”.

After the Parfor regulation, the school census started to specify the number of professionals who needed initial training at a college level, as well as teachers who already had higher education training, but who needed continuing education (SANTOS, 2018). Access to Parfor takes place through special classes offered by HEIs for teachers who meet one of the established criteria:

a) first degree - for teachers working in the public network of basic education who don't have higher education; b) second degree - for professors who have been working for at least three years in the public school system and work in an area other than their initial training; and c) pedagogical training - for teachers who are graduated but not in pedagogy. (BRASIL, 2013).

In the year Parfor was created, 4,273 teachers enrolled in 140 classes. After five years, it had 70,220 enrollments in 2,145 special classes offered by 96 HEIs (BRASIL, 2013). Ten years after its creation, there were a total of 100,408 enrolled in 3,043 classes implemented by 104 HEIs (BRASIL, 2021). Therefore, the number of teachers who adhered to the training proposed by Parfor is expressive. The dropout rate at Parfor follows the trend observed in regular graduations, around 16.53%, and is related, practically, to the lack of support for teachers in training. Most of these teachers use their free time (vacations, holidays, and weekends) to participate in the course and need to travel to the places where academic activities are carried out (BRASIL, 2013).

Special classes are offered by undergraduate courses accredited in the Higher Education Regulation System/e-MEC and, if they have been evaluated by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), they must have a grade equal to or greater than 3 (BRASIL, 2013). The Pedagogical Course Project (PPC) corresponds to that of regular graduations and the main difference is the fact that the special classes are composed exclusively of people who prove that they are teaching in the public system.

For Rodrigues *et al.* (2018), Parfor teachers must take into account this specificity of special classes. The authors question whether there should be a differentiated course, aiming to expand the stimulus so that pedagogical strategies are adopted that make it possible to integrate the classroom experience of Parfor's teachers. If the teachers' experiences were included in this training, it would allow pertinent reflections on the classroom, the relationship with students, and the challenges present in the educational routine (SCHUETZ, 2018). This perspective is also supported by the criticisms widely debated by Imbernón (2009) when considering the discrepancy that exists between the formative experience and the school reality.

Parfor represents an advance in teacher education in Brazil, a fact that doesn't exempt it from criticism. In the Letter from Teresina - Parfor, a document presented at the 1st North and Northeast Meeting of Parfor in 2013, cited by Mota (2015), some examples of obstacles were presented to properly assure qualified training: the lack of financing for the acquisition of permanent materials and equipment; the lack of scholarships for students to participate in teaching, research and extension activities; the low payment for program coordinators; the lack of commitment by states and municipalities regarding the obligation and the valuation of the counterparts; the lack of effective actions to tackle regional asymmetries; the lack of opportunities for the production, publication, and dissemination of academic production; and the deficient infrastructure, shortage of libraries, computer labs, among others.

It can be said that Parfor is a relevant proposal, but the results still leave something to be desired regarding the effectiveness for changes, transformations, and innovations (SCHUETZ, 2018). In this sense, the criticism made by Santos (2018) is that Parfor was institutionalized as a program, and not as a State policy, allowing it to progressively lose resources, depending on the government.

Considering this program in the context of the Cariri region in the state of Ceará, Araújo *et al.* (2012) evaluated how Parfor contributes to the training of basic education teachers in Urca. The research was based on structured interviews and footage from teachers and professors of the Parfor Pedagogy course. Among the problems faced, there is the fact that part of the courses works in elementary and high schools in the municipalities, whose spaces in the majority have a physical structure inadequate to the courses, since the rooms are small, with desks designed for children or teenagers, and bathrooms are inadequate. In addition to poor ventilation, there is a lack of books, a library, laboratories, and equipment to conduct research. Equally worrying is the profile of the teachers participating in Parfor, as they report overload of tasks and responsibilities and consider evaluation as a strategy of judgment and oppression. Even with these problems, the participants reinforced that Parfor contributes positively to their formation.

