

Historical Constitution of the Pedagogy Course at UFPI, in Teresina (1973-1984)

ARTICLE

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Abstract

The aim of this paper is to analyze the aspects of the process of constitution of the Pedagogy Course at the Federal University of Piauí between the years 1973 and 1984. The research problem is expressed in the following question: how was the course implemented and operated during the period in question? The research is linked to the field of the History of Education, based on authors such as Silva (2006), Cruz (2011), Bello (2021), Scheibe (2007), Carvalho (2013), Brzezinski (1996), Martilli (2004), among others. This is a documentary study carried out in the archives of UFPI's administrative sectors, which analyzed minutes, decrees, opinions, curricular matrices, etc. The study made it possible to look at the course's trajectory from the point of view of the movement surrounding the creation of the institution, as well as discussing aspects of its organization and operation. It is believed that the research contributes to the history of the training in Pedagogy and broadens discussions in the field of the history of education.

Keywords: Pedagogy course. History of Education. UFPI.

Constituição Histórica do Curso de Pedagogia da UFPI, em Teresina (1973-1984)

Resumo

Este trabalho tem por objetivo analisar aspectos do processo de constituição do Curso de Pedagogia da Universidade Federal do Piauí entre os anos 1973 e 1984. O problema da pesquisa traduz-se na seguinte interrogação: como ocorreu o processo de implantação e funcionamento do curso no período em questão? A pesquisa vincula-se ao campo da História da Educação, amparada em autores como Silva (2006), Cruz (2011), Bello (2021), Scheibe (2007), Carvalho (2013), Brzezinski (1996), Martilli (2004), entre outros. Trata-se de uma pesquisa documental realizada nos acervos de setores administrativos da UFPI, a qual analisou atas, decretos, pareceres, matrizes curriculares, etc. O estudo permitiu olhar a trajetória do curso a partir do movimento em torno da criação da instituição, além de discutir aspectos de sua organização e funcionamento. Acredita-se que a pesquisa contribui para a história da formação em Pedagogia e ampliação das discussões do campo da história da educação.

Palavras-chave: Curso de Pedagogia. História da Educação. UFPI.

1 Introduction

2 This article focuses on the history of the Pedagogy course at the Federal University of Piauí (UFPI) in Teresina¹ between 1973 and 1984. The initial section of the research is justified by the fact that this is the year the course was set up on the institution's campus in Teresina. The final milestone was defined due to the changes in its curriculum proposal, which took place in 1984.

Our interest in the subject arose when we tried to map information about the history of the course in Teresina and realized that research on the subject is still timid and lacking. This situation aroused our curiosity in mapping sources that would allow us to learn about aspects of its past. Another motivation for carrying out this research was the possibility of contributing to the debate surrounding the celebrations of the 50th anniversary of the establishment of the course. Therefore, the aim of this article is to analyze historical aspects of its trajectory during the period defined for the study.

The research is linked to the field of the history of education, articulated with Cultural History which, since the final decades of the 20th century, has significantly expanded its sources and objects of study. According to Chartier (1990), Cultural History seeks to identify how a given social reality is constructed in different places and at different times. Pesavento (2008, p. 42) points out that "the proposal of Cultural History would therefore be to decipher the reality of the past through its representations".

Looking at the past from this perspective helps us to understand the constitution of the aforementioned course based on the conditions determined by the contexts in which it was inserted. In this way, research in the field of the history of education has followed the trends of Cultural History. As a result, there have been shifts in interests that cover a variety of issues that have not yet been explored in the field. On this subject, Galvão and Lopes

¹ The Federal University of Piauí is made up of the "Ministro Petrônio Portella" Campus, in Teresina; the "Senador Helvídio Nunes Barros" Campus, in Picos; the "Professora Cinobelina Elvas" Campus, in Bom Jesus; and the "Amilcar Ferreira Sobral" Campus, in Floriano. In addition to these, the "Ministro Reis Veloso" Campus in Parnaíba was also part of the UFPI structure. The latter was dismembered from UFPI by Law No. 13,651 of April 11, 2018, which created the Federal University of the Parnaíba Delta (UFDPAr).

(2010, p. 35) emphasize that "these historiographical trends also cause changes in the selection of research objects and in the way they are approached".

From these new perspectives, we tried to look at the processes that resulted in the implementation, as well as trying to understand the organization and functioning of the course. As for the methodological procedures, the study is linked to documentary research, whose sources were located in the institution's archives. The documents analyzed are part of the collections of the Pedagogy Coordination Department and the institution's administrative bodies, which were understood as historical, because they produce interpretations about the past. "This introduces a very important fact into the concept of document: the document exists in relation to the social environment that preserves it" (Karnal; Tatsch, 2009, p.21).

