


## TEACHER TRAINING POLICY IN THE TOCANTINS AMAZON AND COMPLEX THINKING

POLÍTICA DE FORMAÇÃO DE PROFESSORES DA/NA AMAZÔNIA TOCANTINENSE E O PENSAMENTO COMPLEXO

POLÍTICA DE FORMACIÓN DOCENTE EN/EN LA AMAZONÍA TOCANTINENSE Y EL PENSAMIENTO COMPLEXO


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### ABSTRACT:

The aim of this article is to study the teacher training policy in the Amazon region of Tocantins and complex thinking, based on the studies of Edgar Morin. The question is: how does the teacher training policy in the Tocantins Amazon work from the perspective of complex thinking? In a critical line of investigation, and with a qualitative approach, the research uses bibliographic analysis and analysis on the UFT Portal, configuring it as bibliographic research. It should be noted that the policy of training teachers in the Amazon region of Tocantins becomes effective when public higher education institutions offer teacher training courses.

**KEYWORDS:** Training policy; Teacher; Tocantins Amazon; Complex thinking.

## Introduction

The article addresses the issue of teacher training policy in the Tocantins Amazon and complex thinking with the studies of Edgar Morin serving as the primary theoretical foundation. It is part of the Language, Education and Relationship with Knowledge line of research, in the Education in the Amazon area of concentration, and is part of ongoing research by the Postgraduate Program in Education in the Amazon (PGEDA), Full Network Association (*Educanorte* in Portuguese Language), of the Federal University of Tocantins (UFT).

In order to study the political theme of teacher training in the Amazon of Tocantins and complex thinking, it is necessary to understand that teacher training assumes as truth a set of discursive practices that make the subject a teacher, to the extent that they

submit to surveillance and regulation of their teaching actions, which act on them and on other teachers.

Although recognize that other elements could be highlighted in the exercise of problematizing and reflecting on teacher training, writing about this topic is something very significant and important for us, because our training trajectory requires complex reflection.

It is therefore necessary to understand that education is the practical process through which the subject immerses himself in the fabric of his historical existence.

It is, therefore, a moment of intense insertion into the life of the social group in which we live and effectively lead our daily lives. Beyond a brief contextualization, the general objective of this article is to study the teacher training policy in the Tocantins Amazon and complex thinking, relying on the studies of Edgar Morin.

More specifically, we sought to understand the teacher training policy in the context of the Tocantins Amazon; present the contributions of the UFT to the teacher training policy in the Tocantins Amazon and describe complex thinking, education and human development.

The article posed as a research question: how is the teacher training policy in the Tocantins Amazon based on the thinking of the complex?

The theory of complexity is based on the studies of Edgar Morin, for whom complexity is a phenomenon due to the immense quantity of interactions and interferences between a very large number of units. As such, it encompasses uncertainties, indeterminacies and random phenomena, in other words, it is related to the idea of chance (Morin, 2005).

To this end, a qualitative approach was adopted, using bibliographical research and analysis of the UFT Portal, to develop a study of the teacher training policy in the Tocantins Amazon. We used the theoretical contributions of authors such as Libâneo (2012), Morin (1990, 2005), Nóvoa (2022), Pena-Vega (1999), Petraglia (1995), Pinho (2007) and Souza and Rocha (2023), among other theoreticians who discuss the issue addressed in this article.

## **Teacher training in the context of the Tocantins Amazon and Science**

Terms such as Brazilian Amazon and Legal Amazon are expressions usually used to refer to one of Brazil's most complex regions. This complexity has to do with the

diversity of forms, ways of life and centuries-old knowledge that are not always properly valued.

Therefore, for secular ways of life and knowledge to be valued, it is necessary to understand that education is the strongest instrument we must deal with this highly worrying scenario and to seek new directions for human behavior and knowledge. Therefore, for education to remain strong, it is necessary to invest in teacher training policies.

Teacher training, in our view, refers to the actions that move the knowledge driven in the initial training process. It is not an accumulation or linear sequence of knowledge, but the constitution of a corpus of knowledge which, interconnected with professional practice, dialogues with concrete reality in order to better understand it and interfere in it, showing its contradictions, configuring the triple dialectical movement, which has practice as its starting point, theory as the foundation and unveiled of phenomena and a return to practice, but with a broader world view.