In another study, Mota (2015) analyzed how the approach of the Parfor in Urca Pedagogy course curriculum influences the teaching practice of students who are already teachers. To this end, the study considered as potential participants 34 students, the

teachers, and the coordinator of the Pedagogy course at Parfor in Urca in the period between 2013 and 2014. At the end of the research, it found that the degree is important for the private life of the students of the course, to feel professionally valued before colleagues, and to reaffirm the practices already developed in their teaching activities in classrooms that needed a theoretical basis to support them.

Finally, Rodrigues *et al.* (2018) analyzed the experience of the first Parfor class in Urca, reflecting on the initial training, the constitution of teaching, and the interferences and inferences in the pedagogical practice through the narratives of the Parfor course teachers. The participants valued the contact with good professors, reported the precariousness of the physical space where the classes happened and the overload of tasks, considering the accumulation of professional activities concomitant with training. About the motivations for being a teacher, the main motivation started in childhood, went through adolescence, until it was realized in adulthood. In most cases, the initial training that enabled them to start teaching in the first place was supported by having attended high school for teaching<sup>2</sup>. When talking about the motivation for Parfor, the students talked about a desire they already had to study Pedagogy in higher education so that they could keep their jobs. The authors concluded that the formation of Parfor is still rooted in a governmental position to offer the courses without emphasizing the conditions necessary to keep students and ensure that they take advantage of the course.

### 3 Methodology

This work was the result of an experience in the classroom of the first author, professor of Parfor, dealing with a qualitative study of action research. The research was carried out with Pedagogy students from Parfor at Urca. All participants were residents and teachers in the municipalities of Juazeiro do Norte, Crato, Barbalha, Missão Velha and Cariri in the Metropolitan Region of Cariri in Ceará, located 600 kilometers from the capitals cities, Fortaleza (Ceará) and Recife (Pernambuco). Participants will remain anonymous, following the recommendation in item VII of the Resolution of the National

<sup>2</sup> Reference to the training of primary teachers, which began with the Specific Qualification for Secondary School Teaching from Law No. 5,692/1971.

Health Council No. 510/2016, which allows research to be carried out without submission to the National Research Ethics Commission (Conep) system, when “[...] aims at the theoretical deepening of situations that emerge spontaneously and contingently in professional practice, as long as they do not reveal data that can identify the subject” (BRASIL, 2016b).

The Parfor students who participated in the activities belong to the staff of five different municipalities in rural areas in Ceará countryside, the majority of whom are women aged between 25 and 35 years, married, with children, who have been teaching for approximately five years, contracted temporarily. They reported that they don't have labor rights or paid holidays and depend on the political will of each new government administration to remain on the program.

The meetings were held in two locations Ceará countryside, five sessions of ten hours each. The meetings took place on Friday, from 6 pm to 9 pm, and on Saturday, from 8 am to 4 pm, and took place in the municipalities where Parfor was located, the teachers' journey to the designated place was ensured by the public authorities of the municipalities where they taught.

In one of the meetings, the Parfor professor gave the students a questionnaire with five questions to take home and answer if they wanted, returning the questionnaire to him in the next class. Of the 43 students, 13 answered the questions. The questionnaire was as follows: “1) Write about your training to be a teacher before joining Parfor”; “2) Write about the reasons that led you to be a teacher”; “3) Is Parfor contributing to your training? How have the Parfor classes changed your performance in the classroom? Explain a little”; “4) Highlight positive and negative points about the formation of Parfor”; and “5) Would you like to make any other comments, indications or suggestions?”. The answers were intended to analyze the experience of teachers in the light of reflective possibilities about training and school work.

The answers were typed and then the textual corpus of the questions was prepared so that, finally, the analyzes could be made by the software Interface de R pour les Multidimensionnelles de Textes et de Questionnaires (Iramuteq). This software is free and is used to perform statistical processing of lexical/textual data, that is, the principal unit of analysis is the vocabulary. In this work, two types of analysis were adopted: 1) word cloud, which is characterized by making a graphic organization according to the frequency



of words in the textual corpus; and 2) similarity analysis, which takes into account the association between words, forming clusters of related words (CAMARGO; JUSTO, 2018).