The sources mobilized include: decrees, opinions, resolutions, newsletters, minutes, curriculum proposals, reports, acts of the rector, ordinances and letters. These documents were analyzed by mapping, classifying and selecting (De Certeau, 2013) those that relate to the object and time under analysis. This procedure resulted in the categories that make up the research analysis: implementation, organization and operation.

The documents used made it possible to produce an interpretation of the processes of implementation, organization and operation of the undergraduate course studied, since "it is thanks to the traces and indications that have come down to the present that researchers can propose explanations of what happened" (Luca, 2020, p. 8). In this sense, establishing a view of the past is a sensitive task, because "the historian deals with a temporality that has elapsed, with the unseen, the un-lived, which can only be accessed through the records and signs of the past that reach him" (Pesavento, 2008, p.42).

In terms of organization, this work is structured in three sections: the first deals with the creation of the course in Brazil, and the motivation for which it was created, as well as its initial objectives, in addition to informing which conceptions it defended in its first years of operation. The second section discusses the process of its implementation, taking as its starting point the process of creating UFPI and the implementation of the Center for Educational Sciences (CCE). In the final section, the discussion revolves around its

organization and functioning, based on its curricular composition, during the period examined.

2 The Pedagogy Course in Brazil

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In Brazil, the Pedagogy Course was created in the 1930s, by Decree-Law no. 1.190, of April 4, 1939, which "instituted the course as part of the organization of the National School of Philosophy at the University of Brazil" (Cruz, 2011, p. 29). Over time, it underwent several changes, especially in terms of its field of work. Initially, its aim was to train pedagogues-theoreticians of education. Later, its aim was to train pedagogues qualified to supervise, inspect, administer schools, guide students and teach.

It was set up as a result of concerns about training teachers to work in regular education (Martelli; Manchope, 2004). At first, it came up with the idea of a bachelor's degree, i.e. training a technician in education. To become a licensed teacher, one would have to major in Didactics - in the 3+1² scheme. The course was also created to fill a shortage of professionals of this kind in the country. In that context, there was a need for a professional with in-depth technical knowledge of educational issues. So the pedagogue came to be seen as the most appropriate professional to deal with these issues. Regarding the factors that motivated its implementation, the following should be emphasized:

The establishment of the Pedagogy Course at the end of the 1930s was the result of a long process of attempts by legislators to define the basis for teacher training, especially for secondary education. When Francisco Campos took over the Ministry of Education and Public Health on November 18, 1930, he stressed the need for specific training for teachers at this level of education. In 1931, when undertaking the reform of secondary education, he suggested the creation of the School of Education, Sciences and Letters (Cruz, 2011, p. 30).

² The 3+1 scheme was created by Decree-Law no. 1190 of April 4, 1939, which established the organization of the National School of Philosophy. The document established that the Schools of Philosophy, Sciences and Letters should offer three-year bachelor's degrees, where graduates could complement their training at degree level by taking a one-year Didactics course. This scheme was in force until the early 1960s, when the course underwent reformulations and its extinction was proposed.

Although the course was not initially intended to train teachers to work in early childhood education and the initial years of elementary school, its establishment in Brazil was a milestone in primary, secondary and higher education.

The Pedagogy Course was created as a bachelor's degree and, according to Decree-Law no. 1.190/1939, had a curricular organization structured as follows: in the first year, the following subjects were offered: Complements of Mathematics, History of Philosophy, Sociology, Biological Foundations of Education and Educational Psychology. In the second year: Educational Statistics, History of Education, Sociological Foundations of Education, Educational Psychology and School Administration. The curricular components of the third year consisted of: History of Education, Educational Psychology, School Administration, Comparative Education and Philosophy of Education (Brasil, 1939). In view of the above, in the composition of the curriculum, it can be seen that some components are repeated for more than one year.

In addition to the subjects offered over the three years, there was also a one-year Didactics Course. According to Art. 20 of the 1939 Decree, it would consist of the following subjects: General Didactics, Special Didactics, Educational Psychology, School Administration, Biological Foundations of Education and Sociological Foundations of Education (Brazil, 1939). This qualification enabled the pedagogue to fill any position or function in the teaching of regular education, in an establishment administered by the public authorities or private entities, or to fill the positions or functions of assistants of any subject, in establishments intended for the higher education of Pedagogy (Brasil, 1939).

