


CONTRADICTION IN THE FORMULATION AND EFFECTIVENESS OF THE TEACHER TRAINING POLICY IN THE LICENSE COURSES AT UFT AND IFTO

CONTRADIÇÃO NA FORMULAÇÃO E EFETIVAÇÃO DA POLÍTICA DE FORMAÇÃO DO TRABALHADOR PROFESSOR NOS CURSOS DE LICENCIATURAS DA UFT e IFTO
CONTRADICCIÓN EN LA FORMULACIÓN Y EFICACIA DE LA POLÍTICA DE FORMACIÓN DEL PROFESORADO EN LOS CURSOS DE LICENCIATURA DE LA UFT Y EL IFTO


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ABSTRACT:

The theme that we problematize and reflect on in this article is the debate on the training of working teachers in the tension between what is thought and what is done in the degree courses at UFT and IFTO. Our aim is to explain the contradiction between the formulation and realization of training in relation to the training of working teachers, using the UFT Philosophy and IFTO Computing degree courses as an illustration. The study, through bibliographical and documentary research, sought to grasp the training tension between the technical-instrumental and ethical-political dimensions of the courses under study and, from a critical-dialectical perspective, to grasp the empirical materiality relating to teacher training policy in the two institutions studied. The theoretical-practical effort made resulted in the contradiction between the formulation and implementation of teacher training at UFT and IFTO, revealing a high dropout rate and a long time for persistent students to complete the course. This reality is conditioned by external and internal elements which require, in order to overcome the internal obstacles and mitigate the external ones, the adoption of an institutional policy suited to the reality presented.

KEYWORDS: Teacher training policy at UFT and IFTO; Degree courses; Access and permanence; Training obstacles; Repercussions on the curriculum and teaching and learning.

Introduction

This article presents part of the results of the research project on the "theoretical-practical approach to the politics and management of basic and higher education from the perspective of the philosophy of praxis". Referenced in two other research sub-

projects linked to the larger project¹, the text in question aims to explain the contradiction between the formulation and realization of training in relation to the training of teacher workers in undergraduate courses at the Federal University of Tocantins (UFT) and the Federal Institute of Education of Tocantins (IFTO). It also seeks to point out elements to compose a framework of guidelines that can help mitigate the dropout of working students on the degree courses studied, bearing in mind the need to train teachers to develop quality teaching and learning.

The study sought to grasp the ethical-political and technical-instrumental training dimensions of the courses in question from a critical-dialectical perspective in which the movement of thought sought to grasp the empirical-historical materiality (Marx, 1982; Bardin, 1977) relating to the permanence of working students in undergraduate courses at UFT and IFTO (Carvalho, Carvalho & Macêdo, 2023; Abreu, 2024).

The study presents the diagnosis carried out between 2010 and 2022, covering the number of students entering and graduating from degree courses at UFT and IFTO and illustrates the Philosophy course at the Palmas/UFT Campus and the Computing course at the Colinas/IFTO Campus. The text is structured as follows: 1) introduction - which includes the objectives, material and method; results and discussion, which covers the literature review and documentary research summarized in items 2) Teacher training policy in Brazil and its repercussions for undergraduate courses at UFT and IFTO: possible scope of analysis; 3) The right to teacher training in undergraduate courses at UFT and IFTO: proposition and conditions of realization; and, finally, the General considerations of the study carried out (item 4), followed by the bibliographical references (item 5).

Teacher training policy in Brazil and its repercussions for undergraduate courses at UFT and IFTO: a possible scope for analysis

From the perspective of the Marxian method, in order to effectively understand some social aspect or phenomenon, such as educational aspects, it is first necessary to analyze the researched reality (apparent concrete) as a whole and then understand its respective specificities, as Marx advocates.

... The concrete is concrete because it is the synthesis of many determinations, that is, the unity of the diverse. That is why the concrete appears in thought as the process of synthesis, as a result, not as a starting point, even though it is the effective starting point and

¹ This article takes up, deepens and broadens the knowledge on the subject covered in two articles (Carvalho, Carvalho & Macêdo, 2023; Carvalho, Aguiar de Carvalho & Aranha, 2023) and a book chapter (Carvalho, Souza & Aguiar de Carvalho, 2023).

therefore also the starting point of intuition and representation (Marx, 1982, p. 14).

For this author, the whole is initially considered in order to study a specific part, starting from its empirical basis, i.e. the objective reality of the object, phenomenon, thing, society, among others. Thinking, starting from the real (empirical), moves from the simplest to the most complex, that is, from the parts to the whole, because the whole gains significant meaning through the parts - the individual and particular - which exist in connection with the universal. This contradictory movement leads to the concrete thought, understood as a multidetermined synthesis.

So, in order to understand teacher training at UFT and IFTO, specifically in the BA and Philosophy courses at UFT/Palmas campus and IFTO/Colinas do Tocantins campus, we analyzed teacher training in Brazil (Gatti, 1997; Mendes, 2002; Saviani, 2008; 2009; Silva Jr, 2003; Carvalho; Carvalho; Macêdo, 2023). As Carvalho; Carvalho and Lagares (2019, p.13) point out "... there is a lot of evidence that teacher training/participation in Brazil takes place from an instrumental perspective in which the economic-corporate training dimension stands out, based more on the criteria of efficiency and effectiveness than on the criteria of effectiveness and cultural relevance."