#### 4 Parfor students' perception

It's relevant to note that, to process information of lexical nature, Iramuteq requires a minimum amount of words (CAMARGO; JUSTO, 2018). This number of words was obtained in the first three questions, but not in the last two. Thus, the Parfor students who answered the questions found more words to reflect on their own training experiences than to carry out a critical analysis of the positive and negative points of the training that came from Parfor.

The first question was "Write about your training to be a teacher before joining Parfor". From the word cloud analysis, it was found that the most frequent terms were "Parfor" (12 times), "training" (11 times), and "classroom" (nine times). From the similarity analysis, it was noticed that the answers permeated a nucleus, "Parfor", from which two organizing elements stemmed, namely, "teacher" and "training". The "training" group was related to two other groups, "high school" and "classroom". Thus, it appears that the training seems to be more related to the idea of the classroom and high school than to the teacher group, which was composed of the words "knowledge", "education", "studying" and "student".

This word choice makes sense as Parfor's target audience is teachers who are active and potentially seek knowledge to improve their classroom practice. In this sense, the answers provided by the teachers stand out:

*[...] I just finished high school [...]; it was an opportunity that the mayor of the municipality gave me. (TO 1).*

*[...] I had no training. (A-4).*

*[...] I already had a Language course through the Fecop program. (A-5).*

*[...] participated only in the formations of Paic; I haven't graduated yet. (S-3).*

*[...] my training was to finish high school in a pedagogical course that lasted two years [...]; I was just in the classroom [...]. (S-6).*

This result indicates the distance between the initial training of these teachers and the formative demands of a classroom. There is an imbalance between the different qualifications detected in different teachers, as observed in the statements of teachers A-5 and S-3. The initial training of an educator does not say everything about him, but it brings relevant information that must be considered when discussing what is expected from the educational programs put into practice by public policies. Quality education cannot be sustained by teachers with inadequate, incomplete, and unsupported initial training (LOUZANO *et al.*, 2010; OLIVEIRA; ARAÚJO; DA SILVA, 2021). It's necessary an educational practice that is useful (MEZZARROBA; CARRIQUIRIBORDE, 2020), considering social realities and, at the same time, theoretically supporting reflective analyzes that allow to weave a socio-historical understanding of the educational context, as well as the training of teachers (PIMENTA, 2006; SILVA; CORRÊA, 2020; SOUSA; MARQUES, 2019).

The teacher's ability to practice reflection and to develop an epistemology about her practice is weakened when specific knowledge is lacking, which should come from adequate initial training and related to professional practice. A reflection on practice requires the appropriation of a theoretical framework that allows the teacher to understand her thinking and reflect on her actions, starting from epistemological elements that constitute a theory (LIBÂNEO, 2006). The previous training reported by the Parfor students signals the fragility of their training that hinders the development of reflections, hence the importance of training programs that allow them to adapt the training of these teachers to instigate critical exercise on their pedagogical performance, as it was also observed in the studies by Araújo *et al.* (2012), Mota (2015) and Rodrigues *et al.* (2018).

The second question was "Write about your reasons for becoming a teacher". The word cloud showed that the word "teacher" was the one that appeared the most (17 times). Other entries that stood out were "child" (seven times), "reason" (six times), and "opportunity" (six times). Regarding the motivation that had led them to teach, some answers indicated a lack of option, for example:

*In my city, what was offered to poor people was to be a teacher [...]; I decided to be satisfied as a teacher simply to earn my living [...]. (S-1).*

*The reasons that led me to be a teacher: first, the need to have a job [...]. (S-2).*

*At first, it was because it was the only work opportunity. (S-4).*

Other teachers showed old motivations for teaching, such as:

*Before starting classes at Parfor [...], I participated monthly in the exchange of experiences with other professionals in the classroom [...]. I always liked children a lot, I identified with the classroom [...]. (A-3).*

*Before joining Parfor, I had already attended higher education through the Fecop program [...]. Since I was a child, when I started school, I already wanted to be a teacher [...]. (A-5).*