Based on this organizational structure, regulated by Decree-Law no. 1.190/1939, it can be seen that one of the objectives of the course was to provide training for professionals capable of working in education administration, as indicated in its article 51, establishing that "as of January 1, 1943, the following will be required: [...] c) to fill the positions of education technicians in the Ministry of Education, a bachelor's degree in pedagogy" (Brazil, 1939). The curriculum structure underwent changes as a result of the regulations issued by the Federal Education Council (Conselho Federal de Educação) opinions no. 251/62 and no. 292/62. The new regulation:

established the minimum curriculum for Pedagogy and regulated the pedagogical subjects for the degree, maintaining the propositions of the bachelor and the graduate, seeking to modify the structure of the system of three years of the bachelor's degree and another year of Didactics to obtain the degree in Pedagogy” (Brandt; Hobold, 2019, p. 14).

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According to the new regulations, the Didactics course subjects could be studied concurrently with those of the bachelor's degree. However, this was never implemented, and the form remained similar to the 3+1 scheme (Durli, 2007). Years later, Law no. 5.540/1968, which dealt with university reform, established competencies for the Pedagogy degree in art. 30. According to the new legislation, “[...] the preparation of specialists for the work of planning, supervision, administration, inspection and guidance within schools and school systems will be done at a higher level” (Brazil, 1968).

As a result of the aforementioned reform, the Federal Education Council approved CFE Opinion no. 252, of April 11, 1969, which, among other points, defined that training in Pedagogy conferred the degree of "Licenciante" on the student and was intended for teachers to work in regular education. It also included specializations in School Administration, School Supervision and Educational Guidance. This document abolished the bachelor's degree in the area and Didactics became a compulsory subject for all qualifications.

These changes occurred after the role and function of the pedagogue had been called into question. When discussing the purpose and uncertainties of the pedagogue's role, Silva (2006, p. 64) states that "there was a lack of reference to their professional destination, and it was not clear at the time what occupations would be filled by this new professional". The uncertainties surrounding the role of the pedagogue influenced the development of the Pedagogy degree. On this issue, Brzezinski (1996, p. 46) points out the following:

Marked by a pseudo-identity, step by step, the Pedagogy course came to occupy a peripheral place in the context of the degrees that were already peripheral in the list of other higher education courses, because they were perceived as second-rate

courses. The best-prepared teachers at university were not dedicated to the Pedagogy course.

The discussion about the identity of the course was more intense in the first years of its creation and operation. Thus, although they were created in an attempt to overcome its generalist nature, the qualifications were not enough to resolve the doubts surrounding the pedagogue's functions.

According to Catani and Oliveira (2002), the University Reform brought about countless transformations in teacher training courses, which took on the role of training technicians (education specialists), whose duties revolved around supervision, guidance, administration, inspection and school planning. According to Nascimento (2012), short courses³ (2 years), full courses (4 years) and postgraduate courses of between 2 and 4 additional years were proposed, as well as the implementation of basic courses and the credit system, which contributed to the dissolution of those with grade-based classes.

The training of pedagogues with different qualifications was harshly criticized, since the stratification of training specialties in the Pedagogy Course at undergraduate level was frowned upon. These reservations made it clear that the perspective of training with qualifications was part of the technicist perspective of education, which was very widespread in Brazilian society between the 1950s and 1970s (Scheibe, 2007). In this way, undergraduate qualifications helped to weaken the training and work of the pedagogue. Therefore, "[...] educators cannot be trained with disconnected pieces of content, especially when these pieces represent opposing trends in education: a generalist trend and a technicist trend" (Silva, 1999, p. 70). In other words, the course and the profession were still experiencing a period of instability in which it was trying to gain a foothold and consolidate itself in the educational field.

³ Short-term undergraduate courses emerged, on an experimental and emergency basis, in the early 1960s, due to the need and deficiency in the teaching field, the majority of which was made up of teachers without adequate qualifications for the job. The intention was to urgently meet the demand for teachers with minimum qualifications in a short space of time. For more information, see Nascimento (2012).

3 Implementation of the Pedagogy Course at UFPI in Teresina

As for the implementation of the course, it seems pertinent to contextualize it as an offshoot of the creation of the Federal University of Piauí. Due to the proximity of these events, their trajectories are intertwined.

