

The impact of financial capitalism on teacher training: managerialism and its effects on education

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Abstract

The present reflection aims to discuss financial capitalism, the teacher education process, and the effects of managerialism on the educational process. This work employs a qualitative methodology through bibliographic research, in which the considerations and analyses conducted throughout this study are based on the premises of Historical-Dialectical Materialism and on authors who draw on this perspective, such as Silva (1999), Hooks (2020), Primo and Fernandes (2020), among others. In conclusion, we assert that the social function of education is social reproduction through class consciousness. In this sense, the struggle for education that aims at human formation is the struggle for human emancipation, it is the struggle to overcome class society.

Keywords: Capital. Financial capitalism. Teacher education. Managerialism.

Impacto do capitalismo financeiro na formação docente: o gerencialismo e seus efeitos na educação

Resumo

A presente reflexão tem o propósito de discutir o capitalismo financeiro, o processo de formação docente e os efeitos do gerencialismo no processo educacional. Este trabalho possui como metodologia a pesquisa de caráter qualidade de abordagem bibliográfica, na qual as considerações e análise realizadas no decorrer deste trabalho foram pautadas nos pressupostos do Materialismo Histórico-Dialético e em autores que se apoiaram nesta perspectiva, tais como: Silva (1999); Hooks (2020); Primo e Fernandes (2020) e outros. Concluímos por fim, que a função social da educação é a reprodução social através da consciência de classe. Nesse sentido, a luta por uma educação que almeje a formação humana é a luta pela emancipação humana, é a luta pela superação da sociedade de classes.

Palavras-chave: O capital. Capitalismo financeiro. Formação de professores. Gerencialismo.

1 Introduction

2

In the capitalist context, the human trajectory transcends the simple activities of planting, hunting, fishing and harvesting. The model of existence driven by production requires an interconnection of elements that has become detached from the earth, demanding a more prominent intervention in nature. This dynamic requires the creation of tools to build objects, and the manufacture of objects to develop new artifacts. The core of this challenge lies in the practical sphere, not just the philosophical or cognitive.

In the ancient communal community, the land held essential primacy. The inhabitants remained rooted in their territories, maintaining immutable stability. However, this reality underwent a radical transformation as individuals began to link their destinies to their ability to produce and circulate goods. This milestone marks the rise of capitalism, characterized by a remarkably competitive society, as opposed to the stagnation of previous societies. The once-prevalent notion of revealed knowledge became obsolete, giving way to the pressing need to generate new knowledge, exploit advanced technologies and promote scientific advances.

In this way, knowledge starts to appear to us as something that is ahead of us, rather than just accumulated in the past. It has become a constant necessity to revolutionize production methods and the means of sustenance. This, in turn, brings to the fore in the contemporary era the challenge that knowledge is not ready and finished, requiring us to construct it by looking at the world as it is, devoting effort to the search for genuine understanding.

Within this framework, as Marx and Engels (1980, p.25) stated, human scientific, technological and cultural knowledge constitutes the elements of the superstructure that arise from the multiple and contradictory social relationships that man establishes with nature in the process of realizing his material and spiritual conditions of existence. From this perspective, knowledge, as an abstract representation of the concrete reality of the world, expresses the two dimensions of human social praxis, in other words, the dialectical relationship between theory and practice.

Therefore, the construction of history has been the history of the struggle of the working class, produced over time through human practices expressed in social, cultural, political, economic and educational organizations, the latter being a contradictory element, since, according to Marxist theory, it constitutes an apparatus at the service of the ruling class, at the same time indispensable for human emancipation and class autonomy. The school represents the fundamental source of articulation and organization of the concepts carried throughout life so that men and women can understand, produce and redefine their histories. In this sense, Brito, Lima and Silva (2017) point out that education is a social activity, strictly speaking, systematized by school institutions. Thus, schools aim to train individuals capable of living in society through the reproduction of historically and socially generated knowledge.