*My training comes from high school; every year of study I already did an internship [...]. I only chose education because I had studied to be a teacher [...]. (A-6).*

The answers of S-1, S-2, and S-4 indicate that being a teacher was a necessity, not a professional choice. Being a teacher would be a matter of survival. When investigating the motivations for teaching as a profession, Silva and Corrêa (2020) and Sousa and Marques (2019) found that often the Pedagogy course was a second option, chosen as an opportunity to finish their studies and/or improve their skills and financial conditions. This perception was during classes, when the Parfor course participants stated that children from rich families, in those contexts, don't become teachers. In the responses of A-3, A-5, and A-6, there was an interest in the profession in addition to family support and there was a lack of access opportunities for this training since the teachers sought to equip themselves as they could.

The principle that the realities and social contexts that shape personal projects can be applied to both realities. While in the first context the choice for the profession is strongly related to survival and the need for a job, in the second context there are reasons based on the initial training that mobilized the desire for teaching. These two contexts show that being a teacher isn't supported by social status and that teacher education isn't central to the government policy.

It's necessary to problematize the conditions of training, life, and work of teachers and to consider the extent to which they enable reflection. In addition to the precariousness of teacher training in Brazil, characterized by the need for emergency projects such as Parfor (BRASIL, 2009a, 2013, 2016a; SANTOS, 2018), Louzano *et al.* (2010) pointed out that there is a lack of empirical studies that analyze the qualification of

candidates for teaching career and that admission to teaching has criteria little compromised with the quality of the professional. In Brazil, the discourse on teacher education and reflective teachers constitutes a mere theme dissociated from the necessary political-epistemological dimensions, with no concern for raising the status of professionalism (PIMENTA, 2006).

The third question was “Is Parfor contributing to your training? How do Parfor classes change your performance in the classroom? Explain a little.”. The word cloud indicated that two words were more frequent, specifically: “classroom” (21 times) and “Parfor” (17 times). Through similarity analysis, it was found that each of these entries made up a grouping. The grouping of the entry “classroom” was composed of the words “training”, “room”, “teacher”, “practice” and “child”, while the grouping “Parfor” was integrated by the words “being”, “knowledge”, “contribute” and “acquire”.

When analyzing the two groups, it's possible to infer that, on the one hand, Parfor allows course teachers to acquire the necessary knowledge and, on the other hand, it would be more associated with classroom practice. The participants stated as follows:

*Yes, after I joined Parfor, I have changed the way I work with children. (S-5).*

*Parfor contributes a lot to the training of teachers as it is a course aimed exclusively at preparing teachers to work in the classroom. (A-2).*

*[...] Parfor opened new horizons for me, made it possible for me to have access to knowledge of sciences, techniques, methods [...]. (S-7).*

The teachers' responses reinforce the idea that the work in the classroom is built within their field of knowledge. About this, Oliveira, Araújo and Da Silva (2021, p. 14) “[...] point out that the daily practice of their profession constitutes a much more efficient training place, revealing the formative character of teaching practice”. Programs aimed at training teachers who already work with students are important, as they allow teachers to have the opportunity to reflect on their practices and acquire support that they didn't have, as well as the possibility of sharing and valuing knowledge and experiences with peers who are in similar situations (DUARTE, 2019). Theorizing one's practices at work implies considering the complexity of the teaching and learning processes, considering the school as a space for the production of knowledge. However, this space is only fertile when it allows the professional development of teachers aimed at the reflection,

innovation, difference, and collaboration between different groups (LIBÂNEO, 2006; PIMENTA, 2006).

These opportunities are important, since the changes in their practices occur as the teachers increase their awareness of their own practice (PIMENTA, 2006). As Pimenta (2006, p. 26) suggested, “[...] theory as an objectified culture is important in teacher education, since, in addition to its formative power, it endows subjects with varied points of view for contextualized action”. Thus, reflecting on and about action is an exercise that needs to be made possible in all initial teacher education (LIMA; ANDRADE; COSTA, 2020; MEZZAROBA; CARRIQUIRIBORDE, 2020), thus also contemplating the Parfor students (SCHUETZ, 2018).