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The Federal University of Piauí was created by Law No. 5,528 of November 12, 1968, which authorized its operation as a foundation. It was inaugurated on March 1, 1971 through the merger of the following schools: the Faculty of Law (FADI), the Faculty of Medicine, the Faculty of Philosophy of Piauí (FAFI), the Faculty of Dentistry and the Faculty of Administration, based in Parnaíba (Sousa Neto, 2020). The administration of the new institution was in the hands of Judge Robert Wall de Carvalho, who was appointed Rector Pro Tempore in January 1971 for the first installation steps. It is worth noting that the creation of a public university in Piauí came about through the collective efforts of segments of civil society, the state government, the federal government and private initiative.

After the inauguration of UFPI, the faculties of Law, Medicine, Dentistry, Philosophy and Administration continued to operate in their original locations. Their move to the Campus Ministro Petrônio Portella only took place in 1973, with the construction of the institution's embryonic structure, as shown below:

The news of the installation and the start of construction stirred up the region. According to researcher Cristina Cunha de Araújo, the university campus brought urban aspects, increased property values and improved infrastructure to Ininga and other nearby neighborhoods. Houses and commercial establishments were built, attracting new residents, and the actions of the city council became more constant in the area. Even advertising began to relate residential developments to the proximity of UFPI (UFPI, 2021).

The then Governor Alberto Silva (1971-1975) believed that UFPI would be an opportunity to put his development plan for the state into action. In this context, he used his influence and suggested the name of Professor Hércio Ulhôa Saraiva, from the University of Brasília, for the position of Rector, and he was sworn in on July 24, 1971. His administration began the construction of the first buildings on the Ininga Campus, as well

as the centralization and definition of academic services, the organization of departments and institutional centers.

In this context, Resolution 16 of October 5, 1971, created the UFPI Department of Education, whose purpose was to:

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teaching related subjects in the area of pedagogical knowledge; drawing up annual work plans and schedules for education teaching at UFPI; assigning teaching, research and extension tasks to teaching staff; collaborating with the implementation of Reform no. 5.692/71; planning and creating short and full undergraduate courses; coordinating teaching work; appointing supervising teachers to assist undergraduate students in drawing up study plans and the constant improvement of teaching staff. Initially, this department was directly subordinate to the Rector (Sousa, 2022).

Given these objectives, the first meeting to discuss the structure of the Department of Education took place in January 1972. According to Sousa Neto (2020, p.176),

at this meeting were Dean Hécio Ulhoa Saraiva and the committee appointed to structure the Department: Juracy Mendes Soares, Maria Cristina Oliveira and Iracema Santos Rocha da Silva (as representatives of the Department) and the professors invited by the Dean's Office: Maria Susana Pontes Vasconcelos (Federal University of Ceará), Milton de Oliveira (Catholic University of Minas Gerais), Helena Maria Gazzinele Cruz de Oliveira and Guido de Almeida (Federal University of Minas Gerais) and also Professor Luiz Ernani Torres da Costa e Silva, representing the Piauí Project.

With regard to this structure, Queiroz (2011) emphasizes that the commission responsible for this work proposed offering two types of course, which "would be full and short courses in: '1) Pedagogical Training for Content Courses and 2) School Administration'; 'and short courses in: 1) School Supervision and 2) School Inspection'" (p. 95). In the case of the short-term courses, they would be offered on a one-off basis, to meet the demands of the state government, which implies that they would not operate on a regular basis.

This commission "also suggested the creation of the Center for Educational Sciences (CCE), which would consist of two departments, the Department of Foundations of Education (DEFE) and the Department of Methods and Techniques of Education

(DMTE)" (Sousa Neto, 2020, p. 177). The same author adds that the document also established the stages of its implementation, including:

defining tasks in accordance with available resources; identifying staff needs and training; providing education in accordance with legal principles and standards, as well as providing pedagogical training courses for content-based degrees, offering courses in School Administration and School Supervision (Sousa Neto, 2020, p. 177-178).

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From this perspective, the creation of the CCE was aimed at fulfilling the projects of the Ministry of Education's (MEC) Sector Plan and meeting the demands of the educational system in the state of Piauí, especially those related to the lack of qualified and skilled professionals for teaching (Sousa, 2022).

In this way, the CCE began to contribute to the training of teachers in various areas, offering curricula for short and full degree courses, seeking to meet the demands, primarily, of the State Education Department, which lacked a contingent of qualified professionals to work in basic education. The following is a mapping of the courses in operation in 1973:

- a) Health Sciences
 - Medicine
 - Dentistry
 - Nursing
- b) Natural Sciences
 - Degree in Physics
 - Degree in Mathematics
 - Science degree for primary school
- c) Human Sciences
 - Law
 - Business Administration
 - Technology in Economic Programming and Administrative Planning
 - Degree in Literature
 - Degree in History
 - Degree in Geography
 - Degree in Communication and Expression (short term)
- d) Educational Sciences
 - Degree in Commercial Techniques
 - Degree in Industrial Arts
 - Pedagogy (Bello, 2021, p. 368).