Thus, we can see how important the practice of human behavior is for the historical formation of society, whether prosperous or harmful, since both are the fruit of human praxis, as a way of defining culture, society, economics, politics and morality.

In this way, we highlight the importance of appropriating human production as a historical process in order to make it possible to understand the determinants that interfere in human formation. It is therefore essential to consider the relationship between education and the system of capital accumulation. Human formation and educational issues related to educational praxis are subordinated to the laws that govern the productive market. It is therefore important to consider the effects and consequences that the political and economic system has on the educational system.

The contemporary education system has been widely influenced by the dynamics of financial capitalism, resulting in significant transformations in the teacher training process and in the educational scenario itself. Under increasing pressure to promote greater efficiency and productivity, managerialism has emerged as a dominant approach in the administration of educational institutions. This management model, based on business practices, seeks to adapt education to market standards, using quantitative metrics to evaluate educational performance and the success of teachers.

From this perspective, it is essential to analyze how financial capitalism and its intrinsic characteristics have impacted on teacher training and, consequently, the quality of the education offered. The search for efficiency and profitability has led to a restructuring of the role of the educator, who is now faced with increasing demands for immediate results, often to the detriment of more holistic pedagogical approaches centered on the integral development of students.

In Brazil, there has been a progressive increase in the number of individuals involved in the education system compared to previous decades, which undoubtedly has positive aspects. However, a crucial question arises: what is the underlying purpose of education? This question, asked in an ironic way, highlights that education continues to function as a tool that supports the prevailing capitalist system, which shapes and implements its own educational agenda, in line with prevailing economic and political interests. According to Saviani (2014, p. 69), educational policy is geared towards achieving results with as little investment as possible. In the teacher training scenario, there is a dichotomy, i.e. the training of the technical teacher, whose pedagogical practice is focused on applying rules of conduct and content. And the educated teacher, who for Saviani (2009, p. 14) "[...] is the one who masters the scientific and philosophical foundations that allow him to understand the development of humanity and, from there, carries out a profound work of training the students entrusted to him. " In the current context, it is possible to see the predominance of technical training through short courses encouraged by the government.

Based on this assumption, the purpose of this reflection is to discuss financial capitalism, the teacher training process and the effects of managerialism on the educational process.

2 Methodology

The methodology of this work is qualitative research with a bibliographic approach, in which the considerations and analysis carried out during the course of this work were

based on the assumptions of Historical-Dialectical Materialism and on authors who relied on this perspective, such as: Silva (1999); Brito, Lima and Silva (2017); Hooks (2020); Primo and Fernandes (2020) and others. It is necessary to articulate knowledge and theory to organize answers based on questions about reality, in order to guarantee scientific rigor in the production of knowledge to ensure a transformational character and reduce the risk of transforming scientific knowledge into a pure form at the service of the technical knowledge of the ruling class.

Biographical research is mainly carried out in the academic sphere with the aim of improving and updating knowledge through a scientific investigation of pre-existing works. According to Fonseca (2002), this type of research is carried out:

[...] based on a survey of theoretical references that have already been analyzed and published in written and electronic media, such as books, scientific articles and websites. Any scientific work begins with a bibliographical survey, which allows the researcher to find out what has already been studied on the subject. There are, however, scientific studies that are based solely on bibliographical research, looking for published theoretical references with the aim of gathering information or prior knowledge about the problem to which the answer is being sought (FONSECA, 2002, p. 32)..

From this perspective, this study is based on the analysis of theories that have already been published, making it indispensable for the researcher to have skills in reading knowledge and meticulously organizing all the material under analysis.