In this way, Pinho (2007) leads us to reflect that being a teacher, at any level or level of education, requires a professional identity that is revealed, specifically, in the mastery of the specific knowledge of their area, pedagogical knowledge, cultural, interdisciplinary and political knowledge. The author goes on to mention that:

With this identity, the teacher becomes a professional endowed with the ability, among many others, to produce knowledge about their own work, to doubt their certainties and, above all, to act in the process of constituting the citizenship of those who learn, be they children, young people or adults (Pinho, 2007, p. 3).

When discussing teacher training in the context of the Tocantins Amazon, it is important to note that the state of Tocantins was part of the northern region of the state of Goiás, from which it effectively broke away on January 1, 1989, becoming the newest unit of the Brazilian federation, consisting of 139 municipalities, all part of the Brazilian Amazon.

According to Oliveira (2018, p. 77),

The occupation of the north of Goiás began exclusively with the discovery of gold mines in the 18th century, the first step in the process of economic formation and settlement of the north of Goiás. Despite the spatial and temporal disparities, this remote and uninhabited territory was for decades included in the trade route through mining.

In this sense, Pinho (2007) reports that the creation of the state of Tocantins generated great expectations, as the intention was to build a state that was

administratively capable of attracting investment, boosting development and, consequently, improving the population's quality of life. However, even though the state was autonomous, it was still a long way from development. Due to its patrimonialist, clientelist and paternalist characteristics typical of the oligarchy, little or nothing had advanced in terms of social policies that would benefit the majority of the population.

For the author, in the direction of the development of teacher training, the 1990s brought higher education to the state of Tocantins, not only with the offer of teacher training courses, but also to attend to various areas of knowledge, which shows how recent the state's concern with teacher training is.

From this perspective, Souza & Rocha (2023, p. 2) add that:

Teachers, who are directly responsible for training these new workers, needed more refined training to enable them to carry out educational work focused on developing the new skills required by the market. Since then, Brazilian governments have implemented various educational policies, based on the official issuance of normative instruments, regulating education curriculum policy for both teachers and workers, the vast majority of whom are trained by public schools (Souza; Rocha, 2023, p. 2).

Teacher training leads us to think about updating new knowledge, complex thinking, the possibility of better performance in teaching and learning processes and, consequently, improving the quality of education. But for teachers to be prepared to apply new ways of teaching, new educational practices, their training process needs to provide them with a different perspective on the teaching and learning process.

When discussing complex thinking, Petraglia (1995) states that education is complex in essence; it influences and is influenced by the parts and aspects that define and constitute it. Thus, it is urgent to rethink it from a totalizing viewpoint that makes it involved with the parts and sections, but always in function of the parts of a whole that is simultaneously one, multiple and complex. In this way, the teacher training process will not materialize without quality public higher education institutions.

Thus, by studying Nóvoa (2022), we can see that, since its origins nearly two centuries ago, teacher training has been crossed by disputes and controversies. These are not merely technical or methodological issues, but distinct and often contradictory visions of education and the teaching profession.

In this way, writing about teacher policy is both a pleasure and a challenge. It's a pleasure because it's a unique, coherent and lucid work, capable of guiding us beyond the unity of the sciences, because it guides us towards non-fragmented thinking, in the incessant search for ourselves, from our own subjectivity, in the relationship with

everything and everyone around us. It is also a challenge due to the relevance of teacher training, which is complex, as they need to be faithful to their ideas, interpreting them from their understandable language in search of being and knowing. According to Petraglia (1995),