As observed, the courses were grouped into four centers: health, nature, human sciences and education. The Education Sciences Center was home to the Degree in Commercial Techniques, the Degree in Industrial Arts and Pedagogy. The following topic will focus on the analysis of this last course, discussing its implementation, organization and operation at the Campus Ministro Petrônio Portella, in Teresina, during the period defined in this study.

4 Organização e funcionamento do Curso de Pedagogia na UFPI

The Pedagogy Course at the Federal University of Piauí was set up in 1973 as a short undergraduate course. Initially, it aimed to meet the state's demand for qualified professionals for different sectors of education. We have the following quote about this implementation:

The Pedagogy course began in 1973 at the request of the Piauí State Education Department, which wanted to train school administrators and supervisors. It began as a short course, in installments (it ran in periods that coincided with the state school system's vacations), according to the agreements that were signed with the Education Department. There was a specific entrance exam. In 1975, the Pedagogy course was also offered as a permanent course, in full duration, with entry through a unified entrance exam (Carvalho, 2013, p. 81).

Initially set up to fill a shortage of professionals in this area in Piauí, the course helped train professionals to work in teacher training through regular education, and in basic education in Piauí, in the positions of School Administration, School Supervision and Educational Guidance Counselors. At that time, it was created in the form of a short degree and operated on a special basis, through agreements with the State Department of Education. This implies that this training was designed to help qualify the staff of that body. It should be noted that admission was by means of a specific entrance exam and that it was held in installments during school vacations. This was in order to meet the needs of education professionals who were on duty throughout the year.

Like most of the degree courses created in Brazil during this period, the Pedagogy degree at UFPI was created to qualify basic education professionals at a higher level, since some of the teachers who worked in primary and secondary education were professionals without adequate training, such as engineers, doctors, lawyers and others. In 1975, the course was authorized to operate as a full degree by Rector's Act no. 237 of May 6, 1975. This act stipulated the following:

1. Authorize the operation of the following courses, validating all acts performed, from the entrance exam to subsequent enrollments:
 - 1.1 Degree in Pedagogy
 - 1.2 Degree in Home Education - 1st Degree
2. The provisions to the contrary are revoked (UFPI, 1975).

Its recognition was obtained through Decree no. 81.935, of July 11, 1978, which established the following:

- Art. 1 - Recognition is granted to the following courses: Pedagogy, 1st course degree, with qualifications in School Supervision and School Administration, and full degree with qualifications in Educational Guidance and School Administration; Practical Arts, 1st course degree, with qualifications in Industrial Arts and Commercial Techniques, and Social Studies, 1st course degree, taught by the Federal University of Piauí, maintained by the Federal University of Piauí Foundation, with headquarters in the city of Teresina, State of Piauí.
- Art. 2 - This Decree will come into force on the date of its publication, revoking any provisions to the contrary (Brazil, 1978).

The document recognizes the qualifications in School Supervision and School Administration. However, the qualifications were expanded by means of Ordinance no. 373, of May 25, 1981, which authorized the recognition of the qualification for " Magisterium - Teacher Training for Specialized Subjects in Secondary Education at the Federal University of Piauí" (Brazil, 1981). In this direction, CFE Opinion no. 348/81 defined the course qualifications that were now recognized, as established:

- Art. 19 - Recognition is granted to the Pedagogy courses, full degrees with qualifications in School Supervision and Teaching of Pedagogical Subjects in Secondary Education, and Teacher Training of Specialized Subjects in Secondary

Education - Scheme II, taught by the Education Sciences Centre of the Federal University of Piauí, maintained by the Federal University of Piauí Foundation, with headquarters in the city of Teresina, State of Piauí (Brazil, 1981).

From the point of view of its operations, the "Report of the Curriculum Monitoring and Evaluation Team (EAAC)", published on January 11, 1984, highlighted the activities carried out during that year:

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- Drafting of the Curricular Proposal based on the Departmental Council's recommendation that in the Pedagogy Course the Teaching Qualification should precede any other;
- Reformulation of the Curriculum Proposal taking into account suggestions from the teaching staff and students after analyzing the Proposal;
- Meetings with the Director, Heads of Departments and CCE teachers to analyze and discuss the Proposal;
- Meeting with teachers representing the other Pedagogy majors, to discuss the Compulsory Common Core - Teaching Qualification;
- Participation in the meeting of the Departmental Council of the CCE on 07/07/1983, in which the reorientation of the Pedagogy Curriculum was discussed, with the aim of making teaching training common to all qualifications (UFPI, 1984).

