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Changes and Continuities of The Legal Frameworks of the Pedagogy Course in Brazil

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ABSTRACT

The objective of this research is to analyze the four legal frameworks of the Pedagogy course in Brazil, regarding changes and continuities about curricula for teacher education. It is presented as a central research question: what elements of continuity and change are expressed in the four legal frameworks of the Pedagogy course in Brazil? It is a research of qualitative approach, with development of documentary analysis of the legislation of the Pedagogy course, through the technique of content analysis, to obtain/elaborate the proposed analyzes. The results showed that the four legal frameworks that constituted the curricula of Pedagogy courses throughout its historical constitution are: 1) Decree-Law No.1190/1939; 2) Opinion No. 251/62; 3) Opinion No. 252/69 and Resolution CFE No. 2/69; 4) Opinion CNE/CP No. 5/2005 and Resolution CNE/CP No. 1/2006. It was found that the four legal frameworks present elements of change and continuity that directly influenced the historical constitution of teacher training curricula in the country.

KEYWORDS

Curriculum. Course of pedagogy. Teacher training.

Mudanças e Continuidades dos Marcos Legais do Curso de Pedagogia no Brasil

RESUMO

Objetiva-se, no presente artigo, analisar os quatro marcos legais do Curso de Pedagogia no Brasil, no que se refere às mudanças e continuidades acerca dos currículos para a formação de professores. Apresenta-se como questão central de pesquisa: que elementos de continuidade e de mudança estão expressos nos quatro marcos legais do Curso de Pedagogia no Brasil? É uma pesquisa de abordagem qualitativa, com desenvolvimento de análise documental da legislação do Curso de Pedagogia, por meio da técnica de análise de conteúdo, para a obtenção/elaboração das análises propostas. Os resultados mostraram que os quatro marcos legais que constituíram os currículos dos cursos de Pedagogia ao longo de sua constituição histórica são: 1) Decreto-Lei nº 1190/1939; 2) Parecer nº 251/62; 3) Parecer nº 252/69 e Resolução CFE nº 2/69; 4) Parecer CNE/CP nº 5/2005; e Resolução CNE/CP nº 1/2006. Constatou-se que os quatro marcos legais apresentam elementos de mudança e continuidade que influenciaram diretamente a constituição histórica dos currículos de formação de professores no país.

PALAVRAS-CHAVE

Currículo. Curso de pedagogia. Formação de professores.

Cambios y Continuidades de los Marcos Legales del Curso de Pedagogía en Brasil

RESUMEN

Se pretende, en la presente investigación, analizar los cuatro marcos legales del curso de Pedagogía en Brasil, en lo que se refiere a los cambios y continuidades acerca de los currículos para la formación de profesores. Se presenta como cuestión central de investigación: ¿qué elementos de continuidad y de cambio están expresados en los cuatro marcos legales del curso de Pedagogía en Brasil? Es una investigación de abordaje cualitativo, con desarrollo de análisis documental de la legislación del curso de Pedagogía, por medio de la técnica de análisis de contenido, para la obtención / elaboración de los análisis propuestos. Los resultados mostraron que los cuatro marcos legales que constituyeron los currículos de los cursos de Pedagogía a lo largo de su constitución histórica, son: 1) Decreto-ley nº 1190/1939; 2) Dictamen nº 251/62; 3) Dictamen nº 252/69 y la Resolución CFE nº 2/69; 4) Dictamen CNE / CP nº 5/2005 y Resolución CNE / CP nº 1/2006. Se constató que los cuatro marcos legales presentan elementos de cambio y continuidad que influenciaron directamente la constitución histórica de los currículos de formación de profesores en el país.

PALABRAS CLAVE

Currículo. Curso de pedagogía. Formación de profesores.

Introduction

The debate on the curriculum of the Pedagogy Course (CPe) and the initial formation of the Basic Education professionals is, to a certain extent, old, for the seven decades of the CPe constitution, but also current, due to the discussions about the reformulation of its curriculum provided by Resolution No. 1 of May 15, 2006, promulgated by the Plenary Council (CP) of the National Education Council (CNE), which established National Curricular Guidelines for the Undergraduate Degree in Pedagogy.

The social relevance of the present research is justified by its contributions to the history of Brazilian education, through the analysis of the conceptions of initial teacher training and the constitution of its curricula, which are expressed in the four legal frameworks of the CPe. In short, it is understood in this article that the training of teachers in the Pedagogy Courses, the study of their curriculum and the pedagogical proposals of formation are pertinent to the Brazilian educational field, being of great importance the recording of the memory of these themes for the theoretical understanding of the CPe.

In this sense, throughout the history of education in Brazil, challenging aspects for the initial teacher training courses were presented: the relation between the points of professionalization and qualification of the education professionals; the overcoming of the problems of the dichotomy between theory and practice, the separation of teaching and research, the differential treatment of undergraduate and graduate students, lack of integration between subject-specific disciplines and pedagogical disciplines; and the gap between academic training and the practical issues encountered by teachers in the context of educational institutions.

In the present text, the objective was to analyze the four legal frameworks of the Pedagogy Course: 1) Decree-Law No. 1.190, April 4, 1939; 2) Opinion No. 251, of April 11, 1962, of the Federal Council of Education (CFE); 3) CFE Opinion No. 252 of April 11, 1969 and CFE Resolution No. 2 of May 12, 1969; 4) CNE/CP Opinion No. 5, dated December 13, 2005, and CNE/CP Resolution No. 1, of May 15, 2006, documentary sources of the study that will be discussed and analyzed.

As a consequence, the central focus of the analyzes is to investigate the aspects that influenced the historical constitution of the curricula of the Pedagogy courses in Brazil along its four legal frameworks and, consequently, the formation of the licensed in Pedagogy, mainly after the promulgation of the current National Curricular Guidelines for Pedagogy - DCNCLPe (2006), which began to focus on teacher training.

In view of the set of questions about the debate in Brazil about teacher education in the Pedagogy Course, in particular after the DCNCLPe (2006) and the National Curriculum

Guidelines for Teacher Training - DCNFP (2015), it is structured the question research center: what elements of continuity and change are expressed in the four legal frameworks of the Pedagogy Course in Brazil?

In this direction, we organize the text in three sections, namely: i) the historical constitution of the Course of Pedagogy in Brazil; ii) the methodological course of the research; iii) elements of changes and continuities in the four curricula of the Pedagogy Course in Brazil. In this way, we present below the analyzes consubstantiated in the documentary sources selected for the study.

The Historical Constitution of the Four Legal Frames of the Pedagogy Course in Brazil

There are important works about the history of the Pedagogy Course in Brazil, such as Bissolli da Silva (2003), Brzezinski (2010), Saviani (2007, 2012) and Scheibe (2003, 2007) to understand the historical context in which the constitution of each of the four legal frameworks of the CPE and their respective contributions to the formation of teachers in the country was defined.

According to Bissolli da Silva (2003), the legal frameworks of the Pedagogy Course were strongly marked by discussions in the field of education, which contributed to the reflection and discussion about the directions of initial teacher training in Brazil. In these processes of discussion given throughout the historical constitution of the CPE, according to the last legal framework, the DCNCLPe (2006), it was concluded that the teaching dimension should be the basis of the training of all teachers or should be considered as a principle in all undergraduate courses, especially in Pedagogy.