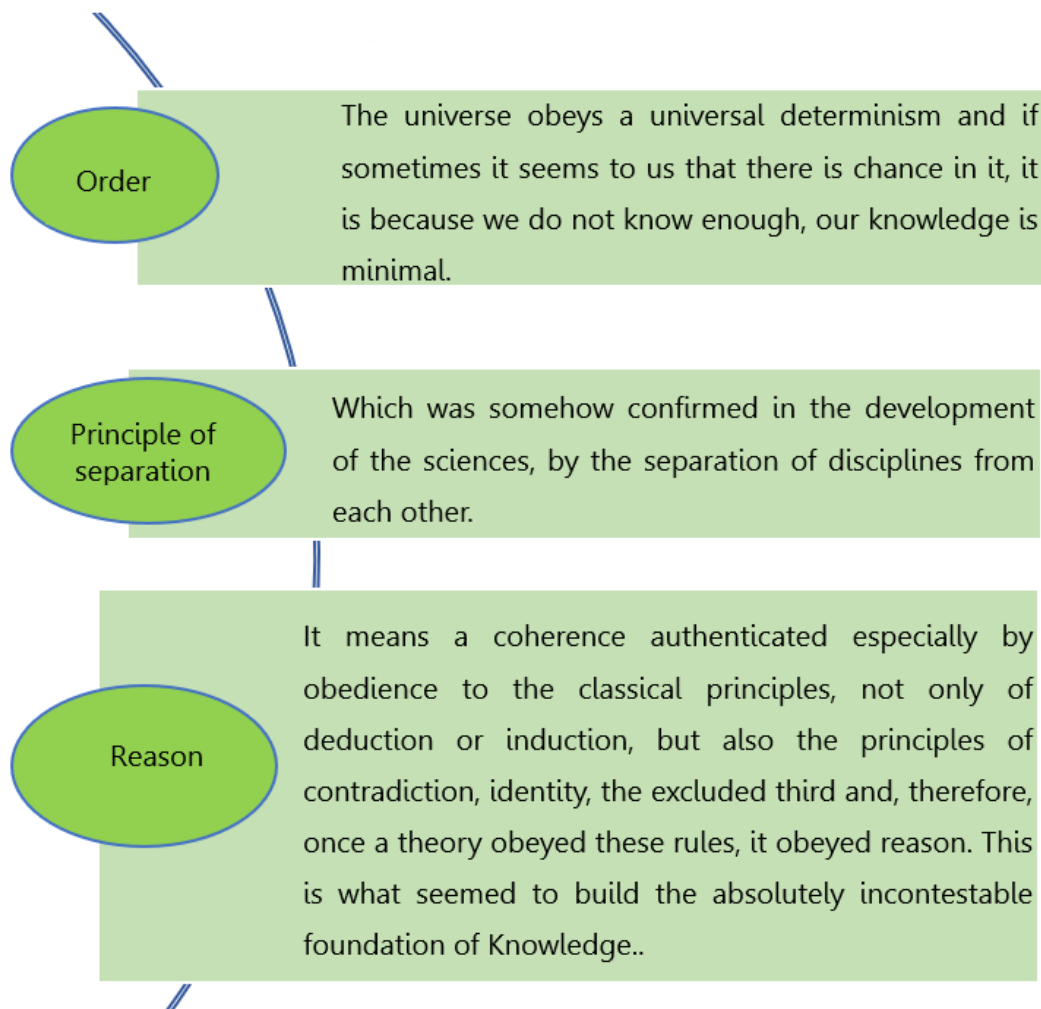
The search for "being" and "knowing" unites the multiple and reveals a science that, rather than being the holder of absolute and immutable truths, points us towards a path of new discoveries and new truths that accept complexity as a revealing reality, in which the human being is both subject and object of their own construction and that of the world (Petraglia, 1995, p. 13).

To better understand the science cited by Petraglia (1995), Morin (2005, p. 22) states that "the evolution of scientific knowledge is not only one of growth and extension of knowledge, but also of transformations, ruptures, the passage from one theory to another".

From this perspective, according to Morin (2005), scientific knowledge requires objectivity in the search for truth and must also have its own method, responsible for complying with a plan for observing and verifying any matter. However, this objective nature of science, which corresponds to the data and variables collected, brings with it an unrestricted range of thoughts, theories and paradigms that brings us back to the bioanthropological reflection of knowledge, as well as the reflection of theories in cultural, social and historical aspects.

For a long time, the domain of the sciences thought that knowledge in these conditions was the mirror of reality and the mirror of the world. In the domain of science, or the sciences, there were three powerful ideas that somehow gave the certainty of having truly pertinent knowledge, as shown in figure 1 below.

**Figure 1** - The three ideas of relevant knowledge



Source: Prepared by the authors (2024), based on Pena-Vega (1999).

Taking the figure above as a reference, as well as the thinking of Morin (2005, p. 25), science cannot be considered pure and simple social "ideology", because it establishes an incessant dialog in the field of empirical verification with the world of phenomena. It is therefore necessary for all science to question its ideological structures and its socio-cultural roots.

In this way, it is understood that science has been progressing gradually for at least three centuries, in an attempt to demonstrate its discoveries and affirmations in the face of other forms of knowledge.

That said, it is essential to be clear about the complexity of science, which brings together numerous different aspects and variables that guide its development. This

development must culminate in an awareness of its possibilities and limitations, rather than an unconsciousness of them.