In this list of activities, a new conception of the teaching qualification can be seen. As a result, an innovation was introduced into the structure of the course - according to which teaching should be included as a common core in all the qualifications, since even though there were qualifications for specific areas, teaching was established as the backbone of the Pedagogy degree.

In 1984, the CCE took a decision that gave new directions to the course's qualifications, establishing that "the CAAC⁴ would accumulate the functions (not yet well defined) of the coordinators of the 6 [six] existing qualifications [...], covering the old and new curriculum" (UFPI, 1984). As a result, the team now had six members and the reason for this decision was to rationalize the work interfaces. The team therefore started working together and the coordination of the qualifications was divided between its members:

Nilza Nunes Marreiros Guerra - Educational Guidance

⁴ Coordination of Curriculum Evaluation and Monitoring.

Benilde Ferreira de Assunção Farias - School Supervision
 Maria Rita de Sousa Albuquerque - Teaching
 Arlene Rosa Ramos - Pre-School Education
 Isabel Maria Tajra Torres - School Administration
 Valdiva de Lima Veloso - Rural Education (UFPI, 1984).

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During the period under study, the course underwent many changes in its curricular structure and operation. The main ones stemmed from a new perspective of the pedagogue's work that sought to adapt to the demands of the time. The Minutes of the ordinary meeting of the teachers of the Department of Education, dated January 18, 1973, established the subjects for the short degree in Pedagogy. Table 1 shows the subjects determined for the course's first curriculum.

Table 1 - Subjects of the Basic Cycle, Common Part and Diversified Part of the Pedagogy Course for 1973

	SUBJECT	CREDIT	HOURS
BASIC CYCLE	Portuguese I	4.0.0	60
	Mathematics I	4.0.0	60
	Introduction to Scientific Methodology	4.0.0	60
	Introduction to Sociology	4.0.0	60
	Foreign Language	4.0.0	60
	Physical Education	3.0.0	45
	Study of Brazilian Problems	5.0.0	45
	Introduction to Education	3.0.0	60
	Total	30	450
PROFESSIONAL CYCLE			
COMMON PART	Didactics	4.0.0	60
	Philosophy of Education	3.0.0	45
	Introduction to Psychology	3.0.0	20
	Psychology of Education I	4.0.0	60
	Psychology of Education II	5.0.0	75
	History of Education	3.0.0	45
	Sociology of Education	3.0.0	45
DIVERSIFIED PART	Methodology of Primary Education	4.0.0	60
	Methodology of Secondary Education	5.0.0	75
	Introduction to Economics	5.0.0	45
	Economics Applied to Education	3.0.0	45

Source: Federal University of Piauí (1973).

In its first years of operation, the curriculum proposal adopted was organized into three parts. The first, called *Basic Cycle*, consisted of subjects related to the knowledge

and curricular content of Portuguese, Mathematics, Scientific Methodology, Sociology, Foreign Language and Physical Education, associated with Education. The second, called *Common Part*, referred to the sociological, philosophical, psychological and historical bases of education, as well as the area of didactics. The third, called *Diversified Part*, involved the areas of Methodology for Primary and Secondary Education and economics related to education.

In 1983, a new curriculum proposal was discussed. Thus, each qualification had subjects in the Common Center, Diversified Center and Compulsory Common Center, in addition to those specific to each qualification. Table 2 shows the curricular components proposed for 1983.

Table 2 - Common center, diversified center, compulsory common center and complementary and optional subjects for the qualifications in School Administration, Educational Guidance, School Supervision and Teaching

	SUBJECT	CREDITS	HOURS
COMMON CENTER	Portuguese I	4.0.0	60
	Mathematics I	4.0.0	60
	Introduction to Scientific Methodology	4.0.0	60
	English or French	4.0.0	60
DIVERSIFIED CENTER	Introduction to Sociology	4.0.0	60
	Philosophy of Education	4.0.0	60
COMPULSORY COMMON CENTER	Psychology of Education I	4.0.0	60
	Psychology of Education II	4.0.0	60
	Statistics Applied to Education	4.0.0	60
	History of Education I	4.0.0	60
	History of Education II	4.0.0	60
	Didactics I	5.0.0	75
	Primary and Secondary Education	5.0.0	75
	Biology of Education	4.0.0	60
	Group Dynamics	3.0.0	45
	Study of Brazilian Problems I	1.0.0	15
Study of Brazilian Problems II	1.0.0	15	
COMPLEMENTARY SUBJECTS IN SCHOOL ADMINISTRATION	Introduction to Administration	4.0.0	60
	Economics of Education	4.0.0	60
	Education Planning	4.0.0	60
	Education - Systemic Approach	2.0.0	30
	Administration of Schools and School Systems	6.0.0	90
	Evaluation and Administrative Control	5.0.0	75
	Education Legislation	4.0.0	60
	Curricula and Programs	5.0.0	75