One-dimensional training in undergraduate courses prevents teachers from becoming organic intellectuals who can help their students - future basic education teachers - develop a critical view of education and understand the contradictory nature of social practices that serve to maintain the capitalist social "order". This vision can also be used as a tool for social transformation and for building a new, less unequal and fairer sociability. The ethical-political dimension of training - based on the criteria of effectiveness and relevance - thus becomes essential for the constitution of the working teacher, a cultural organizer for the full development of their future students, thus encompassing the technical and ethical-political dimensions. It follows from the above that the training of working teachers, from the perspective of political-cultural effectiveness, is currently more than a desire, it is a necessity in the face of the complex training challenges imposed by society in general and educational systems in particular.

School education and other forms of social relations, as stated by Carvalho, Carvalho & Lagares (2019), are a space for struggle, emancipation and humanization of the working class. The educational scenario, in this sense, presents itself as a space of political-educational disputes that need to be understood by future teachers during their training so that they can better contribute to the training of future students as active

citizens, socially and politically, and not just as mere workers, executors of tasks. In other words,

... teachers need to become aware of the place they occupy in the world as a social group and the role they assume as intellectuals in the training process of public schools, with students having relative autonomy over their training and not pure passivity This is the fundamental task that working class teachers must face, which is not just to qualify students for a technical job, but to train them as citizens, with the possibility of being governors, with the training process assuming a preponderant political function (Carvalho, Carvalho & Lagares, 2019, p. 10).

In line with the reasoning presented, the same authors state that the training of teachers as organic intellectuals in the formative task of strengthening national-popular hegemony needs to be carried out from the perspective of the working class. Thus, training teachers in this logic means preparing them for the dispute of disalienating and de-ideologizing pedagogical conceptions and practices, in other words, critical and transformative.

In this sense, training teacher-workers with an ethical-political focus can contribute to significant advances in the educational field, as it allows us to problematize the preponderance of formative instrumentality over political-cultural effectiveness, which has hindered the possibilities of deepening emancipatory pedagogical training. Educating from a unilateral perspective with a preponderant focus on formative instrumentality, although efficient and effective, limits teachers to reproducing the techniques they have learned. Furthermore, it exempts them from the political and cultural training that, if provided, would add a great deal to their education, as well as enabling them to contribute to continuous educational progress as agents of a liberating educational practice (Freire, 2005) that not only reproduces teaching methods, but also develops and questions them dialectically as a contradictory social practice.

From a theoretical-practical point of view, according to Silva Jr (2003), instrumental training has historically been related to the form of production and reproduction of capitalist society. Thus, the problem of teacher training in Brazil, in general, and in the degree courses at UFT and UFTO is inherent to the training logic of capitalist society itself (Ghiraldelli Jr, 1997; Carvalho, Lagares & Fernandes, 2017). This logic requires multifunctional, flexible and practical training, which is carried out in a lightweight manner and justified by the search for pedagogical efficiency and practicality (Antunes, 1999; Carvalho, Carvalho & Lagares, 2019).

In a contradictory direction that overcomes the strictly unilateral logic of training, teacher training in its expanded sense, which prioritizes the teacher as an organic intellectual (Carvalho & Mancebo, 2019), is not in line with the perspective of training currently carried out by capitalist society, since training teachers means preparing them for the broad and complex scenario of pedagogical disputes in the field of education (Carvalho, Lagares & Aguiar de Carvalho, 2022). This means not only making them understand their role in society, but also preparing them to teach their students to understand their roles as well, showing them the difference that they, as pedagogical articulators, can make in society. It's not just a matter of practical certification; that's why it's essential to have more training time and to guarantee the necessary conditions for the training process, given that the majority of students on degree courses - as illustrated by the Philosophy degree courses at UFT/Palmas Campus and the Computing degree course at IFTO/Colinas Campus - are also workers and, to a large extent, lack the financial capital necessary to stay on the course (Carvalho, Lagares & Aguiar de Carvalho, 2020).

The right to teacher training in UFT and IFTO degree courses: proposals and conditions for realization

In relation to the UFT, with regard to teacher training in the degree courses covered in this text, in accordance with the general objective of the research, we looked at the numbers of entrants and graduates in the period studied (2010-2019). We sought to understand whether students are graduating in the ideal timeframe in relation to the deadline set by the UFT: a minimum of eight semesters or four years and the maximum time allowed of 12 semesters or six years.

TABLE 1 - Percentage of relative dropout and graduation by UFT campus from 2010-2019

Dropout/ Graduation*	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average
Araguaína	2,4%	7,2%	14,0%	15,7%	10,8%	25,2%	11,3%	16,7%	12,5%	14,7%	14,5%
	51,3%	339,8%	29,2%	26,5%	48,2%	46,2%	40,3%	37,2%	49,4%	48,0%	84,69%
Stingrays	3,9%	7,3%	6,1%	11,0%	10,2%	4,0%	9,4%	3,1%	16,1%	15,2%	8,6%
	55,5%	15,9%	24,7%	24,6%	53,5%	21,4%	31,1%	30,6%	51,7%	40,5%	34,9%
Miracema	2,8%	4,7%	5,5%	7,2%	1,3%	17,0%	10,7%	8,1%	2,1%	18,3%	7,7%
	3,2%	3,6%	52,4%	21,2%	60,0%	25,0%	25,0%	19,5%	47,3%	59,6%	31,68%
Palmas	1,9%	4,2%	4,2%	3,2%	9,0%	29,3%	9,1%	25,8%	22,0%	25,6%	13,4%
	11,4%	12,3%	19,8%	23,2%	40,1%	38,9%	26,4%	38,2%	48,4%	36,6%	29,53%
Porto Nacional	3,5%	7,9%	5,5%	7,6%	4,1%	2,9%	8,8%	25,3%	13,7%	15,44%	9,4%
	35,7%	14,1%	49,7%	29,9%	64,8%	42,7%	40,9%	32,2%	50,8%	44,22%	40,5%