In this way, it can be seen that teacher training is complex and has been the subject of discussion as to the insufficiency of pedagogical knowledge in the domain of specific knowledge, thus making it necessary to offer professional training that provides opportunities to improve professional quality. Teacher training should therefore provide pedagogical work that helps teachers, so that their training contributes and adds permanently to improving the quality of lessons and, consequently, of education, with the aim of training subjects for a fairer and more equal society.

### **Contributions of the University Federal of Tocantins to teacher training policy in the Tocantins Amazon**

Many scholars have focused on studying the processes related to teacher training, with an emphasis on the work and role developed by Brazilian public universities, as well as the challenges of keeping teacher training courses accessible to the public and with quality for a new educational scenario.

These efforts point to a new emerging educational paradigm. For Moraes (1997), the identification of new scenarios leads us to understand that we are citizens of the world and that we have the right to be sufficiently prepared to take possession of the tools of our cultural reality, so that we can participate in the world, which means being prepared to elaborate on the information produced in it and which affects our lives as citizens.

With a view to shaping a new educational paradigm, the International Network Research Group Investigating Creative and Innovative Schools Riec/Tocantins<sup>1</sup> seeks to discuss teacher training policy, thus demonstrating that there is a growing demand for pedagogical innovations at all levels of education, especially in higher education. UFT, for its part, is trying to meet this expectation of contemporary society, because, guided by guidelines that value undergraduate teaching, the Pro-Rectory for Undergraduate Studies has been developing actions that seek to invest in teachers as subjects of the training work, providing spaces to expand the possibilities of offering quality pedagogical

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<sup>1</sup> Linked to the International Networks of Creative Schools - RIEC and RIEC Brazil, the group is made up of master's and doctoral students from the following programs: Postgraduate in Education - PPGE/UFT - Câmpus Palmas; Postgraduate in Letters: Teaching Language and Literature - Araguaína Campus, and has fostered and disseminated research in the field of creativity, complexity, transdisciplinarity and ecotraining, constituting a fertile field for pollination and dissemination of studies that contemplate actions, practices and projects anchored in creative potential. Available at: <https://riectocantins.wixsite.com/riectocantins/sobre>. Accessed on: Jan. 2024.

training to students, with the understanding that, by training with quality, students will be able to develop their professionalism in the multiple political, theoretical and methodological aspects that guide teaching, as well as the conditions that permeate its realization, with the aim of contributing to the necessary paradigmatic change in teaching.

In this way, an analysis was carried out on the UFT Portal, to present the offer of face-to-face degree courses that train teachers. According to the UFT portal (2024), the UFT was originally made up of seven campuses. In 2019, with the creation of the Federal University of Northern Tocantins (UFNT), the Araguaína and Tocantinópolis campuses were dismembered. Thus, UFT currently has campuses in five municipalities: Arraias, Gurupi, Miracema, Porto Nacional and the capital Palmas, where its Rectorate is located. Table 1 shows the municipality in which each UFT campus is located, and the face-to-face teacher training courses on offer.

**Table 1** - Shows the municipality of the campus, course, period and duration of the teacher training courses

<b>Municipality</b>	<b>Courses</b>	<b>Operating period</b>	<b>Duration</b>
Arraias	Mathematics	Morning and evening	8 semesters
	Pedagogy	Morning and evening	8 semesters
Miracema do Tocantins	Physical Education	Full time	8 semesters
	Pedagogy	Morning and evening	8 semesters
Palmas	Philosophy	Evening	8 semesters
	Pedagogy	Evening	9 semesters
	Theater	Evening	8 semesters
Porto Nacional	Geography	Morning, afternoon, evening and full time	8 semesters
	History	Morning, afternoon and evening	8 semesters
	Degree In Languages	Not informed	Not informed
	Degree in Languages (Brazilian Sign Language)	Morning	8 semesters

Source: Prepared by the authors (2024), based on the UFT Portal (2024).

Chart 1 shows that the UFT has a consolidated teacher training policy and that it has trained many professionals to work both in education in the Tocantins Amazon and in

other regions, in a responsible manner, thus contributing to the process of comprehensive training of individuals.

When discussing teacher training policy in the light of complexity, Morin, quoted by Behrens and Ens (2015, p. 24) adds that.

The complexity paradigm proposes accepting multiple visions, dimensions, principles and knowledge, as well as different ways of learning and teaching. Therefore, the vision of complexity does not exclude; on the contrary, it embraces different proposals from researchers who have sought ways to offer a more just, democratic, supportive and fraternal education. To this end, this mobilizing force for transformation in education comes from a movement sent by hope in building a better world for themselves, their community, their planet and the cosmos.