	Methods and Techniques of Educational Research	4.0.0	60	
	Meeting Techniques	3.0.0	45	
	Organization and Methods I	4.0.0	00	
	Supervised Internship	0.0.5	225	
ELECTIVE SUBJECTS IN SCHOOL ADMINISTRATION	Audiovisual Resources	2.0.0	30	
	Specialized Monograph	4.0.0	60	
	Didactics II	5.0.0	75	
	Social Psychology	4.0.0	60	
	Principles and Methods of School Supervision	4.0.0	60	
	Principles and Methods of Educational Guidance	4.0.0	60	
	Personality Psychology	4.0.0	60	
	Administrative Law I	6.0.0	90	
	Cultural Anthropology	6.0.0	90	
	Special Topics in Education	2.0.0	30	
	School Hygiene	2.0.0	30	
	COMPULSORY COMPLEMENTARY SUBJECTS FOR THE QUALIFICATION IN EDUCATIONAL GUIDANCE	Principles and Methods of Educational Guidance I	4.0.0	60
		Principles and Methods of Educational Guidance II	4.0.0	60
Principles and Methods of Educational Guidance III		4.0.0	60	
Counseling Techniques		4.0.0	60	
Personality Psychology		4.0.0	60	
Vocational Guidance		6.0.0	90	
Social Psychology		4.0.0	60	
Psychometric Tests		6.0.0	90	
Psychology of the Exceptional		5.0.0	75	
Organization of the Educational Guidance Service		4.0.0	60	
Supervised Internship		0.0.5	225	
ELECTIVE SUBJECTS IN EDUCATIONAL GUIDANCE	Programmed Teaching	4.0.0	60	
	Arts in Education	3.0.0	45	
	Audiovisual Resources	2.0.0	30	
	Curricula and Programs	5.0.0	75	
	Didactics II	5.0.0	75	
	Education: Systemic Approach	2.0.0	30	
	Teaching Methodology I	4.0.0	60	
	Occupational Therapy	3.0.0	45	
	Vocal Technique	2.0.0	30	
	Specialized Monograph	4.0.0	60	
	Pedagogical Research Methods and Techniques	4.0.0	60	
	Special Topics in Education	2.0.0	30	
COMPULSORY COMPLEMENTARY	Principles and Methods of School Supervision I	4.0.0	60	
	Principles and Methods of School Supervision II	4.0.0	60	
	Curricula and Programs	5.0.0	75	
	Didactics II	5.0.0	75	
	Supervision and Coordination of the Communication and Expression Area	4.0.0	60	

SUBJECTS FOR THE SCHOOL SUPERVISION QUALIFICATION	Supervision and Coordination of the Social Studies Area	3.0.0	45
	Supervision and Coordination of the Science Area	4.0.0	60
	Teaching Methodology I	4.0.0	60
	Teaching Methodology II	4.0.0	60
	Educational Measures	6.0.0	90
	Meeting Techniques	3.0.0	45
	Supervised Internship in School Supervision	0.0.5	225
ELECTIVE SUBJECTS IN SCHOOL SUPERVISION	Programmed Teaching	4.0.0	60
	Art in Education	4.0.0	60
	Audiovisual Resources		
	Education: Systemic Approach	2.0.0	30
	Vocal Technique	2.0.0	30
	Specialized Monograph	4.0.0	60
	Methods and Techniques of Educational Research	4.0.0	60
	Economics of Education	4.0.0	60
	Educational Planning	4.0.0	60
	Cultural Anthropology	4.0.0	60
	Special Topics in Education	2.0.0	30
	Education Legislation	4.0.0	60
	COMPULSORY COMPLEMENTARY SUBJECTS FOR THE TEACHING QUALIFICATION	Personality Psychology	4.0.0
Curricula and Programs		5.0.0	75
Audiovisual Resources		2.0.0	30
Educational Measures		6.0.0	90
Didactics II		5.0.0	75
Teaching Methodology I		4.0.0	60
Teaching Methodology II		4.0.0	60
Methods and Techniques of Educational Research		4.0.0	60
Teaching Legislation		4.0.0	60
Arts in Education		3.0.0	45
Psychology of the Exceptional		5.0.0	75
Education of the Exceptional		5.0.0	75
Teaching Practice in Pedagogical Subjects		1.1.2	135

Source: Federal University of Piauí (1983).