3 Results and Discussion

3.1 The relationship between financial capitalism and the teacher training process

The teacher training process currently takes place within the logic of a worker who must be molded according to the needs of capital in times of crisis. In this context, teachers are expected to be flexible, entrepreneurial, employable, leaders and capable of making decisions, among other skills, in order to compete for the scarce vacancies in the job market and to remain in one of them. This educational approach places teachers in a position of constant adaptation to market demands, seeking to meet the requirements of the capitalist

system in a scenario of economic instability. The focus on employability and competitiveness can lead to teacher training geared solely towards the job market, neglecting the importance of developing a critical, reflective and humanized education that promotes a broader and more engaged vision of society.

Thus, the adaptation of the curriculum and teaching practices under the influence of financial capitalism has been widely discussed in educational literature. Studies such as Ball's (2003) point to the growing pressure for quantifiable results, leading to a greater emphasis on transmitting specific content and preparing students for standardized tests. This approach, although it may seem aligned with the search for greater efficiency, can compromise students' comprehensive education by neglecting fundamental aspects of learning, such as the development of critical and reflective skills.

The devaluation of teacher training, as discussed by researchers such as Darling-Hammond (2000), is a relevant issue in this context. The focus on immediate performance often relegates teacher training to the background, devaluing the importance of investing in professional training and updating. This scenario can significantly compromise the quality of teaching offered, since well-prepared and up-to-date teachers are essential to providing quality education.

These changes in teacher training and the educational landscape have a direct impact on students, as mentioned in studies such as Hargreaves (2003). The results-focused approach and the pressure for performance can create a competitive and exclusionary educational environment, where students are led to prioritize the pursuit of grades and results over the full development of their abilities and skills. This can negatively affect students' engagement with the learning process, as well as their motivation and interest in learning.

Unfortunately, under the logic of capital, the working class is deprived of access to knowledge accumulated over time. Instead, superficial, pragmatic and instrumentalized knowledge is valued, which aligns with the logic of the market and is subjected to the immediate needs of the proclaimed "knowledge economy" that underpins contemporary society. This approach restricts workers' access to more comprehensive, critical and

emancipatory knowledge, limiting their opportunities for intellectual development and a significant contribution to the advancement of society. Education, often shaped by this logic, can end up perpetuating inequalities and reinforcing social hierarchy, rather than being a tool for the transformation and empowerment of individuals.

Giroux (2014), a prominent figure in social and educational criticism, highlights how financial capitalism has fostered "neoliberal education". Giroux emphasizes that this approach tends to transform educational institutions into entities shaped by market logics. In this context, education can be restricted to merely utilitarian preparation for the world of work, compromising the ability of educators to nurture critical and socially engaged citizens. In his critique, Giroux (2014) points out that this approach seeks to realign education with market logics, transforming educational institutions into spaces that mirror the principles of capitalism. In this context, the aim of education is often narrowed down to preparing individuals who fit the demands of the labor market, to the detriment of a broad and critical education.

Thus, the utilitarian approach to education under the sway of financial capitalism can result in limiting the role of educators. Giroux (2014) warns that when teachers are pressured to deliver skills directly applicable to the market, their ability to nurture critical and socially engaged citizens can be undermined. Critical thinking and deep reflection can be replaced by a more superficial, performance-oriented approach.

Capitalism in the current stage of structural crisis has the main characteristics of the dominance of financial capital, a minimalist state, deregulation of the labour market, the reorganization of work due to the development of new communication and information technologies, the flexibilization and precariousness of work, the encouragement of individualism and competition between workers driven by the increasingly explicit reduction in jobs.

At this point, we can affirm, based on Nozaki (2004), that the discussion of capital's pretensions in the pattern of human formation in the world of work can serve as a basis for analyzing the current changes in the field of Brazilian education. As evidence of the strategic importance of the education sector for the advancement of the capitalist

productive force, it is worth remembering that Brazil in the 1990s witnessed various structural and political adjustments, reforms and privatizations, brought about by the restructuring of capital via the globalization of the economy. These adjustments at the service of big speculative and financial capital, under the direction of the World Bank (IBRD) and the International Monetary Fund (IMF), are channeled, among other instances, into education reforms.