Thus, for Morin (2000, p. 38) understanding of the complexity paradigm requires clarification: "complexus means what has been woven together: in fact, complexity occurs when different elements are inseparably constituted of the whole", and he adds that "there is an interdependent, interactive and interretroactive fabric between the object of knowledge and its context, the parts and the whole, the whole and the parts, the parts among themselves".

In principal the analysis carried out on the UFT Portal (2024) shows that the UFT is concerned with involving students in systematic procedures for the production of scientific knowledge while they are still undergraduates, leading them to become familiar with the theoretical and empirical practices of research, as it believes that these practices are the most appropriate way to achieve the objectives of learning itself.

Since 2003, when UFT was set up in Tocantins, the university has come a long way. It is been years of struggle, dedication and commitment from professors, civil servants, administrative staff and students who have believed and continue to believe in the structuring of a quality federal university in the Tocantins Amazon that can contribute to the development of the northern region of the country.

The analysis showed that the institution has sought to offer quality teacher training courses free of charge, showing its commitment to the social formation of the people who are part of it.

### **Complex thinking, education and human development**

Based on the readings carried out in works of Morin, it is possible to reflect that complexity is a way of thinking about the world and the things that exist in it, with their relationships and interrelationships, not in a simple or unilateral way, but seeking to

consider the different aspects that make it up, without the ambition of reaching a clarity or closed definition of the different realities.

In this sense, Morin (1990, p. 8) adds that "the word complexity recalls a problem, not a solution". It is not used to designate simple ideas, nor is it reduced to a single line or strand of thought. The paradigm of complexity proposes the acceptance of multiple visions, dimensions, principles and knowledge, as well as different ways of learning and teaching. Therefore, the vision of complexity does not exclude; on the contrary, it embraces different proposals from researchers who have sought ways to offer a more just, democratic, supportive and fraternal education "Complex thinking is thinking that is capable of considering all the influences it receives, both internal and external" (Morin (1990, p. 8).

Similarly, Petraglia (1995) reports that complexity is the quality of what is complex. In this way, complexity is what does not act from its individual and isolated actions, but rather its integrated and dependent actions take on another form of expression and acquire new faces. To this end, thinking that is complex cannot be linear.

Complexity integrates simplified ways of thinking and, consequently, denies mutilating, one-dimensional and reductionist results. Complex thinking is responsible for expanding knowledge. If thinking is fragmented, reductionist and mutilating, actions will follow suit, making knowledge increasingly simplistic and simplifying.

In this sense, Freire (1996) points out that:

Teaching doesn't exist without learning, and vice versa. It was through social learning that women and men historically discovered that it was possible to teach. It was in this way, by learning socially, that over time women and men realized that it was possible - and then necessary - to work out ways, paths and methods of teaching. Learning preceded teaching or, in other words, teaching was diluted in the truly fundamental experience of learning. I am not afraid to say that there is no validity in teaching that does not result in learning in which the learner has not become capable of recreating or reworking what has been taught, in which what has been taught that has not been apprehended cannot really be learned by the learner (Freire, 1996, p. 13).

For Morin (2015, p. 8), "complexity is not the key to the world, but the challenge to be faced; in turn, complex thinking is not what avoids or suppresses the challenge, but what helps to reveal it and sometimes overcome it".

The problem of complexity is still marginal in scientific thinking, epistemological thinking and philosophical thinking, so it is understood that education is complex.

In the process of teacher training, it is possible to see that there are indications of complexity when Libâneo (2012) states that education is, in its constructive nature, a practice, understood as the realization of a human activity that has a meaning, a purpose and, as such, mediates the relationship between the subject of the activity and the objects of reality, giving a human configuration to this reality. As a practice, education is acting on the formation and development of the human being, in socio-historical contexts and in concrete material and social conditions; therefore, education is a social practice.

In this way, it is understood that, because education is constructive, the future is not something that is predetermined or imposed; on the contrary, it depends on our actions and actions in the present. It depends on our collective and individual awareness of the way we plan for it, the way we focus on our future needs, the paths we choose and share in the present.