Tocantinópolis	3,3%	4,5%	7,6%	3,7%	16,3%	21,5%	11,6%	15,4%	13,8%	10,3%	10,8%
	6,3%	22,6%	15,8%	6,9%	24,3%	16,0%	20,9%	29,6%	54,0%	28,4%	22,4%
*For each of the <i>campuses</i> , the first line refers to the percentage of students leaving the course/campus and the second line refers to the percentage of graduates per year during the period analyzed.											
Source: Carvalho, Carvalho & Macêdo, 2023.											

This deadline, however, is far from being reached, as shown in table 1 (Macedo, 2021; Carvalho, Carvalho & Macêdo, 2023) and detailed in tables 2, 3 and 4, since the majority of students do not graduate in the ideal time, nor in the maximum time set.

TABLE 2 - Percentage of student training by UFT campus from 2010-2019	
Campus	Average graduation
Araguaína	84,69%
Stingrays	34,9%
Miracema	31,68%
Palmas	29,53%
Porto Nacional	40,5%
Tocantinópolis	22,4%
Source: Prepared by the authors based on Macêdo's Research Report (2021).	

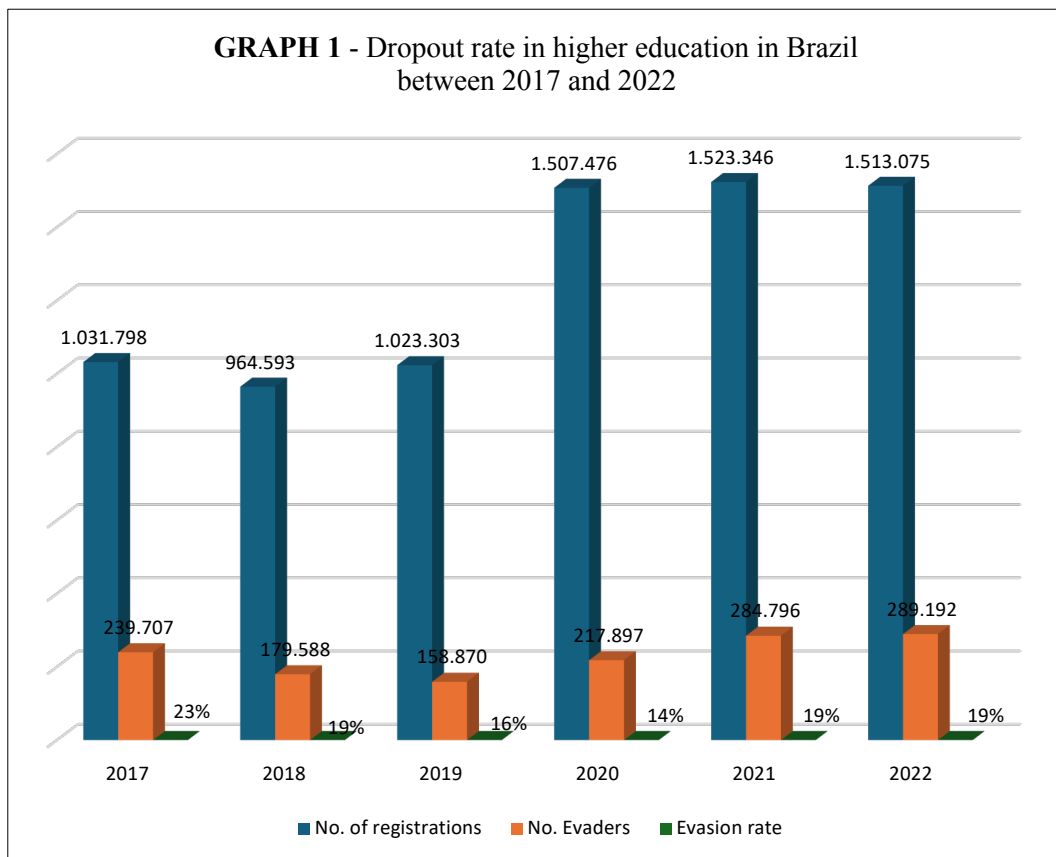
TABLE 3 - UFT degree courses with the highest percentage of graduating students in the period 2010-2019		
Campus	Courses	Average graduation
Araguaína	Mathematics	279,1%
Stingrays	Mathematics	77,8%
Miracema	Pedagogy	58,0%
Palmas	Pedagogy	55,5%
Porto Nacional	Letters	51,0%
Tocantinópolis	Social Sciences	60,5%
Source: Prepared by the authors based on Macêdo's Research Report (2021).		