Given this information, it is possible to see yet another change in the curriculum, in which the course's official curriculum proposal organized it into four parts: *Common Center*, in which it grouped subjects such as Portuguese Language, Mathematics, Scientific Methodology and Foreign Language associated with Education; *Diversified Center*, referring to the sociological and philosophical bases of education; *Compulsory Common Center*, related to the areas of Psychology, Statistics, History, Didactics, Biology and

subjects called Primary and Secondary Education, Group Dynamics and Study of Brazilian Problems (I and II); *Compulsory and Optional Complementary Subjects* specific to each qualification, whose curricular components focused on discussions specific to each area.

As an example, among the complementary subjects specific to the School Administration qualification were: Introduction to Administration, Economics of Education, Educational Planning, Education - Systemic Approach, Administration of Schools and School Systems, Evaluation and Administrative Control, Teaching Legislation, Curricula and Programs, Methods and Techniques of Pedagogical Research, Meeting Techniques, Organization and Methods I and Supervised Internship.

The organization of the course in terms of qualifications came about as a result of the conceptions of the technicist pedagogical trend, which emerged at the end of the 1960s. According to Saviani (2012, p. 11) "this pedagogy advocates reordering the educational process in order to make it objective and operational. Similar to what happened in factory work, the aim is to objectify pedagogical work". On this issue, the same author reports that:

The education reforms prepared by the military government following the 1964 coup began to be implemented in 1969 under the aegis of technicist pedagogy, which became the official guideline. However, this was met with resistance from prominent intellectual leaders who began to develop and disseminate criticism towards the official pedagogy, which was strongly inspired by the ideas of critical-reproductive theories (Saviani, 2011, p. 16).

Therefore, through Decree no. 464/1969, which implemented the University Reform, Law no. 5.540/1968, the CFE Opinion no. 252/1969 was published, which introduced technical qualifications in undergraduate Pedagogy. Thus, Pedagogy training ended up taking on technical aspects, which resulted in sharp criticism of the fragmentation of Pedagogy training and the consequent specialization of the pedagogical work developed in Basic Education by the professional trained by the undergraduate degree (Medeiros; Araújo e Santos, 2021).

As one can see, the change in the Pedagogy curriculum at UFPI took place during a period of reformulation of the area throughout Brazil. With regard to the issues addressed in these changes, Medeiros; Araújo and Santos (2021, p. 573) argue that:

The movement's main agenda defended the importance of giving centrality to teaching as the identity pillar of undergraduate courses, and this was no different with the Pedagogy degree. In this way, the aim was to train teachers to teach in what currently corresponds to the initial years of elementary school and early childhood education, as well as training professionals to work in the management of school and non-school educational processes.

In the light of this discussion, it was possible to observe that, during the period under study, the Pedagogy Course at UFPI was marked by constant changes in its organization, perceived through alterations to its curriculum, which resulted in the progressive expansion of technical characteristics identified through the different qualifications offered. Even though it offered fragmented training, there was still the consolidation of training for teaching, since this core curriculum integrated all the other qualifications on offer.

5 Conclusions

Throughout this work, we have explored the evolution of the Pedagogy Course at the Federal University in Teresina. During the investigation, we highlighted the historical importance of the creation of the UFPI and how this boosted the development of Piauí, especially in the educational field with its institution and other degrees. The analysis prioritized its constitution based on historical aspects, organization and operation.

The course's trajectory reflected the evolution of the field of education in Brazil and in Piauí, especially with the expansion of public universities, with a commitment to training qualified professionals to meet the demands of the period analyzed. In this process, it was seen that its implementation was aimed at meeting the demand for professionals with technical and pedagogical qualifications in state education.

After it was set up, Pedagogy training underwent changes in its organization and operation in an attempt to adapt it to the needs of the time. These changes could be seen especially in the analysis of its curricular matrices and the different qualifications it offered during the period under study.

Therefore, this study sought to shed light on the trajectory of the UFPI Pedagogy Course in Teresina, contributing to the debate on the importance of this analysis for the field of the History of Education and for understanding the history of teacher training in Piauí. With this, we also hope to stimulate further research on this subject.

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