Considering that we are interested in researching and analyzing the models of teacher education for the Early Years of Elementary School and Early Childhood Education, we can affirm that throughout the 20th century, more specifically until the 1960s, the Normal Schools expressed the predominance of the pedagogical-didactic model, integrating form and content in their teaching development. The constitution of the CPE curriculum was influenced by historical disputes and changes in the legislation of the educational field. Since its creation in 1939, and even after the approval of the National Curricular Guidelines for the Undergraduate Course in Pedagogy (DCNCPe), there are constant discussions regarding the identity of CPE formation. On the basis of the above, we agree with Nóvoa's opinion (1995, p. 14) that "the historical process of teacher professionalization (past) can serve as a basis for understanding the current problems of the (present) teaching profession."

In this sense, we are interested in revisiting the historical constitution of the CPE curricula in Brazil, in order to understand, at this moment, not only what concerns the conceptual discussion but also what concerns the historical complexity of the course, the constitution of its curricular designs and to its role in the forwarding of educational issues related to the training of teachers to work in the scope of Basic Education. In this perspective, for Cunha (2013, p.1), "all the phases that mark the tendencies of the studies regarding the formation of teachers produced concepts and presented themselves as products and producers of the formative actions, influencing and being influenced by the policies, legislations and cultures. "

With respect to the historical debates and conflicts arising from the process of constitution of the CPe identity, Thiesen (2012) emphasizes that there was an expansion of democratic spaces during the 1990s. With the new Brazilian legal scope, the educational debate intensified, culminating in the promulgation of the Law of Guidelines and Bases (LDB) and National Curricular Parameters (NCP). It was in this decade that Pedagogy began to have its own space for debate at the national level, notably by the contributions of the National Association for the Training of Education Professionals (Anfope), which for years had been collaborating with the discussions in the field of teacher training, which directed the efforts of his work to the discussion on the identity of Pedagogy in the epistemological and curricular plans, as well as on the place of teaching in the formation of the educator. The author points out:

Thus, the construction of the curricular trajectory of Pedagogy courses in Brazil occurs in the midst of a set of ambivalences, tensions and contradictions that cross different processes. With regard to the more internal relations that engender the curricular processes of Pedagogy, there is also a series of conflicts, among which are the dissent about the theoretical and political positions on the place of teaching; the historic dispute between the training of the bachelor's pedagogue and that of the graduate; the fierce struggles of knowledge areas for space in the matrices; the difficulties of integration between the theoretical foundations, the research and the stages; the (in)definitions of time/training load, and the endless debate about training approaches, from the historical concept of "qualifications" (THIESEN, 2012, p.173).

It is added that the historical debates remain recent in the field of discussions on the constitution of the CPe identity in Brazil, in terms of knowing what knowledge will be contemplated in its curricular design. On the one hand, authors like Pimenta, Libâneo and Saviani defend Pedagogy as the science of education and that the identity of the CPe is justified in the formation of the pedagogue, while other authors, like Scheibe, defend that teaching is the focus of the formation of teachers and pedagogues, which is guaranteed by the current DCNCPLe (2006).

In this sense, for Vieira (2008), in the process that led to the approval of the DCNCLPe (CNE, 2006), in relation to the conception of teacher training that should have been expressed in the CPE, there were numerous positions in dispute about the perspective of Pedagogy, training of the pedagogue and the identity of the Degree in Pedagogy (CLPe). Among them, three positions stood out, according to the author: the first was the position of the National Education Council (CNE); the second was defended by entities such as Anfope, the National Association of Postgraduate and Research in Education (ANPEd) and the National Forum of Directors of Colleges, Institutes, Education Centers or Equivalents of Brazilian Public Universities (Forumdir); and the third was expressed in the Manifesto of Brazilian Educators (2005).

Of the two external forces to the State, Anfope managed to secure some of its positions, particularly the defense of the teaching base as a requirement to be fulfilled in the education of the pedagogue. Among the authors who defend this perspective, stand out Leda Scheibe, Helena de Freitas and Iria Brzezinski. On the opposite side, defending Pedagogy as science and the formation of the pedagogue in the baccalaureate, are the signatories of the Manifesto, namely Selma Garrido Pimenta and José Carlos Libâneo.

Thus, in view of the debate that took place during the construction of the DCNCLPe, from 1999 to 2006, "educators and entities monitored the movement of legislation, mobilizing themselves and putting pressure so that the proposals of civil society, representative of the area of education, would be considered "(DURLI, 2007, p.177).

During the ten years in which the DCNCLPe were discussed, registered in 2006, three different proposals were in dispute. In the first proposal of the Ministry of Education (MEC) and the CNE, there was the proposition to transform the CPe into teacher training for the Initial Years of Elementary Education, for Early Childhood Education and for the pedagogical disciplines of the Normal Highschool education for teacher training.

In the second proposal, on the initiative of the entities of the educational field, such as Anfope, Forumdir, ANPEd and the directory of students of the Pedagogy Course of São Paulo, the CLP formation was anchored in a conception that had teaching as a base, seeking to develop the perspective of emancipatory rationality. Therefore, he defended teaching as a basis for the formation of the pedagogue, without there being a need for separation between the licensee and the bachelor, since the CPe would form both the teacher and other professionals in education.

The third proposition, the Brazilian Teachers' Manifesto, questioned the thesis of teaching as the basis for the CPE, as well as the content of the project sent by the CNE, defending Pedagogy as the Science of Education and the education of the pedagogue of education in the baccalaureate. In addition, it proposed again the dichotomy between the training of teachers and pedagogues, that is, the initial training of teachers to work in Early Childhood Education and Early Years of Elementary Education would be provided by the Degree in Pedagogy, while that the formation of the pedagogue, as scientist and researcher in education, would be given by the baccalaureate course in Pedagogy.

For Durlí (2007), there were many proposals for the construction and approval of the DCNCLPe (2006), however two projects for the CPe were represented with greater prominence within the scope of the State apparatus: the CNE proposal and the Anfope proposal and supporters. According to the author, "the content expressed in Resolution n. 1, dated May 15, 2006, resulted from the consensus reached in the tension of the two proposals "(DURLI, 2007, p.189).

In the DCNCLPe (CNE, 2006), the educational practice was considered as the object of the course, with CPE being attributed both the pedagogical training of teachers and specialists and technicians for the various educational tasks, but the specialist was constituted as of the teacher. According to art. 2, the purpose of the CLPe is

[...] initial training for teaching in Early Childhood Education and initial years of Elementary School, in courses and Secondary Education, in the Normal modality, and in Professional Education courses in the area of services and school support, as well as in other areas where pedagogical knowledge is provided (CNE, 2006).

In art. 4, the functions of the course are defined:

The degree course in Pedagogy is intended for the training of teachers to perform teaching functions in Early Childhood Education and in the initial years of Elementary School, in the High School courses, in the Normal modality, Professional Education in the area of services and school support and in other areas where pedagogical knowledge is provided.

Single Paragraph: The teaching activities also comprise participation in the organization and management of educational systems and institutions, including: Planning, execution, coordination, follow-up and evaluation of tasks of the Education sector;

II - planning, execution, coordination, monitoring and evaluation of projects and non-school educational experiences;

III.- The production and diffusion of the scientific-technological knowledge of the educational field, in school and non-school contexts (CNE, 2006).