Akkari (2011) further expands the understanding of the interaction between capital and the educational sphere in the Brazilian context. In exploring the implications of the internationalization of education policies, Akkari (2011) highlights how global forces have played a crucial role in reconfiguring education systems in different countries. In this sense, the analysis of changes in Brazilian education cannot be isolated from the international dynamics that shape educational policies in line with the interests of capital. The scenario of reforms and privatizations in the 1990s in Brazil, mentioned above, becomes even more complex when we consider the influence of international institutions, such as the World Bank and the International Monetary Fund, as Akkari (2011) points out, reinforcing the need to understand the relationship between the pretensions of capital and transformations in human formation, both in the world of work and in the educational sphere.

Therefore, the current phase of capital crisis/reinvention, which began in the central countries of the system in the 1970s, gained momentum in developing countries, including Brazil, in the early 1990s. A unique feature of this period, which has lasted until the present day, has been the gradual process of job insecurity in general, which has also affected education workers in particular.

According to Frigotto apud Gentili (1995), just as in the 1960s and 1970s in Brazil, when the Human Capital Theory (HCT), derived from the economic development model, ideologically attributed the centrality of education in the process of capital accumulation, via increased productivity, nowadays, flexible accumulation puts education back in that same role, especially in the interest of maximizing the exploitation of labour, achieved by technological innovations and new forms in its technical base. In another analysis, Boneti (2018 p.35), from the perspective of the Human Capital Theory, investment in education

can only be made with the social segments that can generate a return on the capital invested. In this context, there is no talk of universal education, education for all, but of investments in sectors that are able to produce a return.

Silva, Lenardão (2010, p.515), states that the HCT:

[...] preaches that greater investment in education makes the individual more competent to compete in the job market and that their schooling can guarantee a better position or social mobility. However, this theory places the responsibility for one's social condition on the individual. This theory helps capitalism in its aspirations, training the useful and necessary workforce with the values and attitudes that foster and help capitalism in its perpetuation and which, in the end, only maintain the existing structure and increase social ills. However, we know that we must seek a critical theory of education that seeks to break with the current situation and aim for an education that reaches everyone.

According to Boneti (2018, p.36), HCT is present in Brazilian education today, albeit in a subtle way, especially in public administrations that are more in tune with the neoliberal ideology. The neoliberal ideology here can be translated by Lopes and Caprio (2008, p.2) as "a set of capitalist political and economic ideas that advocates the state's non-participation in the economy". According to Galvão (1997), the heart of every neoliberal practice is the market and, consequently, the act of consuming. In the neoliberal context, education ceases to be considered a knowledge environment and part of the social and political spheres, and becomes part of the market and acts in a similar way to it.

In this way, neoliberalism approaches the school institution as an element merely linked to the market and management techniques, which results in the emptying of its political and citizen content, being replaced by consumer rights. From this perspective, students and parents are seen by neoliberalism as consumers.

Therefore, according to Nozaki (2004), given the extension of neoliberal policy to education, as well as the new onslaught of exploitation and human alienation, there is now a need on the part of capital to train a new model of worker. The reordering of work, caused by the introduction of new operational technologies, alters the technical basis of production, modifies the organization of work and demands the training of a new type of worker.

In this context, Antunes (2018) points out that, unlike the worker of the Taylorist/Fordist model who performed repetitive and segmented tasks, training for

competitiveness is being used: flexible, abstract and multi-skilled training. The new way of organizing work aims to be more participatory, but still under the yoke of human exploitation. According to Brito, Lima and Silva (2027), this model has required school education to train workers to adapt to the type of work organization aimed at maximizing productivity and mass production, just as it is required, under our contemporary toyotist model, under the tone of flexibilization, to train the skills of the individual for a job market that is increasingly diversified in terms of production, consumption and work frameworks. It should be noted that the social division of labor within the industrial production sector extends to other sectors of society, and this is no different from the training spaces. The school and higher education institutions, under the financial support of the modern state, are organized on the basis of the capitalist model of the division of labour and, by structuring themselves in this way, fragment the work of teachers in their teaching practice.