In question four, it was asked to highlight the positive and negative points about Parfor. Due to the small amount of text, it wasn't possible to carry out the analyzes by Iramuteq. Among the positive points, the quality of the subjects and teachers and the possibility of improving pedagogical practice were mentioned. Some negative aspects indicated were exhaustion, the distance to the place of classes and not having a library.

Question five asked for observations, indications or suggestions, which many teachers did not respond to. Among the answers to these questions, there are:

*[...] the teachers are attentive, committed, and competent. (S-3).*

*Parfor came to improve us, teachers [...]; it helps to understand our actions and encourages us to do differently. (S-5).*

*It gives opportunities to teachers who do not yet have a degree. (A-2).*

*[...] a great opportunity for my training. (A-4).*

In addition to the responses to the questionnaire, during the meetings, the students of Parfor reported the overload of activities at work and the long journey as the main obstacles to an adequate use of training. They worked as full-time teachers from Monday to Friday and, in the middle of Friday afternoons, left the rural area for the urban area, where they would attend the course classes. Friday late at night, they returned to their homes, arriving late at night. On Saturday, they usually woke up at dawn to do their chores at home before going to Saturday classes.

As Carvalho (2020) indicated, Parfor manages to reach the places where teachers from the most distant schools are. And, as if that were not enough, these obstacles of lack of time and difficulty in getting around is added to the paperwork and obstacles the city halls and schools impose to release their employees to these formations, as reported by Santos (2018). In this sense, it is worth remembering what Louzano *et al.* (2010) said to support that, to attract more qualified people to the teaching career, it would be necessary to improve the salary incentives and the social status of the profession.

Parfor da Urca students are inserted in specific social contexts, marked by the geographical distance from urban areas and the devaluation of the profession. The contradictions of their realities are important factors to be considered for the construction of reflections (MEZZAROBA; CARRIQUIRIBORDE, 2020). It's necessary to integrate theory and practice so that teachers “[...] understand the historical, social, cultural, organizational and themselves contexts as teachers” (PIMENTA, 2006, p. 24).

Training and teaching are complex, so it's necessary to pay attention to offer training reflective training, one that isn't merely transmitting, with little innovation, in a decontextualized way and that motivates teachers at a given moment and leaves them in the next bend (IMBERNÓN, 2009). It's important to notice that the training offered through Parfor can be considered a first step to minimize the impacts of the lack of qualified initial training. However, when thinking about the proposal of reflective teachers and action based on the epistemology of practice, it's necessary to search for new sources of professional knowledge and permanent monitoring. To approach the epistemology of practice and extract knowledge from it that is adequate to its practices, training must be collectively and permanently constituted. In the collective, the joint criticism must be made beyond the context of the classroom, including social spaces as conditions for teaching (PIMENTA, 2006). Permanently, to break with cultural linearity, promoting dialogue with contexts and diversities (IMBERNON, 2009).

## 5 Final considerations

Parfor is an important program for teacher qualification, especially when one realizes that there are different realities within that profession, sometimes marked by a

historical process of devaluation of educational processes as a whole. Thus, in the present work, a critical analysis was made about the reflective teacher from the perception of Pedagogy course teachers from Parfor in Urca, in the Ceará countryside.

The teachers who reflected on the pedagogical actions indicated the gap between initial training and the demands of the classroom, listed different motivations to choose to teach, such as survival and interest in the field, and pointed out that the formation of Parfor was necessary and important to help them have a more reflective practice. Allowing teachers to discuss the difficult professional and survival realities contemplates new perspectives and other thoughts on possibilities for reflection and approximation of the epistemology of practice.

A limitation was the fact that the study emerged from a practical classroom activity in which students from other classes and regions couldn't answer the questionnaire to have a broader panorama of the students' perception of Parfor, which can be done in future studies, to make comparisons and identify similarities and differences. Finally, we believe that this work was important to give a voice to Parfor students, who live in a rural area in the countryside of a state full of poverty and social inequality.

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