In these terms, in the pedagogical field of action, the exercise as teacher in the classes of Early Childhood and Early Years of Elementary School and in the pedagogical disciplines of the Normal Course, began to be contemplated. In Professional Education, its activity contemplates the activities of pedagogical coordination, that is, the educational orientation and supervision. Educational and educational management activities in formal and nonformal education contexts, are also part of the pedagogical training formed in the curriculum instituted by the current DCNCLPe (2006). As we have seen, the CLP began to have the function of training for teaching, management and research (SCHEIBE; DURLI, 2011).

In this sense, we highlight the recent research by Pimenta, Fusari, Pedroso and Pinto (2017), which analyzed 144 Pedagogy Courses in the state of São Paulo, whose curricula were reformulated by the current DCNCLPe (CNE, 2006) in the period of 2012 to 2013, initially in the light of three categories: administrative nature, academic organization and time of completion, after which nine more were defined, as well as their respective subcategories, for the specific analysis of the curricular matrices of the CPEs. Consequently, the authors affirm the focus on the multipurpose teacher education for Early Childhood and Early Years of Basic Education offered in these courses, based on research data from public and private institutions in the state of São Paulo.

Another study worthy of note was carried out by Evangelista and Triches (2012), in an article titled Course of Pedagogy, multilateral organizations and the super professor, in which the relationship between the DCNCLPe, approved in 2006, and the guidelines coming from Multilateral Organizations (OM). The authors analyzed the documentation related to teacher training from OMs and the literature on teacher reconversion, comparing the data obtained with those collected in the said Guidelines. By means of a qualitative analysis, Evangelista and Triches concluded that the teacher assumes a privileged place as protagonist of the reform initiated in Latin America and the Caribbean after the 1990s. Implicitly, this subject configures himself as a super professor, multifunctional, versatile, flexible, protagonist and tolerant, questions that are of concern for the initial formation of Basic Education teachers.

The researches of Evangelista & Triches (2012) and Pimenta et al. (2017) affirmed that the challenges of transcending the theory-practice binomial and of defining the identity of the CPE formation are still in full force.

Likewise, the education policies of education professionals emanating from political agents directly influence the elaboration of the curricula and the guidelines of the initial teacher training courses, often created to respond to the demands of the current model of capitalist society. In this sense, for Maués (2011), in view of the interests of the neoliberal model, education plays a key role for economic growth, so there is a need to train good teachers. Government therefore has the duty to develop policies that make education an attractive professional choice; provide future teachers with the knowledge and skills necessary for teacher training; define selection criteria and career progression; assign quality teachers to schools; as well as elaborate and put into practice political actions related to this professional category.

The professional formation of the pedagogue continues a challenging process for the professionals who work in the initial formation of these teachers, managers and pedagogical coordinators. In this perspective, the CPe is a degree course challenged by the political responsibility to train the pedagogue and the teacher, understanding in this relation the work of pedagogical management. The debate on Pedagogy, the pedagogue and the Pedagogy Course remains a topic of relevance in the current Brazilian educational context (CRUZ, AROSA, 2014), due to the debate and tensions related to the historical constitution of the CPe identity and, consequently, of the development of its four curricula, the first from the 1939 legislation, the second in 1962, the third in 1969 and the fourth from the DCNCLPe (2006).

For Moreira (2009), although the concern of most researchers in the field of curriculum is the question of the organization and choice of the curricular components and their respective schedules, elements that constitute the curricular matrices of teacher training courses, analyzes also advance concerning the conception of teacher training and curriculum perspectives, which are important not only for the construction of these pedagogical and curricular proposals but also, consequently, for the Pedagogical Projects of Courses (PPC) that form the graduates in Pedagogy.

According to Scheibe's notes (2003, p. 180), "the Degree Course is the place of formation of the educator, as a space of articulation between teacher training and school management, production and dissemination of pedagogical knowledge."

Therefore, it is intended to understand the changes and continuities in each legal framework, through the theoretical contribution elucidated, analyzing the four legal milestones of the Course of Pedagogy in Brazil.

Methodological Contribution

In order to achieve the objectives of the research, the research had a qualitative methodological approach. Bogdan and Biklen (1994) recall that even today the qualitative term generates a variety of research strategies that share common characteristics. According to the authors, qualitative research emerged from a field initially dominated by measurement practices, the development of variable hypothesis tests, etc., which "broadened to include a research methodology that emphasizes description, induction, grounded theory and the study of personal perceptions" (BOGDAN; BIKLEN, 1994, p.11).

From the documentary source and the educational legislation of each historical period, it was sought to make explicit the conceptions of curriculum, teacher training and Pedagogy that founded the constitution and implementation of each of the four curricular designs of the CLPe, namely: first, elaborated on the occasion of the creation of the CPe, in 1939; the second, from the Opinion No. 251/62, of the Federal Council of Education (CFE), authored by the adviser Valnir Chagas; the third, originated with the edition of Opinion CFE nº 252/69; and the fourth, from the entry into force of the LDB (BRAZIL, 1996) and the 2006 DCNCLPe (CNE, 2006).

The analysis of the legislation and regulations of this course was based on the research of the area's intellectuals, mainly in: Bissolli da Silva (2003), Brzezinski (2010), Cruz and Arosa (2014), Durlí (2007), Libâneo (2008), Pimenta et al. (2017), Saviani (2007, 2012), Scheibe (2003, 2007) and others. At the same time, the production of the main entities of the area, such as Anfope, ANPED and Forumdir, was also contemplated.

With regard to the techniques and instruments of analysis of the documents of the documentary corpus chosen, the present research used the technique of content analysis to understand the data collected. As a research technique, "it is a methodology for the treatment and analysis of information contained in a document, or a set of documents, in the form of speeches pronounced in different languages: written, oral, images, gestures" (SEVERINO, 2007), p. 121). He clarifies the author in the same passage: "it is a matter of critically understanding the manifest or hidden meaning of communications" (SEVERINO, 2007, p. 121). It is a methodology that involves, therefore, the analysis of the content of the messages and the statements of the discourses in search of their meanings.

For Bardin (2009), content analysis is a set of communication analysis techniques. It is not an instrument, but a range of equipment or, more rigorously, a single instrument, but marked by a great disparity of forms and adaptable to a very wide field of application: communications, being a very empirical, depending on the type of 'speech' and the type of interpretation that is aimed at.

In this way, we understand that content analysis is an applied research technique to describe and interpret the content of the official texts (documents) or those produced by the subjects. This analysis was conducted by qualitative descriptions of the analysis of the collected data, to obtain the necessary interpretations of the messages and to reach an understanding of their meanings at a level that goes beyond the common reading.

There are many ways to categorize potential search goals using content analysis. In this sense, during the analyzes proposed in the present research, the five steps determined by Bardin (2009) were used in order to conduct the content analysis process: 1) preparation of the information; 2) unitization or transformation of content into units; 3) categorization or classification of units into categories; 4) description; and 5) interpretation.

The choice of the documents followed the criteria adopted to achieve the objectives of the research, together with a vast bibliographical research, based on authors of the field of Pedagogy and teacher training. In this sense, for the analysis of the dimensions of the

theoretical macro categories and of the empirical micro categories, the content analysis proposed by Franco (2008) was used as the procedure: 1st) who speaks? (study of the issuer); 2nd) what is said? (study of content itself); 3rd) for whom is it addressed? (study of the recipient); 4th) by which channel? (analysis of the means employed); and 5th) with what effects? (effects analysis).