TABLE 4 - UFT degree courses with the lowest percentage of graduating students in the period 2010-2019

Campus	Courses	Average graduation
Araguaína	Physics	16,5%
Stingrays	Rural Education	7,6%
Miracema	Physical Education	5,3%
Palmas	Philosophy	12,2%
Porto Nacional	Languages	7,8%
Tocantinópolis	Physical Education	6,1%

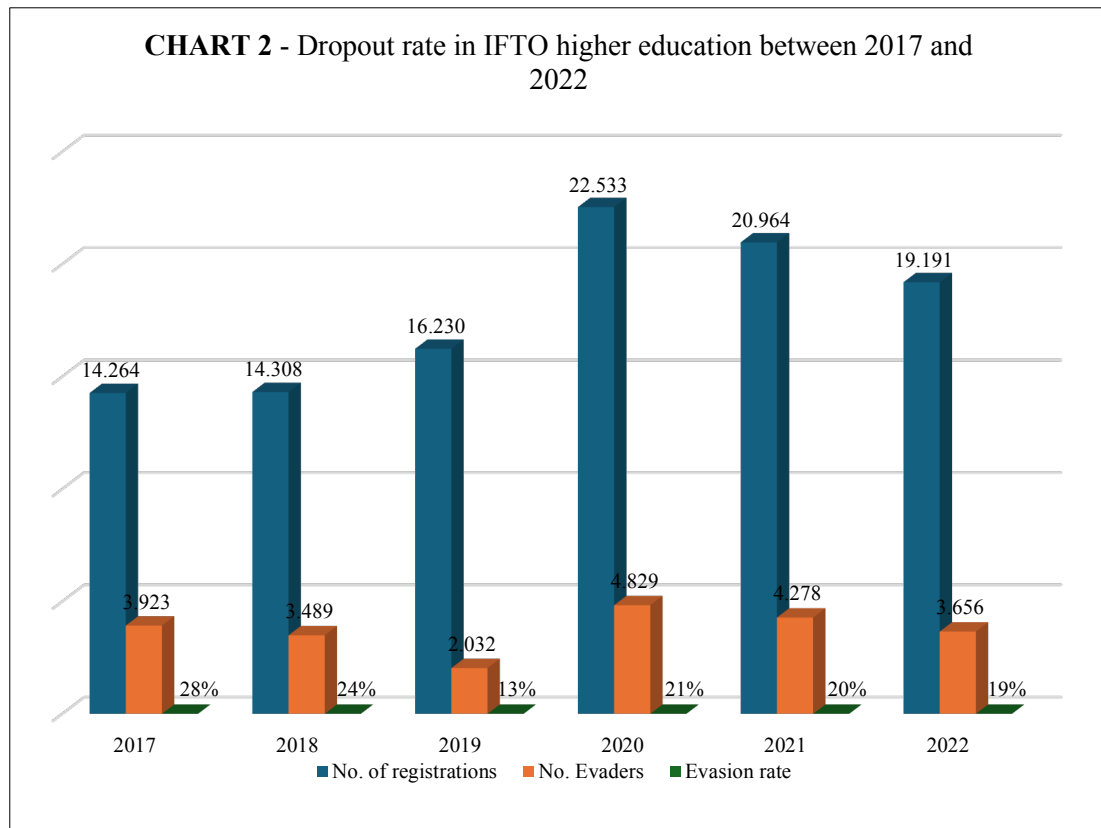
Source - Prepared by the authors based on Macêdo's Research Report (2021).

The data in tables 1, 2, 3 and 4 (2010-2019) express the reality of student dropout in UFT's degree courses, which is slightly below the Brazilian reality when compared to the general data on enrollment and dropout, as shown in graph 1 (2017-2022) below.



Source: Brazil/MEC (2024).

With regard to the IFTO, considering only dropouts, excluding temporary withdrawals, we found that the average rate of students who permanently dropped out of courses between 2017 and 2022 on its four university campuses is 21%. In turn, the significant dropout rate for the course surveyed is slightly above the national average of 18%, according to the data in Graph 2.



Source: Brazil/MEC (2024).

In general, we found that the difficulties faced by students in remaining on degree courses at UFT and IFTO are not dissimilar to the Brazilian reality. In relation to the two courses studied and expressed as an illustration in this article - Degree Courses in Philosophy at UFT and Computing at IFTO - the situation of access and permanence is worrying and challenging for the managers and formulators of the educational policies of these institutions, according to the data set out in the following item.

Reality of working students' permanence at Philosophy Degree Courses at UFT and Computing at IFTO

According to the data collected by Carvalho, Aguiar de Carvalho and Aranha (2023), it is clear that it is difficult for working students to remain on the UFT Philosophy

Degree Course and also to complete the degree in the ideal time set by the institution. In this respect, according to the authors mentioned above, between 2010 and 2019 the average dropout rate was 72%, six times higher than the graduation rate, which was around 12%, as shown in the following table.