Therefore, we can point out that the minimal neoliberal state is insignificant in the management of public resources for education, but it is maximum, powerful and centralized in the execution of its worker training policies.

3.2 Managerialism in the education process

From a neoliberal perspective of the capitalist state, in which society is organized into classes with divergent interests, i.e. in the words of Wood (2003) "direct producing classes and appropriating classes" of production, it is easy to assimilate the desire to meet individual satisfaction or that of a bloc that holds political and economic power, especially with regard to the imperative command of the market. In this sense, education is represented as a capital asset (LAVAL, 2004), as it can intervene to reproduce the interests of the dominant fractions of the means of production.

In this sense, under the guidance and investment of multilateral organizations such as the World Bank (WB), the International Monetary Fund (IMF), the World Trade Organization (WTO), among others, the countries considered peripheral are aiming to reform the state apparatus in order to eradicate poverty and reduce public spending,

proposing a social and economic development project that is far from humanitarian. Management is consolidated in the interests of the market, which seeks high productivity, efficiency and effectiveness, in a managerial model of public management.

According to Primo and Fernandes (2020), the elaboration of goals and strategies for the field of public administration denotes a business character, impregnated by the logic of capital. It should be noted that these events call for educational management aimed at overcoming the low quality of public education, which is seen as a crucial mechanism for achieving the market agenda.

As a result of the wide-ranging reforms, all areas of public administration were affected, including education. The focus of the managerial discourse overlapped with the pedagogical discourse, and the profile of a new education professional was created, the manager, responsible for the technical implementation of the new trades.

According to Shiroma (2003, p.78), the managerial practice is imposed on education professionals:

Managerialism also tends to modify the selection of words that professionals use to discuss change. Efficiency, competence, total quality, innovation, organizational culture, entrepreneurship, management, leadership, among others, are terms transplanted from the vocabulary of business administration to education. This absorption of concepts influences not only language, but fundamentally practice.

Faced with this supposedly credible reality, a new management model is being suggested, mainly by international organizations, based on the idea that in order to achieve better quality indicators, efficient school management is needed, combined with external evaluation and accountability for results in the pedagogical and administrative-financial fields. Thus, the discourse of management by results has become commonplace in educational management.

In this sense, the teacher training process is based on the logic of the worker who must be trained according to the needs of capital in crisis. Thus, the worker must be flexible, entrepreneurial, employable, a leader, capable of making decisions, among many other skills to be developed in order to fight for the few vacancies in the job market and to remain in one of them. Thus, bureaucratization and systematization take away from the worker in

training the time to think beyond what is set. As Hooks (2020, p. 31) points out, "thinking is an action. For all people who claim to be intellectuals, thinking is the laboratory where one goes to ask questions and find answers, the place where visions of theory and practice come together. "

According to the discussions proposed by Giroux (2009), managerialism in education has promoted the commodification of teaching, treating education as a product to be sold and measuring its value mainly in economic terms. This perspective places educational results in a context of market competitiveness, in which the quality of education is often associated with financial indicators. This approach has a direct impact on the precariousness of teaching work, as observed in studies such as Apple's (2006), with increased workloads, reduced investment in teacher training and the consequent emotional exhaustion of these professionals.

Unfortunately, under the logic of capital, the working class is denied accumulated knowledge. In its place, superficial, pragmatic, instrumental knowledge is valued, geared to the logic of the market, subject to the immediate needs of the proclaimed knowledge economy, the basis of the knowledge society.