With regard to the definition of categories, the following elements were selected as criteria for analyzing the content of theoretical and empirical macro categories: i) characteristics or 'architecture' of the text: how the message is structured, the causes and antecedents of the message and the effects of communication; ii) the significant presence of these words in the texts of the authors of reference and in the texts of other authors who base their research on the conception of teacher training and curriculum design; and iii) the presence of the selected words in the legislation and in the official documents of the institutions chosen for research.

For the analysis of the educational and curricular legislation related to the four legal frameworks of the CPe in Brazil (1939-2006), the analysis categories of the studies Triches (2006) were used:

- a) The administrative structure of the Pedagogy Course: i) the total workload in the curricular matrix and in the course payment; ii) organization of the academic period of course formation (annual, semester); iii) modality of face-to-face enrollment: annual or semester; iv) period of the offer (morning, evening, night or full - morning and evening); and (v) time and space for the development of the training curriculum (two and a half years, three years, three and a half years, four years, four to five years);
- b) Formation and organization of the curriculum structure: i) organization of the curricular design (modules, axes, curricular matrix, components grouped by area of knowledge, among others); ii) knowledge covered (subjects, contents, curricular components, presence of tripod teaching-management-research and internships); iii) fields of professional activity for the egress: teacher of Early Childhood Education, teacher of the Initial Years of Elementary Education, activities of Education Technician, management, Special Education, qualifications and teaching; iv) course qualification: baccalaureate, baccalaureate or both, after attending pedagogical disciplines such as Didactics, Methodology, internship in training modalities etc.;
- c) Matters or training subjects: i) fundamentals of education; ii) practical and methodological disciplines; iii) research; (vi) stages and their modalities; v) other subjects included in the training.

These categories were selected a priori and also from the preliminary readings of the documentary and bibliographic study, because we are interested in identifying and analyzing the Brazilian educational legislation and the course, from its creation in 1939 until the edition of the DCNCLPe (CNE, 2006), as well as in the four curricula, according

to the legal framework of the course (1939, 1962, 1969 and 2006), the conceptions of curriculum, teacher training and Pedagogy that informed each historical period of the CPe.

Analysis of Changes and Continuities About the Four Curricula of the Pedagogy Course in Brazil

In this section, we present the analyzes about the changes and continuities in the historical constitution of the curriculum of the Pedagogy Course in Brazil. For this, it analyzes and discusses its four legal frameworks, from the educational and curricular documents and their historical tensions, that is, the disputes that have occurred and still occur in the constitution of their identity.

The analyzes of the four legal frameworks of the CPE are also based on the elements constructed by Limonta (2009), which concern: i) the constitution of its curriculum (definition of subjects and/or disciplines); ii) course titling: bachelor's training (education technician) and/or teacher-license training; iii) the identity of the course: focus on teacher training or teaching; iv) the dispute between the CNE, the area intellectuals and the teachers regarding the conception of course formation; iv) the dilemma between the traditional perspective of formation (focus on the teacher) and the renewing perspective (focus on the student), as well as the search for a perspective that currently gives the necessary training to the teacher; v) the training dilemma: to prioritize more the theoretical foundations of education or the practical components, and the search for the theoretical-practical interaction in the pedagogical and curricular proposals; vi) the view of teachers and the view of students regarding what should predominate in the curriculum of the CPe in relation to the specific components of the training and the practical components; vii) the duration of the course; viii) the minimum course load stipulated for the course; ix) Pedagogy as educational theory and practice or as Science of Education; x) to the conception that bases the formation of the student of the CPe.

In this sense, it should be noted that the order of the elements and tensioning explained above does not represent any type of hierarchy relative to the greater or less importance of some in relation to the others, since all are fundamental for the analysis of the curricula of the CPe. However, there is a certain consensus among intellectuals and entities in the area about the point that most causes the correlation of forces in the field of Pedagogy to focus on the issue of the teacher training dispute as a generalist, with a focus on teaching, or the pedagogue while education specialist (BISSOLLI DA SILVA, 2003).

The constitution of the four phases from each legal framework of the Pedagogy Course in Brazil culminated in its four curricula, as shown in Table 1, below:

Table 1. Legal Frameworks of the Pedagogy Course in Brazil

Curriculum of the Pedagogy Course	Legal Framework of the Course
First curriculum	Decree-Law No. 1190, April 4, 1939. Organization of the National Faculty of Philosophy. Creation of the Pedagogy Course.
Second curriculum	Opinion No. 251/62, of the Federal Council of Education (CFE);
Third curriculum	Opinion No. 252/69, of the Federal Council of Education (CFE); CFE Resolution No. 2/69, which establishes the minimum content to be observed in the organization of the Pedagogy Course.
Fourth curriculum	CNE/CP Opinion No. 5, of December 13, 2005. Curricular Guidelines for Pedagogy; Resolution CNE/CP No. 1, of May 15, 2006, which establishes National Curricular Guidelines for the Undergraduate Course in Pedagogy (Graduation).

Source: Prepared by the authors (2018).

The analysis here, therefore, involved a theoretical and empirical study of the historical constitution of the Pedagogy curriculum from its four legal frameworks.

First Curriculum of the Pedagogy Course in Brazil: Decree-Law No. 1190, April 4, 1939

The Course of Pedagogy was organized for the development of the disciplines of specific knowledge in the formation of baccalaureate, forming the bachelor or technician in education, whose function in the labor market still today is not precisely defined. "The CPe's lack of identity was reflected in the professional practice of the pedagogue" (BRZEZINSKI, 2010, p.44).

This process revealed a proposal of teacher training based on a vocational and technical-scientific model, molded through a rigid curriculum and elaborated with traditional principles, that is, composed of disciplines prescribed by the official curriculum, in a serial curricular organization, where the teacher was the mere transmitter of knowledge, and the students had the obligation to be excellent receivers and reproducers of that knowledge.

In the constitution of this first curriculum, we highlight some tensioning points, namely:

- a) the prescription of a minimum curriculum, with the previous definition of disciplines to be taken from the 1st to 3rd year of the Bachelor of Education and the need to take, in the 4th year, the two subjects of the Didactics course to obtain the diploma of degree in Pedagogy, that is, the dichotomy between theory and practice;

- b) the separation between the foundations of education and Didactics, that is, the dichotomy between specific knowledge (content) and didactic-pedagogical (method);
- c) the impossibility of attending General Didactics subjects, especially in the formation of the baccalaureate in Pedagogy, reflecting a pragmatic vision about the formation of this professional, who would act as intellectual of education;
- d) the performance of licensed professionals in Pedagogy after attending the first two subjects of the Didactics course, since the training did not guarantee the exclusivity of teaching, in the Normal Course, the subjects of Philosophy, History and Mathematics; only between 1966 and 1968, after the entry into force of Administrative Rule No. 341 of December 1, 1965;
- e) the graduates in Pedagogy have guaranteed the right to teach Psychology or Social Studies;
- f) two other points of tension: on the one hand, due to the expectation of the performance of technical functions to be performed by the bachelor and, on the other hand, the exclusively generalist nature of the disciplines previously established in his training (BISSOLLI DA SILVA, 2003);
- g) another focus of tension was the relative separation between the baccalaureate and the graduate, reflecting a clear dichotomous conception, which guided the treatment of two components of the pedagogical process: content and method (BISSOLLI DA SILVA, 2003);
- h) there was not an exclusive professional field for the licensee in Pedagogy, since the graduates in any of the other areas could act in this course, but, as a consolation prize, the licentiate in Pedagogy could teach Philosophy, History and Mathematics, be disciplines included in the CPE curriculum (BISSOLLI DA SILVA, 2003);
- (i) during this period, in the authoritarian state, teacher training for primary education disappeared at universities, according to the purpose of the projects carried out by Fernando de Azevedo at the University of São Paulo (USP) and Anísio Teixeira at the University Center of the District (UDF) during the 1930s (DURLI, 2007).