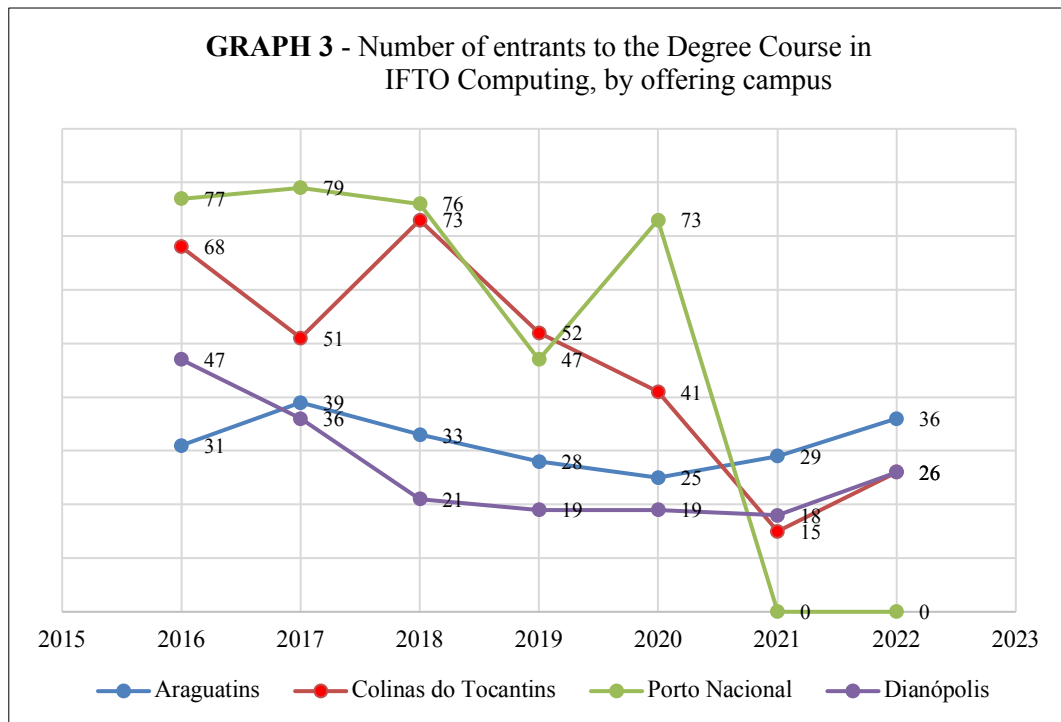
TABLE 5 - Summarized percentage of student training in ideal time in the Philosophy Degree Course at the Palmas Campus between 2010-2019		
PALMAS CAMPUS		
PHILOSOPHY DEGREE		
Situation	10-year period	
	Sum	Average
Entrants	755	76
Evasion	512	51
	722%	72%
Graduation	88	09
	120%	12%
SOURCE: Prepared by the authors based on Carvalho, Aguiar de Carvalho and Aranha (2023).		

Taking the Pedagogical Project that created the course as a reference (UFT/PPC/Filosofia, 2009), the majority of students on the Philosophy degree course do not graduate in the ideal time of eight semesters or four years, nor in the maximum time allowed of 12 semesters or six years. From the data shown in table 5, we can see that the majority of students drop out of the course and the minority who do graduate apparently do so late in relation to the ideal time expressed in the course's PPC.

The data presented suggests that students encounter obstacles to continuing studying, considering the average number of 76 entrants per year and the average number of nine graduations per year. The study indicates that something is lacking to enable students who want to become philosophy teachers in basic education to continue studying. From the above, what was planned for the degree course - 90% of the students graduating at the end of five years - is apparently far removed from the actual reality.

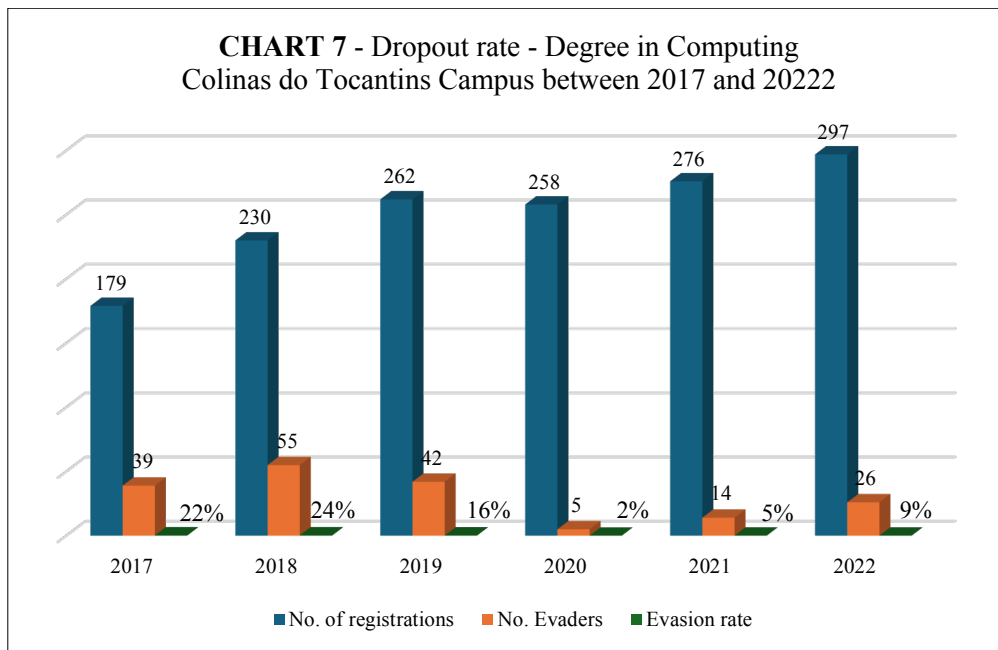
As for the IFTO's degree courses, the situation also deserves attention, both in terms of access and the student's permanence in the course in which they were enrolled. Graph 3 shows the number of students enrolled, by campus, on the Computer Degree

course at the IFTO. In the course in question, offered by the Colinas do Tocantins Campus, we noticed a drop in enrollment since 2018, compared to the other campuses, with the exception of the Porto Nacional Campus, which ended offering the course in 2021.