In light of this, Shiroma (2018) points out that after the 2016 coup, the Temer government (PMDB) announced a National Basic Education Teacher Training Policy, proposed by Maria Helena Guimarães Castro, executive secretary of the MEC and former president of INEP under Fernando Henrique Cardoso (PSDB). With the creation of a "National Teacher Training Base" to guide teacher training courses, without clearly distinguishing its functions in relation to the "National Curriculum Guidelines (DCN)", Resolution CNE/CP nº 2, of July 1, 2015 and the implementation of the "Pedagogical Residency Program (PRP)".

What is evident is the attempt to repackage old policies with a new perspective, reaffirming practical epistemology, pedagogy by competence, pragmatic training, utilitarianism, designed to manage issues within schools, revealing a concept of functionalism behind this policy. Thus, the supposed national training policy should open

up space for political discussion, and not be treated as a problem to be solved through technical interventions and isolated programs.

In this context, there is a managerialist vision that guides the processes of these programs. It is pertinent to question why we are creating products around education-related guidelines, leading us to ask: why do we persist like this? Perhaps it's time to consider an alternative approach, where these products are consumed within the stabilizations of the educational startup field, generating innovative, repeatable and scalable solutions to deal with training issues.

In this sense, it is important to mention, according to Silva (1999), that the curriculum is strictly related to economic and social structures. The curriculum is not a neutral, innocent and disinterested body of knowledge. Therefore, the selection that constitutes the curriculum is the particular result of the dominant classes and groups. This is stated by Moreira and Silva (1995, p.7-8), for these authors:

The curriculum is not an innocent and neutral element in the disinterested transmission of social knowledge. The curriculum is implicated in power relations, the curriculum transmits particular and interested social visions, the curriculum produces particular individual and social identities. The curriculum is not a transcendent and timeless element - it has a history, linked to specific and contingent forms of organization of society and education (MOREIRA, SILVA, 1995, pp. 7-8).

Analyzing the themes of the curriculum, according to Veiga (1991), is valid when we consider school and education as an environment for confronting and questioning social inequalities, in search of a comprehensive and humanistic education for the working classes, with the aim of claiming social and cultural rights.

On the other hand, educational programs guided by managerialist approaches reflect an emphasis on efficiency, measuring results and applying business strategies to the educational environment. Some examples of programs that incorporate these managerialist approaches include: Standardized Assessment Programs, these programs seek to measure student and school performance through standardized assessments. They often focus on quantitative results and use this data to make decisions about resource allocation and institutional recognition.

Teacher Performance Management Programs, which can be seen as programs that evaluate the performance of educators based on defined criteria, such as student evaluations, course completion rates and other measurable metrics. Educational Data Analysis Programs^{**}: These programs use data analysis to make informed decisions about resource allocation, curriculum planning and educational policy development. They may involve collecting and analyzing student performance data, retention rates and other indicators. Private Sector Partnership Programs Partnerships with private companies can bring financial resources and expertise to the education system. However, this approach can also result in a greater orientation towards commercial and profit goals. In addition to Goal Setting and Performance Indicator Programs, managerialist approaches often focus on setting clear and measurable goals, as well as establishing performance indicators that can be monitored and evaluated on a regular basis.

It is important to note that the application of these management approaches can vary according to the context and policies of each educational institution. While these programs can bring benefits in terms of efficiency and accountability, it is also crucial to find a balance between managerial approaches and maintaining educational quality by valuing the human, pedagogical and social dimensions of education.

The processes of these programs that guide education are those that reflect managerial and administrative approaches to educational management and development. This can involve the implementation of standardized policies and guidelines, the creation of hierarchical organizational structures, the emphasis on operational efficiency, the measurement of results through quantitative indicators, among other elements that reflect a mindset focused on control, optimization and compliance.

Thus Giroux (2014) points out that these processes often seek to apply management approaches typical of the corporate world to education, adopting performance metrics, measurable targets and data analysis techniques to make educational decisions. The intention is to improve the effectiveness, efficiency and accountability of education systems, but it can also lead to an oversimplification of complex educational challenges.