Another point unusual in the performance of this professional trained in Pedagogy, according to Saviani (2012), was the right of the graduates to teach Philosophy, History and Mathematics in the secondary level courses. This is because, during this period, the "subjects taught in the courses of the Philosophy, Sciences and Letters sections were included in the curriculum of secondary schools, being assured that the training of teachers of these disciplines would be given in the courses of the Faculties of Philosophy, Sciences and Letters" (SAVIANI, 2012, p.37).

We next analyze CFE Opinion No. 251/1962, authored by the CNE councilor Valnir Chagas, who implemented several changes in the curriculum of the CPe, to the point of waving to the possibility of its extinction, also serving to foment the constitution of his second resume.

Second curriculum of the Course of Pedagogy: from the Opinion CFE nº 251/1962

Under the terms of the first LDB, Law No. 4.024, of December 20, 1961, as of 1962, the CPE was regulated by CFE Resolution No. 62, which incorporated Opinion No. 251/1962. With Valnir Chagas as its rapporteur, this document established the minimum curriculum for Pedagogy and regulated the pedagogical subjects for the degree, maintaining the proposals of the bachelor and the licensee, seeking to modify the structure of the threeyear baccalaureate system and one more year of Didactics to obtain a degree in Pedagogy.

As for the duration of the course, the period of four years was defined, as it was in the previous one, introducing the possibility of the student attending simultaneously the subjects of the baccalaureate and of the licentiate, being withdrawn the obligation to follow the scheme '3+1', i.e. to expect the fourth year.

With this restructuring proposed in 1962, the second change occurred in the CPE curriculum, leaving the scheme known as '3+1'. According to Bissoli da Silva (2003), for the baccalaureate the minimum curriculum was fixed in seven subjects, among which five were compulsory and two optional, with minor changes in relation to the first model, instituted in 1939, having a generalist character.

According to Bissoli da Silva (2003), lawmakers would have regulated the CPe starting from where they should have ended. Thus, they "set the minimum curriculum for the formation of a professional to whom they refer vaguely and without considering the existence or not of a field of work that demanded it" (SAVIANI, 2012, p. 339).

With regard to the analyzes of the second curriculum of the CPe, the following elements of change stand out in comparison to the first curriculum:

- a) the CPe student did not have to complete the three years of the baccalaureate to start the CLPe, since the '3+1' model became outdated, that is, it was accepted that bachelor's degree and master's degree were concurrently;
- b) full curricula continued to have a set of previously defined disciplines, but now Higher Education Institutions (HEIs) could organize these disciplines over the four years of the CPe according to their choices;
- c) eleven optional subjects were established, which meant that for the first time the HEI and the students had opportunities to choose, that is, to compose their training curriculum.

One element worthy of note is the presence, until then unpublished, of a discipline that sought to develop the subject of research with students, that is, for the first time the CPE curriculum began to count, even in the list of optional subjects, with a component of research among the elements that made up his curriculum. Similarly, the Theory and Practice of the Middle School, which appeared as a curricular component of the practice, even if initially timid, served to show the need for practical components in the formation of egress from the CPe, that is, stages in the training modalities. A question regarding this

second curricular design began to be a matter of concern, due to the list of eleven optional subjects: the encyclopedic character of the CPE curriculum, reviving the historical discussion about the plurality of formation not to account for forming neither the bachelor nor the licensee according to the actual training needs of the graduate of this course.

Proceeding the analysis, the **elements of continuity** are highlighted:

- a) CPe continued to form both the bachelor and the licentiate;
- b). The identity of CPe was still devoid of definition and, likewise, the performance of the graduates graduated in the baccalaureate and/or degree, often reinforcing Valnir Chagas' proposition regarding the extinction of CPe; In short, little progress was made in the period between 1939 and 1962, and the training of the education technician, obligatory for the exercise of administrative activity in education in places like the MEC by law, continued to be one of the main objectives of the training of the course.

As it was shown, Opinion No. 251/1962 introduced some changes in the CPE curriculum, but the changes did not eliminate the problems of the course regarding the definition of the field of professional activity of the bachelor and the graduate.

In 1968, the professional field of the graduated in Pedagogy began to be delineated, after the elaboration, by the students of São Paulo, of some recommendations in relation to the performance of the graduate in Pedagogy, in terms of educational theory and techniques, with the suggest that existing and regulated positions and functions in the educational sector, such as those of educational counselor, middle school principal, high school inspector and educational technician, should be filled by the graduates in Pedagogy, through regular public evidences.

This process of pedagogical students' struggles led to a second regulation regarding the course, which was CFE Opinion No. 252/1969. The document established a CLPe of general training, aimed at the training of professionals to work in Early Childhood Education and Early Years of Elementary Education, as well as for management, with guidance, supervision and administration, a model that would last for almost thirty years.

Third Curriculum of the Pedagogy Course: from CFE Opinion No. 252/1969

The third CPE curriculum was created with the promulgation of the CFE Opinion No. 252/1969, which established a minimum curriculum of 2,200 hours for graduation and complementation of 1,100 hours for qualifications, whose hours could be developed in variable three to seven years (2,200 hours) and a year and a half to four years (1,100 hours).

With this change, the Opinion modified not only its curricular constitution but also its training focus, since it extinguished the pedagogue training in the baccalaureate, limited

only to the degree. As a result of Law No. 5,540, dated November 28, 1968, the Law on University Reform, the 'qualifications' of guidance, administration, supervision and inspection within schools and school systems were regulated, as well as the formation of teachers for Normal Teaching. However, Bissolli da Silva (2003, p. 26) points out that, "in contrast, in reformulating the curricular structure of the course, [Law No. 5,540 / 1968] creates qualifications for the formation of specific professionals for each set of these activities, fragmenting the formation of the pedagogue".

In Opinion no. 252/1969, counselor Valnir Chagas made a point of situating the subject of the constitution of the course in baccalaureate and graduation, referring to the antecedents of the question, from Decree-Law no. 1,190/1939 to Opinion no. 251/1962. It was considered, in the expression of the proposed legislation, different aspects involved in the education professional's training and developed in the CLPe. In addition, a common part was established in the curriculum of this degree, to cover the disciplines of this base, and another diversified part, consisting of disciplines of various training modalities, aimed at training students in the established qualifications.

In Opinion 252/1969, Valnir Chagas also argued that although the course included several qualifications, it would result in a single formation, with a single diploma, composed of two qualifications of interest of the licensee, since, if all resulted from a single course, it is natural that they require only one diploma, that of the licensee, thus extinguishing the title of the baccalaureate.