SOURCE: Prepared by the authors based on data from Plataforma Nilo Peçanha: Indicadores de Management/IFTO and Statistics from the Higher Education Census, 2024.

Based on the data presented, we can see that there has been a decrease in demand for degree courses in general, with repercussions for the reality of Tocantins, including the courses offered at IFTO, including the Computer Degree Course.



Source: Brazil/MEC (2024).

With regard to the Computer Science degree course at the Colinas/TO Campus, the average relative dropout rate, excluding temporary withdrawals and transfers, is 13%, well below the general average for the other IFTO courses (Graph 2). We would draw attention to the significant decrease in the dropout rate in 2020 and 2021, the period of the Covid-19 pandemic, a rate that was apparently reduced by flexible attendance and other pedagogical aspects favorable to students.

Regarding the course under analysis, the average dropout and graduation rate for the period studied (2016-2022) is extremely worrying, as it is well above the national average, requiring special attention if the course is to continue operating.

TABLE 6 - Detailed data on admission, absolute dropout and graduation from the IFTO/Campus of Colinas Computing Course between 2016-2022

Categories of analysis**	Quantity	%
Year 2016		
Entrants*	92	102% of 100%
Permanent withdrawal (annual evasion)	2	2%
Annual provisional withdrawal	63	70%
Annual graduation	6	7%
Year 2017		
Entrants	90	100%
Permanent withdrawal (annual evasion)	76	84%

Annual provisional withdrawal	3	3%
Annual graduation	6	7%
Year 2018		
Entrants	90	100%
Permanent withdrawal (annual evasion)	63	70%
Annual provisional withdrawal	12	13%
Annual graduation	1	1%
Year 2019		
Entrants	88	98% of 100%
Permanent withdrawal (annual dropout)	68	77%
Annual provisional withdrawal	3	3%
Annual graduation	0	0%
Year 2020		
Entrants	45	50% of 100%
Permanent withdrawal (annual dropout)	34	76%
Annual provisional withdrawal	4	9%
Annual graduation	0	0%
Year 2021		
Entrants	32	36% of 100%
Permanent withdrawal (annual dropout)	19	59%
Annual provisional withdrawal	3	9%
Annual graduation	0	0%
Year 2022		
Entrants	27	100%
Permanent withdrawal (annual dropout)	14	52%
Annual provisional withdrawal	0	0%
Annual graduation	0	0%
* The number of entrants to the Computing course per semester is 45 and per year 90 students.		
** The data listed in this table corresponds to the numbers of students who entered in each year. Thus, with regard to the 92 students who joined in 2016: two dropped out permanently; 63 dropped out provisionally and 6 have graduated so far.		
Source: Prepared by the authors based on data from the Unified Public Administration System (SUAP) issued in July/2024.		

According to table 6, the dropout rate for the Computing course at the IFTO, Colinas do Tocantins Campus, between 2016 and 2022, is 60% and the number of students who have graduated to date is 13. The data shows a high dropout rate and a very low graduation rate, which, in addition to the difficulty of staying on the course, also

expresses a significant drop in entrants in 2020, 2021 and 2022, which accounted for 45, 32 and 27 students/year respectively.

Necessary conditions for working students to remain at university

According to the theoretical discussion above, the logic of capital requires a new worker, such as the teacher, who, in the conception of market neoliberalism, is now trained from the perspective of flexibility, multifunctionality and polyvalence (Carvalho, Lagares & Fernandes, 2017) through the establishment of idealized training times designed for students with adequate conditions of achievement.

Training teachers in a broader sense, as organic intellectuals, organizers of the formative culture according to the school postulated by Gramsci (2006), however, is not in line with the perspective of training that the production and reproduction of capitalist society requires, since this demands a flexible, entrepreneurial and qualified teacher to prepare their students to live in an uncertain world without possibilities, in which the structuring social aspects are concealed by the overvaluation of technical elements (Carvalho, Lagares & Aguiar de Carvalho, 2020).

In the case of the UFT, to a large extent, the degree courses studied appear to have been planned from a technical-instrumental perspective, so that they can be completed in an ideal timeframe that disregards political, social and cultural aspects as a fundamental part of educational praxis. However, teaching needs to go beyond the technical aspects, since the need for creativity, critical thinking and sociocultural insertion should not be dispensed with in the training process, otherwise education will be promoted with a naive vision centered on a unilateral technicist perspective, isolated from its historical-social context (Carvalho, Lagares & Aguiar de Carvalho, 2020).

Considering the data presented in this text, it can be seen that even the instrumental type of training at UFT's degree courses has encountered difficulties. In addition to the economic, social and cultural difficulties external to the university - failure to make a decision about the course; school difficulties; dissatisfaction with the course and the future profession; distance between home and university; student assistance and research and extension activities; personal problems - the precarious material and political-pedagogical conditions internal to the university are also presented as obstacles to training: physical structure, availability of computer equipment, teaching laboratories, quality of physical space, among other aspects. These are essential basic conditions for students to be able to effectively participate in the course and graduate in the minimum time required (Pavão, 2014).

