

## Reductionism in the teaching practice

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### ABSTRACT

Present contribution deals with the educator and the educational materials used by the teachers to prepare lessons. In particular, some journals and textbooks were analyzed that offer ready-made lesson plans and success tips while underlining their consistent good results. For many teachers, an information journal becomes a source on "how" to teach "what". Thus, the educational practice is limited to these two dimensions. With this contribution, from the analysis of teaching patterns starting, we want to perform a brief discussion of the elements with respect to the educator and the constant pursuit of high-quality teaching. This post is part of a doctoral program, which addresses the teacher training and the importance of their position with regard to the education and development of our students.

### Discussion

Currently, education is presented as a set of discursive practices that build up in the educational institutions in the form of behavioral diagrams, technical activities, knowledge brokerage and distribution methods, which pass through and get these discursive practices simultaneously. The discursive practices advocate education as a personal process, which places importance on critical and creative thinking as well as subjectivity. But the reality is different.

First you have to know the Brazilian public education policy and how it affects the daily teaching and consequently affects student learning. The proposed issue, which is researched and analyzed in this work, tries to understand these discursive practices so that a quality education is possible.

Following the insight into the educator related continuing education and training policy, there is a need to explore how this continuous training could be achieved. The research about the training process leads to a view at educational information materials that has proven to have a significant influence on the training of thousands of Brazilian teachers.

The questions mainly asked by teachers were how and what to teach. This shows their constant search for ways to improve the quality of education proposed by the government level.

We are going to pay special attention to the "Nova Escola" ( New School ), since it is widely distributed to schools in Brazil . We have found this journal to be used as a source of training for Brazilian teachers. However, it serves as information and in this sense, the analysis of this material and its relation to the training of Brazilian teachers became apparent.

We concluded that publications such as "Nova Escola" tend to offer finished recipes that are suitable for everyone and that

also promise good learning results. The desire of teachers for answers and solutions to the problems that arise in everyday school life make coupled with the often lacking preparation before working in the classroom has promoted an extensive market for teacher -oriented publications.

The journal allows neither a combination of theory and practice, nor is an adaptation of the tips and suggestions to the respective school context suggested. An examination of the use of the magazine "Nova Escola" represents a fixed reductionism in educational practice.

In 1996 the UNESCO, in their "Report on Education for the 21st Century (UNESCO, 1996), established four pillars for a new educational system: Learning to acquire knowledge, learning to act, learning to live together, learning for life.

The UNESCO (United Nations Educational, Scientific and Cultural Organization) aims to build conditions for a genuine dialogue, founded on respect for common values of civilizations, cultures and people. The transformation of the school into an educational space that integrates these four pillars is probably the biggest challenge being faced.

Paulo Freire encourages teachers with these words: "I keep on striving. I teach because I seek, because I wondered, because I still wonder and because I ask myself. I study because I want to know what I don't know and to be able to share that knowledge". He also says: "No one starts to be an educator at random given Tuesday at four clocks in the afternoon. No one is born as an educator, or marked to be an educator. It is something one becomes, and continuously spends time improving on" (PauloFreire, 2000, p 58).

The teacher who sees education as changing social and democratic practice can actively work with their students in the direction of extending knowledge, link the teaching

materials to reality and choose procedures that ensure effective learning.

It is a good teacher's obligation to nurse the natural curiosity of the student, teach them to express their ideas correctly, learn from their mistakes, overcome obstacles and to help them discover their talent and potential.

Thus, the forward-looking teacher is expanding their educational action field, which allows the student to understand the functioning and importance of what is taught to them and also helps them realize what teaching and being taught is about.

### References

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