According to Saviani (2012), in art. No. 3 of Opinion No 252/1969 lists the qualifications and specifies the subjects required for each of them, as well as the common part. The expected qualifications allowed the pedagogue to work in the 1st and 2nd grade schools and in the Normal School, and their respective specific subjects were constituted as follows:

1. *Educational orientation*: structure and functioning of 1st grade education; structure and functioning of secondary education; principles and methods of educational guidance; vocational orientation; educational measures;
2. *School administration*, for exercise in 1st and 2nd grade schools: structure and operation of 1st grade education; structure and functioning of secondary education; principles and methods of school administration; statistics applied to education;
3. *School supervision*, for exercise in 1st and 2nd grade schools: structure and functioning of 1st grade education; structure and functioning of secondary education; principles and methods of school supervision; curricula and programs;
4. *School inspection* for exercise in 1st and 2nd grade schools: structure and functioning of 1st grade education; structure and functioning of secondary education; principles and methods of school inspection; legislation.
5. *Teaching of the disciplines and practical activities of the Standard Courses*: structure and functioning of 1st level education; 1st grade teaching methodology; practice in elementary school (internship). (CFE, 1969, article 5, emphasis added).

Regarding the third curriculum, the CLP established by Opinion No. 252/1969 provided for the following disciplines in its common core: General Sociology, Sociology of Education, Education Psychology, History of Education, Philosophy of Education and Didactics. It aimed to train teachers for Normal Schools and specialists for guidance, administration, supervision and inspection activities in schools and elementary school systems, qualifications that were limited to two.

They stand out as **the main changes** of the third curriculum:

- a) the issue of the fragmentation of the licentiate's training curriculum, consisting of a **common base** corresponding to the pedagogical training, disassociated with **the diversified part**, whose function was to form the egress in some of the available qualifications, thus creating two distinct blocks in the training of the student and, consequently, the training of different professionals in the same course;
- b) the mixture between two tendencies of formation, a generalist and another technicist; the option of training the specialist in guidance, supervision, administration and school inspection provided training that did not include fundamental elements of teacher education, such as curricular internship in Early Childhood Education and First Years of Childhood Education.

In this sense, the conception of the profession of teacher in its different forms of formation began to constitute a common base of studies; and the CLP, to be composed of two parts: a common one, constituted by basic materials for the formation of any professional of the area, and a diversified, according to specific qualifications. According to Bissolli da Silva (2003, p. 26-27), "Both the qualifications regulated by the document under study and those that can be added by universities and isolated establishments are part of a single course, under the general title of Course of Pedagogy."

CFE Opinion No. 252/1969 and CFE Resolution No. 2/1969 governed the CPE for almost thirty years, establishing a definition of the performance of the teacher in the Normal Schools and of the pedagogue as an educator in the 1st and 2nd grade schools that was in force until the approval of the new LDB, Law No. 9,394 of December 20, 1996.

However, the identity of the course was still much questioned, since the Opinion did not resolve the impasse of the right to primary teaching by the graduates in the Degree in Pedagogy. In order to enjoy this right, it was necessary to study the disciplines of Teaching Methodology of 1st grade and Teaching Practice in the 1st grade School, as well as the Supervised Internship.

From the analyzes of the third curriculum of the CPe, the main elements of change are observed:

- a) from CFE Opinion No. 252/1969 and CFE Resolution No. 2/1969, the curriculum began to be organized in a curricular matrix with a common base, composed of six disciplines, and a diversified part, according to the choice of the qualifications defined by the students;

- b). The formation of the teachers by the baccalaureate course was extinguished, that is, the CPE began to form only by the degree;
- c). a dichotomy was established in the course with the option of five qualifications linked to the education of the pedagogue, plus the possibility of acting in Normal Teaching, Early Childhood Education and Early Years of Primary Education;
- d) a minimum workload was established for the common part of the course and a minimum workload for the two qualifications chosen by the undergraduate student;
- e) CPE has been able to train in less than four years, that is, varying times from three to seven years (2,200 hours) and from one year and a half to four years (1,100 hours);
- f) the curricular internship was established as a training component for the first time, which started to occur in the two qualifications chosen by the students, with a compulsory load, corresponding to 5% of the total duration of the course;
- g). The curriculum of the course could be organized by semesters, and not only by annual series, depending on the option of structure and enrollment determined by the IES offering the course.

Another relevant issue concerns the fact that, for the first time in the composition of the CPE, it was contemplated the discipline of Curricula and Programs, which was part of the habilitation in School Supervision, and, in the same way, in the Enabling School Inspection, discipline of Teaching Legislation. These elements are important and deserve to be highlighted, since they reveal a historical framework of curriculum studies in Brazil, that is, one can perceive at what point in the history of Brazilian education the curriculum has been compared to a 'discipline', to a study plan, to a program, to a curricular matrix of an undergraduate course or to a series of Basic Education.

With regard to the **elements of continuity**, it should be noted that in the definition of the six subjects belonging to the common part of the course, the one that remained since the first drawing was the discipline of Educational Psychology, as well as the didactic discipline, included since the second drawing as a compulsory subject of the CLP. It should be emphasized that Didactics remained a discipline of the core of the common part and of the theoretical formation regarding practices and methodologies.

Schneider (2015) points out that, throughout Brazilian history, it is possible to observe a marked presence of disciplines of a psychological nature in the curricula of the Pedagogical Courses. According to the author, in analyzing the relations of Pedagogy with socio-political and economic events, as well as with the discourses that founded modern science, one can see that the creation of the Pedagogy Courses in Brazil, in the 1930s, aspired to an education that modernized the country, as demanded the model of capitalism newly established. One of the strategies adopted was the transposition to the Brazilian reality of theories considered innovative in Europe and the United States, which crossed the formation of teachers with a view to the constitution of modern subjects.

In summary, during the last 30 years of the CFE Opinion No. 252/1969, at least the last decade was marked by a strong movement of discussion about the constitution of the

CPE identity in Brazil and its reformulation, culminating in a broad process of debate and tensions among students, educators and educational institutions such as ANPEd, Anfope and Forumdir, a significant step in the historical constitution of this course in the country.

In order to promote changes in the CPE curriculum, the reform movements of the National Education Council (CNE) and the movement organized by intellectuals and entities have experienced a long period of disputes and tensions. The project that had teaching as the base of the CLP training was a winner, and its curriculum was changed again with the promulgation of the DCNCLPe (CNE, 2006).

Fourth curriculum of the Course of Pedagogy: from the Law of Guidelines and Bases of National Education, Law No. 9.394 / 1996

During the 1990s, the configuration of teacher training in our country responded to the model of expansion of Higher Education implemented in the framework of State reforms, subject to the recommendations of the International Organizations (OI).

The same was true of the training, after the creation of the Higher Education Institutes and the diversification of the offer of the training courses in Higher Normal Courses, in the degrees and in the CLPe, making flexible the form of its offer, with special courses and distance courses, "in order to meet the growing demand for higher education teacher training" (FREITAS, 2007, p. 1208).

Thus, a more intense debate on the issues of the CPE and the objective of the professional formation profile of the egress occurred precisely in the 1990s, based, therefore, on a neoliberal conception of formation that perpetuated the technical rationality. Most of the courses still continued with their curricula organized by disciplines, based on the fundamentals of education and basic training, as well as in the pedagogical disciplines, with emphasis on the stages for Basic Education modalities.