TABLE 7 - Obstacles to training and proposed guidelines for institutionally tackling the difficulties of student permanence in bachelor's degrees

<p>EXTERNAL (economic, social and cultural)</p>	<p>Obstacles relating to the external environment that are beyond institutional control but affect it profoundly</p> <ol style="list-style-type: none"> 1) Failure on the part of the student to make a decision about the course due to lack of information or other personal factors. 2) School difficulties related to content not assimilated in basic education and the methodology adopted by teachers. 3) Discontent with the course and the future profession due to the lack of social and economic-professional recognition. 4) Distance between home and university, causing difficulties in attending the course. 5) Insufficient student assistance to ensure student participation in teaching, research and extension activities. 6) Personal problems linked to family life and health.
<p>INTERNAL (material and political- pedagogical conditions)</p>	<p>Poor internal or institutional environment in relation to:</p> <ol style="list-style-type: none"> 1) Physical structure for teaching, research and extension activities and daily institutional interaction; 2) Computer equipment, teaching materials and cultural equipment in general; 3) Teaching, research and extension laboratories necessary for the development of the training process throughout the course. 4) The quality of the physical space where classes are held and other daily social practices such as culture, sports and daily interaction; 5) Other aspects such as sufficient and agile psychological, didactic-pedagogical and health care for healthy student life.
<p>Demands for the adoption of concrete institutional policies to overcome internal obstacles and mitigate external ones</p>	<p>Without disregarding the need for structuring educational policies for Brazilian education, including bachelor's degrees, there is a need for institutional policies aimed at:</p> <ol style="list-style-type: none"> 1) Restructuring teacher training by drawing up a specific policy for degree courses that includes guidelines, concrete actions and real funding; 2) Reformulation of the Pedagogical Projects of the Courses in order to adapt them to the demands of basic education and the reality of the student, but without losing the formative quality that covers the technical-instrumental and ethical-political dimensions. 3) Guaranteed material conditions of access and permanence for socio-economically vulnerable students, including financial aid (fixed scholarship) for the duration of the course. 4) Improving the conditions in which teachers carry out their teaching work, in terms of spaces, materials and support for workers' health.

	<p>5) Valuing the work of teachers in the teaching, research, extension and management process by guaranteeing a financial supplement to teachers who work in teacher training.</p> <p>6) Redefining the curriculum and the teaching-learning process in degree courses, calibrating the technical-instrumental and ethical-political dimensions of training.</p>
<p>SOURCE - Table drawn up by the authors based on the findings of the research that led to this article.</p>	

The intentional proposal of graduating in a certain time, percentage and speed is insufficient, as is the case with REUNI - which aimed to progressively raise the average completion rate of face-to-face undergraduate courses to 90% at the end of five years (Carvalho, Lagares & Fernandes, 2017) - since internal and external obstacles need to be effectively considered and tackled. In addition to what was planned, the data presented here shows that the practical reality has not been effective, since the majority of students do not graduate in the ideal time or in the maximum time allowed. What's more, a large number of students drop out of their courses before completing them, showing that, without creating the conditions both external and internal to the institution, what was planned encounters situational and structural obstacles.

We understand that it is not enough to define the rules bureaucratically, establish guidelines and deadlines for training. In addition to these aspects, it seems necessary to create the material, institutional, political and ideological-pedagogical conditions that make it possible for students, future teachers, to complete their training (Carvalho; Aguiar de Carvalho, 2019).

Similar to the national reality, in the case of teacher training at UFT, what has been planned and transformed into guidelines has apparently not taken into account the socio-economic conditions of the students. More than this, it indicates that the material, institutional and political-pedagogical conditions compatible with the idealized training proposal have not been created, thus expressing that the praxis that articulates the will and the conditions for the realization (Gramsci, 2006) of educational policies needs to be put back as a priority at the UFT.

In comparison, the situation regarding permanence on the Computer Degree course at the IFTO/Campus of Colinas appears to be just as worrying as the situation on the Philosophy course at the UFT. The data collected also points to the existence and facing of similar challenges by the two studied, which certainly has repercussions on the training of working-class teachers, denying them an essential human right which, consequently, impacts on the training of working-class students in basic education.

Guaranteeing the right to access a degree course in Computer Science is essential for training teachers who wish to teach subjects related to computers and technology in schools. In a digital age in which technology is strongly present in social practices, having better prepared teachers in this area can provide students with the understanding and skills needed to deal with society's technological demands, preparing them for human development, citizenship and the world of work. In this sense, in contemporary times, knowledge in the area of educational computing is important, as it encourages and motivates innovation and creativity in relation to educational technologies that are capable of contributing to the realization of a broad training curriculum and an active and creative teaching-learning process for basic education. As computing is linked to various areas of knowledge, teachers in this area can be important in the interdisciplinary approach with the various components of a curriculum that is up to date and connected to the social reality of the present time.

We emphasize that the general objective of the Computer Science Degree Course under analysis is to train professionals to work as teachers in basic education, in general, which encompasses secondary education, youth and adult education; professional education in its levels and modalities; non-formal education; various teaching support activities; and, in solving problems relevant to educational and management processes (IFTO/CTO/PPC, 2018).

The Pedagogical Project for the Degree Course in Computing at the IFTO Colinas do Tocantins Campus (IFTO/CTO/PPC, 2018) proposes a course that enables teachers in training to mobilize computer tools in their work routines in order to advance educational levels and, consequently, the level of employability of people in the region. Its focus is on training active people who are sensitive to local development issues and capable of influencing and innovating demands of an economic, technological, socio-environmental, socio-cultural and educational nature. The document provides for an intake of 45 students per semester and a duration of 8 semesters. It was first offered in 2016/1. However, according to table 6, the situation regarding enrolment, permanence and completion of the course is far below what was proposed, causing concern for the IFTO management team, given that this is the first institution to offer the course free of charge, as an undergraduate course, in the city of Colinas do Tocantins/TO.