Within this framework, according to Shiroma (2018), teacher training carried out predominantly by the private sector, at a distance, represents a mass offer that is impoverished in terms of content that is indispensable to the teacher's constitution as an educational intellectual. This trend continues in the field of Continuing Education, with the expansion of professional master's degrees, as well as distance specialization courses and international exchanges that feed pedagogical mimicry.

Faced with this situation, workers must demand and fight for an emancipatory education, with well-qualified and valued teachers, schools/universities with better infrastructure, etc. Just like educators, in their commitment to fighting for the working class at school and university, workers must unveil the contradictory and unequal nature of capitalist society, bringing what is present in the material lives of the subjects into the training space, so that they recognize themselves within this space and society, understanding in this way, according to Snyders (2005, p. 102) "school is not the end of the world. 102) "school is not the fiefdom of the ruling class; it is the terrain of struggle between the ruling class and the exploited class; it is the terrain on which the forces of progress and conservative forces clash."

4 Final considerations

In the light of Marx's perspective, this work highlights the importance of understanding the educational system as an integral part of the social and economic relations of a capitalist society. The analysis of the results shows how the logic of capital permeates teacher training, directing it to meet the demands of the market and the search for greater productivity, which often reduces education to a commodity. In this context, managerialism is established as a strategy for control and efficiency, subjecting teaching work to a business logic that neglects the importance of students' all-round development. In light of these reflections, it is essential to rethink education from a Marxist perspective, seeking its emancipation from the bonds of capital, the valorization of teacher training as a

key element for critical education and the construction of a more just and egalitarian society, where education is truly a tool for liberation and social transformation.

In contrast to the workings of financial capital, education emerges as a central intermediary in the quest for human emancipation due to a contradiction inherent to it. This contradiction allows its space to be used to guide educational efforts in the aspiration to transcend this system. According to Tonet (2005), contemporary emancipatory educational activity would address several central issues: 1) promoting a comprehensive and in-depth understanding of the ultimate goal of education - that is, the dissemination of knowledge and skills that have evolved throughout the annals of human history in various spheres of human endeavor, as this embodies a natural and social function of educational practice; 2) cultivating as broad an understanding as possible of the ongoing social process, unraveling the nature of capitalist society whose logic governs the exploitation of human beings by their own kind; 3) understanding the essence of the structural crisis of capital that accentuates human suffering; 4) requiring a lucid understanding of the subjects taught by educators, transcending a mere superficial understanding; and, finally, 5) intertwining the specific activities of education with broader social struggles.

In this sense, the bourgeois proposal for education, as we saw earlier, based on a social and technical division of labor, aims to train workers in a precarious and utilitarian way to meet the immediate demands of capital. The more fragmented, flexible and superficial this training is, the more easily the working class will be disciplined and exploited. To achieve this goal, one of the strategies is to disseminate and implement in teacher training spaces the so-called "learning to learn pedagogies", which include the proposals of the new school, constructivism, skills pedagogy, project pedagogy, the reflective teacher, etc. These pedagogies have in common the fact that they do not favor the transmission of historically accumulated knowledge, making it difficult to understand reality beyond its appearance.

And so, knowledge must be at the service of a political commitment to strengthen the working class in its actions in the class struggle, in order to overcome the current mode of production.

Finally, we can say that, based on materialism, education based on a revolutionary framework must take a critical stance, condemning bourgeois sociability driven by the logic of the reproduction of capital, which intensifies through the exploitation of man by man. As the structural crisis of capitalism progresses, in other words, the perverse logic of the capital system can only be combated by dedicating oneself to the education of the working class and of humanity itself, because this liberating educational practice points towards overcoming this system. In this way, the social function of education is social reproduction through class consciousness. In this sense, the struggle for an education that aims at human formation is the struggle for human emancipation, the struggle to overcome class society.

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