The fourth curriculum was developed after a long period of discussions among students, educators and educational entities, resulting in CNE Resolution No. 1 of May 15, 2006 and also in the CNE/CP No. 5/2005 and No. 3/2006, which instituted the DCNCLPe. It should be noted that Anfope was the entity that exerted the greatest influence in the formulation of the DCNCLPe (2006), standing out in the disputes regarding the correlation of forces between CNE, MEC and other intellectuals. Due to the performance and representativeness, this entity is considered one of the major interlocutors in the process of curricular reforms of the CLP (DURLI, 2007; SCHEIBE, 2007).

In sum, as explained previously, the three models of training for the CPE disputed the training proposals that culminated in the DCNCLPe (CNE, 2006). Therefore, the approval of Resolution CNE/CP No. 1/2006 provided for the reformulation of the LPC curricula in Brazil. To meet the established guidance, Scheibe and Durli (2011) point out that the main changes brought about by the new Guidelines have been to extend the

purpose of the course; ended the qualifications, according to art. 10 of the Resolution; increased the minimum workload for course completion; and make flexible the curricular components, in which the PPCs and their curricular proposals became different options in the constitution of the formative itineraries.

Concerning the training of the licensed in Pedagogy, according to art. 2 of Resolution CNE/CP No. 1/2006 (CNE, 2006), the CLPe is intended for the training of teachers for Early Childhood Education and Early Years of Elementary Education; of professionals for educational management and performance in school and non-school spaces; of teachers who will work in the Normal Course at the intermediate level; and professionals for the other activities of the educational field.

Articles 4 and 5 of Resolution CNE/CP No. 1/2006 define the activities of teaching, research and management as those that will constitute the basis of professional performance of the egress of the CLPe. In art. 6 are expressed the three nuclei necessary for the effectiveness of this structure of curriculum, namely: the core of basic studies; the nucleus of deepening and diversification of studies; and the core of integrative studies (CNE, 2006).

According to the aforementioned Resolution, there is no preliminary determination of compulsory subjects, since only thematic ones are defined for the curricular organization according to the study nuclei. In relation to the curricular structure, art. 6 establishes the need to respect national diversity and the pedagogical autonomy of institutions, which consists of three training centers.

Therefore, for the materialization of the CLP's curricular proposals, in the first three subsections of art. 8 of Resolution CNE/CP No. 1/2006 (CNE, 2006) are described the possible proposals of curricular organization of the CLPs, which will be carried out through:

- a) disciplines, seminars and activities of a predominantly theoretical nature (section I);
- b) teaching practices and educational management that allow the licensees to observe, monitor and participate in the planning, execution and evaluation of learning, teaching or pedagogical projects, both in schools and other educational environments (section II);
- c) complementary activities involving the planning and progressive development of the Course Completion Work, monitoring activities, scientific initiation and extension (subsection III);
- d) seminars, scientific-cultural events, curricular studies, in order to provide experiences in some modalities and experiences, among others, optionally, the education of people with special needs, Field Education, Indigenous Education, “Quilombola” Education, in Nongovernmental Organizations (NGOs), in public and private schools and non-school spaces (section III).

It should be noted that the training process through the curricular traineeship has undergone an extension with the end of the qualifications, since, according to item IV of art. 8 of the DCNCLPe (CNE, 2006), the accomplishment of the curricular internship to be carried out during the course must happen:

- a) in Early Childhood Education and in the Initial Years of Primary Education, as a matter of priority;
- b) in the pedagogical disciplines of the courses of High School, in the modality Normal;
- c) Professional Education in the area of services and school support;
- d) in the Education of Youths and Adults [EJA];
- e) in management;
- f) in pedagogical training meetings.

This perspective presents a challenge for the constitution of these curricula and an overload to the training of students, who need to appropriate the theoretical and empirical contribution of different modalities in their education (Early Childhood Education, Early Years of Primary Education, management and modalities such as Professional Education, Special Education, EJA, Quilombola Education, Field Education, Normal Education, etc.).

In the curricular proposal, the essence of the previous models remained, that is, the one presented previously by the course, planned through disciplinary contents and a reductionist formation of the pedagogical teacher role. Therefore, its generalist nature is a reflection of strong demands on the part of the entities involved in the process of discussion and formulation of the DCNCLPe (2006). In this sense, the debate on Pedagogy, the pedagogue and the CPe remain as topics of relevance in the current Brazilian educational context (CRUZ, AROSA, 2014).

In the documentary research proposed in this work, these three spheres of the constitution of a curricular design were considered. In terms of curricular policies, both political and administrative decisions and the enactment of curricular documents are strongly influenced by the political context in the country and by the correlation of the forces of global, national and local actors that promote policies for Brazilian education and, consequently, dictate the rules for teacher education in Brazil.

The consensus on the DCNCLPe (CNE, 2006) applies mainly among intellectuals who support the definitions and propositions of Anfope, ANPED and Forumdir, which point out, in the process that precedes its promulgation, the possibility that the struggles undertaken by these institutions have influenced the State and, consequently, the public policies directed to the initial and continuous formation of teachers (BRZEZINSKI, 2010, DURLI, 2007, SCHEIBE, 2003, 2007, SCHEIBE; DURLI, 2011).

These entities point out as victories of their struggles the following issues: overcoming the initial limits of the Draft Minute 2005, leaving only for the universities the offer of undergraduate degree courses, that is, the training of teachers for Early Childhood Education and Early Years of Basic Education; the extension of the professional field of

the degree in Pedagogy and the great repertoire of curricular subjects provided to HEI; the institution of teaching as the basis of teacher training, contributing to overcoming qualifications, i.e. the end of the dichotomy between education technicians and teachers, and between theoretical and practical knowledge.

Taking into account the arguments explained above, without losing sight of the historical moment, the following **elements of continuity** stand out from the analysis concerning the fourth curriculum of the CLP:

- a) variation in the time of CLP formation;
- b) curricular organization in a core of basic training studies;
- c) practical training in traineeship activities, in training modalities;
- d) generalist character in the formation of the licentiate in Pedagogy, spirit that presided over the elaboration of the Curricular Guidelines, considering that the educator is a teacher graduated in order to act in the Infantile Education; in the Early Years of Elementary Education; in the courses of High School, in the Normal modality; in Professional Education courses, in the area of services and school support, as well as in other areas in which pedagogical knowledge is foreseen, according to art. 2 and is reiterated in art. 4 of the current DCNCLPe (CNE, 2006).

Regarding the changes, the following **elements of change** were observed:

- a) a minimum work load was established for the accomplishment of the curricular organization (2,800 hours of training activities + 300 hours of supervised internship during the course + 100 of theoretical-practical activities of deepening) and for the time of completion of the course (3,200 hours), leading to an increase in CLP's workload;
- b) possibility of organizing the curriculum in years or semesters;
- c) HEIs have a greater autonomy in relation to the composition and definition of the CLP curriculum they offer;
- d) the course began to have its curricular development expressed in modules, axes, curricular matrix and components, and not only in curricular matrix;
- e) organization of the curriculum in three training modules, without definition of specific disciplines, but of objectives and great areas suggested for the education of the graduate in Pedagogy, characterizing a heterogeneous curriculum for the diversity of themes and training possibilities of the licensed in Pedagogy;
- f) The possibilities for training based on the indissociability between teaching, research and extension have been broadened.