Thus, societies that do not understand change and do not provide all their members with the opportunity for a relevant education will remain on the margins of historical events. Thus, in order to discuss education and human development, firstly, we need to understand the meaning of human development, creating the conditions for its improvement, and secondly, to help identify human identity itself in its totality. An identity built based on the integration of the individual level with the eco-sociocultural level, which clarifies the individual's relationship with himself, with society and with nature in search of his own transcendence.

For Moraes (1997), development means offering an education aimed at the integral formation of the individual, the development of their intelligence, their thinking, their conscience and their spirit, enabling them to live in a pluralistic society in a permanent process of transformation. To this end, education must offer tools and conditions that help students learn to learn, learn to think, live together and love. An education that helps them to formulate hypotheses, build paths and make decisions, both individually and collectively. When discussing development, Moraes (1997) emphasizes that:

Human development depends on our capacity for reflection, on improving the skills of thinking and knowing, which means knowing that you know. It is the being who thinks, who knows what they want, who chooses and decides their experience in the face of the possibilities that present themselves. It is the being who builds their own identity, based on their freedom and autonomy to become a subject (Moraes, 1997, p. 212).

In this way, if the current focus is on the individual, the collective subject, learning, the construction of knowledge and the development of understanding, it is necessary to

see education aimed at human development as the preponderant factor in these moments of transition, as the main mortar in a process of transformation, which doesn't just mean a big change, but a radical transformation that will affect each of us and also the next generations.

## **Final considerations**

In relation to teacher training in the context of the Tocantins Amazon, the research revealed, through the results of studies in works of Pinho (2007) studies, that the 1990s brought higher education to the state of Tocantins, not only with the offer of teacher training courses, but also to attend to various areas of knowledge, which shows how recent the state's concern is with teacher training. It is notable in that the state of Tocantins has sought and offered alternatives for teacher training in the context of the Tocantins Amazon, through public higher education institutions.

Regarding contributions of UFT to the teacher training policy in the Tocantins Amazon, the research showed that it has made many contributions to the teacher training process. After the institution was set up, the number of teachers in the state of Tocantins in post without higher education qualifications fell significantly. Regarding complex thinking, education and human development, the research showed that complexity is a way of thinking about the world and the things that exist in it, with their relationships and interrelationships, and that the word complexity reminds us of a problem, not a solution. He clarified that, because education is constructive, the future is not something predetermined or imposed; on the contrary, it depends on our actions and actions in the present. He also explained that, in order to discuss education and human development, firstly, we need to understand the meaning of human development, creating the conditions for its improvement, and secondly, to help identify human identity itself in its entirety.

Finally, it became clear that the implementation of the teacher training policy in the Tocantins Amazon, based on complex thinking, happens when public higher education institutions offer initial (undergraduate) and continuing (postgraduate) training courses to people who want to qualify professionally to work in education, training professionals who meet both the development goals of the state of Tocantins and the demands of society, providing educational, scientific and technological development to the state, and thus demonstrating a new education for the age of relationships.

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**RESUMO:**

O artigo tem por objetivo estudar a política de formação de professores da/na Amazônia tocaninense e o pensamento complexo, a partir dos estudos de Edgar Morin. Questiona-se: como se efetiva a política de formação de professores da/na Amazônia tocaninense a partir do pensamento complexo? Numa linha crítica de investigação, e de abordagem qualitativa, a pesquisa se utiliza da análise bibliográfica e da análise no Portal da UFT, configurando-se como uma pesquisa bibliográfica. Ressalta-se que a efetivação da política de formação de professores da/na Amazônia tocaninense acontece no momento em que as instituições públicas de ensino superior ofertam cursos de formação de professores.

**PALAVRAS-CHAVE:** Política de formação; Professor; Amazônia tocaninense; Pensamento complexo.

**RESUMEN:**

El artículo tiene como objetivo estudiar la política de formación docente de/en la Amazonia de Tocantins y el pensamiento complejo, a partir de los estudios de Edgar Morin. La pregunta es: ¿cómo se implementa la política de formación docente en la Amazonia de Tocantins desde el enfoque del pensamiento complejo? En una línea crítica de investigación, y con enfoque cualitativo, la investigación utiliza el análisis bibliográfico y el análisis en el Portal de la UFT, configurándose como una investigación bibliográfica. Es de destacar que la implementación de la política de formación docente en la Amazonia de Tocantins se produce en un momento en que las instituciones públicas de educación superior ofrecen cursos de formación docente.

**PALABRAS CLAVE:** Política de formación; Maestro; Amazonas de Tocantins; Pensamiento complejo.