Analysis of the information allows us to conclude that the Computer Science degree course faces significant challenges in terms of student retention and completion. Dropout can be caused by a variety of factors, such as difficulty with the course content, lack of academic and/or financial support, students' personal and/or family problems,

among others. The data shows that the institution apparently needs to review its student support strategies and identify areas and aspects of the training process that require urgent and necessary improvements in order to increase the course completion rate and enable the implementation of the PPC, covering and making effective the proposed curriculum and the teaching-learning process.

4) General considerations of the study

The study made it possible to synthesize the points made about teacher training from the perspective of the philosophy of praxis through the tension between the ethical-political and economic-corporate dimensions and to analyse these perspectives within the training-educational context of the UFT. It also made explicit the influence of neoliberal values on education and teacher training, which is always instrumentalized by a unilateral technicist perspective, whose priority is the quantitative dimension over the qualitative one.

The documents analyzed on training at the UFT do not provide significant elements that allow us to affirm its total immersion in the unilateral technicist training logic, which requires further study. However, analysis of the Institutional Development Plan (PDI) makes it possible to deduce that UFT's training logic does not differ much from what was discussed in section 2, given that the "... pursuit of excellence in higher education is the main goal of the Dean of Undergraduate Studies" (Carvalho, Carvalho & Macêdo, 2023). This goal is compatible with the institution's educational vision, which seeks "... to be nationally recognized by 2022 for excellence in teaching, research and extension" (p. 16). Although it is a general vision, the concern to make training "excellence" explicit is in line with the training foundations explained in this text.

With regard to students graduating in the ideal timeframe from UFT degree courses, the data revealed that the majority of students do not graduate in the ideal timeframe or in the maximum time allowed, as many drop out of their courses before they are completed. A similar situation occurs in the Computer Degree course at the IFTO/Colinas do Tocantins Campus, where the average dropout rate between 2016 and 2021 is 60% and the number of graduations is too low. These findings indicate the urgent need to develop institutional policies aimed at: restructuring teacher training and reformulating course pedagogical projects; guaranteeing material conditions for student access and permanence; improving the conditions under which teachers carry out their pedagogical work; and valuing teaching work in the teaching, research, extension and management process. These are essential minimum conditions to ensure, in addition to

access, the right to quality permanence for students seeking a professional career as a working teacher within the scope of the UFT and IFTO Degree Courses, thus guaranteeing the realization of an up-to-date curriculum and an effective and relevant teaching-learning process.

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RESUMO:

A temática que problematizamos e refletimos no presente artigo circunscreve-se ao debate sobre a formação do professor trabalhador na tensão entre o pensado e o realizado nos cursos de Licenciaturas da UFT e IFTO. Objetivamos explicitar a contradição entre a formulação e a realização formativa em relação à formação do professor trabalhador, tendo como ilustração os Cursos de Licenciaturas em Filosofia da UFT e Computação do IFTO. O estudo, por meio da pesquisa bibliográfica e documental, buscou apreender a tensão formativa entre as dimensões técnico-instrumental e ético-política dos cursos em estudo e, na perspectiva crítico-dialética, apreender a materialidade empírica relativa à política de formação de professores nas duas instituições estudadas. Resultou do esforço teórico-prático empreendido a explicitação da contradição entre a formulação e efetivação formativa dos professores trabalhadores no âmbito da UFT e do IFTO, desvelando um alto índice de evasão e demorado tempo para os alunos persistentes concluírem o curso. Tal

realidade é condicionada por elementos externos e internos que requer, para superar os obstáculos internos e mitigação dos externos, a adoção de política institucional adequada à realidade apresentada.

PALAVRAS-CHAVE: Política de formação de professores da UFT e IFTO; Cursos de Licenciaturas; Acesso e permanência; Obstáculos formativos; Repercussões ao currículo e ao ensino aprendizagem.

RESUMEN:

El tema que problematizamos y reflexionamos en este artículo se circunscribe al debate sobre la formación del docente trabajador en la tensión entre lo que se piensa y lo que se realiza en las Licenciaturas de la UFT y del IFTO. Nuestro objetivo es explicar la contradicción entre la formulación y la realización de la formación en relación con la formación de profesores en ejercicio, utilizando como ilustración las carreras de Filosofía de la UFT e Informática del IFTO. El estudio, a través de investigación bibliográfica y documental, buscó comprender la tensión formativa entre las dimensiones técnico-instrumental y ético-política de las carreras estudiadas y, desde una perspectiva crítico-dialéctica, comprender la materialidad empírica de la política de formación docente en las dos instituciones estudiadas. Como resultado del esfuerzo teórico y práctico realizado, se puso en evidencia la contradicción entre la formulación y la implementación de la formación docente en la UFT y en el IFTO, revelando una alta tasa de deserción y un largo tiempo para que los alumnos persistentes concluyan el curso. Esta realidad está condicionada por elementos externos e internos que requieren, para superar los obstáculos internos y mitigar los externos, la adopción de una política institucional adecuada a la realidad presentada.

PALABRAS CLAVE: Política de formación docente de la UFT y del IFTO; Carreras de grado; Acceso y retención; Obstáculos a la formación; Repercusiones en el currículo y en la enseñanza y aprendizaje.