It should be noted that there is a certain caution on the part of the intellectuals who proposed and agree with this policy of initial teacher training in the Pedagogy Course in evaluating the consequences and advances in the curricula of the CLPs. In short, it is agreed that the debate remains open, as there is a need to follow the reformulations of the

curricula proposed by the HEI and to evaluate if the training provided to the egress of the CLP is meeting the training needs of the graduate in Pedagogy.

In this sense, Scheibe and Durli (2011) mention that there are challenges to the implementation of the current DCNCLPe (2006), which need to be transgressed in PPCs, i.e., one must go beyond a common formation of general pedagogical deepening and management, being the founder that the formation journey offered in this course is able to account for building the bases for Early Childhood Education and for the Early Years of Elementary School. They need to be monitored and evaluated by educators and scholars in the area to elucidate possible improvements and additions to be made in the prescribed curriculum and then in the curriculum shaped by the teachers involved in these training courses.

Final Conclusions

It should be emphasized that the analysis considered the social, political, cultural, economic, administrative and educational factors of each period and legislation analyzed. The history of the CPE was therefore approached by making an interlacing of the constitution of its four curricula with some factors related to each model in question, such as the context of legislation, administration, management, educational institutions and the movement of educators in the historical period, considering the curricular field as a socio-political and socio-educational process of a country, or as the expression of the curricular and didactic project of an educational space.

It is stated that, in order to understand the CPE curriculum, its limits, potentialities, changes and continuities, it is of the utmost importance to understand the constitution of its curricular development throughout its history, which can only be education in Brazil.

In relation to the first curriculum, the history of the constitution of the CPe's identity in Brazil, as Bissolli da Silva (2003) points out, begins with Decree-Law No. 1.190/1939, on the occasion of the organization of the National Faculty of Philosophy, part of the University of Brazil, created under the Francisco Campos Reform, a project of the then Minister of Education of the Getúlio Vargas government, Gustavo Capanema, which replaced the University of the Federal District in the city of Rio de Janeiro, which ended the same year.

The conception of teacher education expressed in this curriculum revealed a proposal of teacher training based on a vocational and technical-scientific model, molded through a rigid curriculum and elaborated with traditional principles, that is, composed of disciplines prescribed by the official curriculum, in a serial syllabus, in which the teacher was the mere transmitter of knowledge, and the students had an obligation to be excellent recipients and reproducers of that knowledge. These games of contention and clash of forces resulted, for example, in the 3 + 1 scheme. The baccalaureate was considered the most prominent formation; and teacher training, an appendix.

The second CPE curriculum was established under the first LDB (BRASIL, 1961), and from 1962 the CPE was regulated by CFE Resolution No. 62, which incorporated Opinion No. 251/1962. With Valnir Chagas as rapporteur, this document established the minimum curriculum for Pedagogy and regulated the pedagogical subjects for the degree, maintaining the proposals of the bachelor and undergraduate, seeking to modify the structure of the three-year baccalaureate system and one more year of Didactics to obtain a degree in Pedagogy. As for the duration of the course, it was defined, as in the previous proposal, the period of four years, introducing the possibility of the student attending concurrently the subjects of the baccalaureate and licentiate, withdrawing the obligation to follow scheme 3 +1, that is, to wait the fourth year. In this case, the proposition of a traditional conception, marked by technical rationality, was maintained.

It should be noted that the creation of the third CPE curriculum took place with the promulgation of the CFE Opinion No. 252/1969, which established a minimum curriculum of 2,200 hours for the graduation and complementation of 1,100 hours for the qualifications, in which the course hours could be developed in varying times from three to seven years (2,200 hours) and from one year and a half to four years (1,100 hours). With this change, the Opinion modified not only its curricular constitution but also its training focus, since it extinguished the pedagogue training in the baccalaureate, limited only to the degree. However, Bissolli da Silva (2003, p.26) points out that, "in contrast, in reformulating the curricular structure of the course, [Law No. 5.540/1968] creates qualifications (School supervision, school guidance, specific for each set of these activities, fragmenting the education of the pedagogue. "

From CFE Opinion No. 252/1969 and CFE Resolution No. 2/1969, the curriculum began to be organized into a curricular matrix divided into six common disciplines, and a diversified part, according to the choice of qualifications (school supervision, school inspection, educational guidance, and subjects of the habilitation - teaching of the disciplines and practical activities of the normal courses) defined by the students, maintaining the technical conception of formation.

The fourth curriculum of the CPE was constituted during the process of construction of the DCNCLPe, from 1999 to 2006, in which "educators and entities followed the movement of the legislation, mobilizing itself to press for the proposals of civil society, of representative entities in the area of education, were considered "(DURLI, 2007, p 177). The CPE began to form the degree in Pedagogy from the teaching, with a formation based on the socio-historical conception, defended by educational entities like Anfope, and its curriculum was constituted by three nuclei, namely: basic studies; deepening and diversification of studies; and integrative studies for curriculum enrichment.

It is known that after a decade of CNCDE (CNE, 2006), several academic studies have been published to express discontent with the polyvalent training (PIMENTA et al., 2017) and focused on the labor market interests, influenced by multilateral agents (EVANGELISTA, TRICHES, 2012), whose interference can be observed in the

reformulations of the CLPe PPCs and in the pedagogical practices experienced by teachers and students in this course. In its art. 3, Resolution CNE/CP No. 1/2006 establishes as fundamental for the formation of this professional: the knowledge of the school as a complex organization, whose function is to promote education for and citizenship (item I); research, analysis and application of research results of interest to the educational area (section II); participation in the management of educational processes and in the organization and functioning of educational systems and institutions (section III).

According to Scheibe (2007), the curricular organization was defined according to the following principles: teaching as the basis of training, flexibility in curriculum and content organization through various didactic forms. As a consequence, curricular flexibilization emerged from the proposals of the educators' movement as a necessity, faced with the diversity of the Brazilian educational reality, with the possibility of deepening basic training and differentiated options for professional action to meet the needs and interests of students. Thus, the objective of curricular flexibilization, in the conception of educators, is linked to students' interests and social demands. The same principles, therefore, would materialize in a curricular structure oriented by the idea of nuclei of study, presented as an alternative to the minimum curricula.

With this analysis, we sought to elucidate basic points that exerted formal and informal influences, internal and external, pedagogical, management and administration on the constitution of the curricular designs of the CPe as an educational project.

Therefore, through the analysis of the four legal frameworks of the Pedagogy Course, based on the correlations of forces observed in the development of its history and the important role that it fulfills not only in the processes of initial teacher training but also in Brazilian education as a whole, it was sought to understand the historical constitution of its curriculum and to perceive approximations, changes and continuities.

Thus, it is understood that the history of CPe in Brazil is strongly intertwined with the historical constitution of higher education courses for education professionals. In this process, first the teacher was formed through the baccalaureate and, after a year of studying Didactics, the graduate was graduated. In the course of the achievements of the educators, the CPE started to form only the licensee, with specific qualifications for the training of the technician in education or teachers for the Normal Courses, for Special Education and also for the Early Years of Elementary Education.

It is evident that, in the perspective adopted in this work, the solution for a more integral formation of the teachers of the Initial Years of Primary Education and Early Childhood Education is not in the juxtaposition of specific cognitive contents of the training area with the didactic-pedagogical contents, but rather in a pedagogical and curricular practice that counts on training a professional that can act in a significant way in the real problems of teaching and learning faced by students of Basic Education in our country.

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