



TRAINING PEDAGOGIC PRACTICES: THE SINGULARITIES OF A PEDAGOGY COURSE

PRÁTICAS PEDAGÓGICAS FORMATIVAS: AS SINGULARIDADES DE UM CURSO DE PEDAGOGIA

PRÁCTICAS PEDAGÓGICAS FORMATIVAS: LAS SINGULARIDADES DE UN CURSO DE PEDAGOGÍA

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ABSTRACT: The present article aims to discuss the conception of Pedagogical Integration Activity (AIP) from the perception of the students graduating from a Pedagogy course. As methodological procedures, documental, bibliographic and field research were used and the questionnaire was used as an instrument for producing information. In the discussions, the AIP assumes centrality and is associated with the themes Extension, Academic-Scientific-Cultural Activity (AACC), Interdisciplinarity, Multidisciplinary, Transdisciplinarity and Education. The text concludes by summarizing the dilemmas that involve the AIP, emphasizing the importance of research that takes as an empirical case of analysis the curricular experiences themselves.

KEYWORDS: Pedagogical Integration Activity. Interdisciplinarity. Pedagogy.

RESUMO: O presente artigo objetiva discutir a concepção de Atividade de Integração Pedagógica (AIP) a partir da percepção dos acadêmicos concluintes de um curso de Pedagogia. Como procedimentos metodológicos, valeu-se das pesquisas documental, bibliográfica e de campo e utilizou-se do questionário como instrumento de produção das informações. Nas discussões, a AIP assume centralidade e é associada aos temas Extensão, Atividade Acadêmico-científico-cultural (AACC), Interdisciplinaridade, Multidisciplinaridade, Transdisciplinaridade e Educação. Conclui-se o texto sintetizando os dilemas que envolvem a AIP, enfatizando a importância de pesquisas que tomem como caso empírico de análise as próprias vivências curriculares.

PALAVRAS-CHAVE: Atividade de Integração Pedagógica. Interdisciplinaridade. Pedagogia.

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RESUMEN: El presente artículo pretende discutir la concepción de la Actividad de Integración Pedagógica (AIP) desde la percepción de los alumnos finales de un curso de Pedagogía. Como procedimientos metodológicos, se utilizaron las investigaciones documental, bibliográfica y de campo y se utilizó el cuestionario como instrumento de producción de información. En las discusiones, la AIP asume centralidad y se asocia a los temas de Extensión, Actividad Académico-Científico-Cultural (AACC), Interdisciplinariedad, Multidisciplinariedad, Transdisciplinariedad y Educación. El texto concluye resumiendo los dilemas que rodean al AIP, haciendo hincapié en la importancia de la investigación que toma las propias experiencias curriculares como caso empírico de análisis.

PALABRAS-CLAVE: Actividad de Integración Pedagógica. Interdisciplinariedad. Pedagogía.

Introduction

The current curriculum of the classroom pedagogy course of the Faculty of Education of the State University of Minas Gerais (FaE/UEMG), regulated by SEDCTES Resolution No. 09/2018, published on 03/06/2018, originated in the 1970s under State Decree No. 12,235 of December 1, 1969.

After the aforementioned Decree, Federal Decrees No. 66,855 of July 7, 1970 and 74,109 of May 27, 1974 were approved, each of which, respectively, authorized and recognized the operation of the Pedagogy course.

However, this course, which gave rise to the *Faculty of Education of the Campus of Belo Horizonte*³ through Law No. 11539, of July 22, 1994, and state decree no. 36896, of May 24, 1995, when its absorption by UEMG, already accumulated 25 years of existence.

With a little more than half a century of existence, the Pedagogy course of FaE/UEMG, of a dual formative past, since it emerged in 1929 as a School of Improvement and later, from 1946, it was called School Administration Course, when it became a pedagogy undergraduate course in the year. 1970, ceased to be a post-normal training course. Since then, it has undergone four major changes for internal needs and adaptation to external curricular regulations, especially in the years 1985, 1998, 2006 and 2008.

From 2014, new demands - training focused on the relationship between Education and Ethnic-Racial Relations, the History of Africa, Environmental Education, Human Rights Education and Resolution No. 02/2015 of the National Council of Education (CNE), which defined the National Curriculum Guidelines for initial higher education (undergraduate courses, pedagogical training courses for graduates and second degree courses) and for continuing

³ The FaE/UEMG currently remains with the exclusive offer of the Pedagogy course.





education, - imposed the approval, in 2019, by the Teaching, Research and Extension Council of UEMG (COEPE), a new curricular arrangement, which is currently in force.

However, in this history of curricular adaptations, it is important to recall the aspect that, effectively, FaE/UEMG has experienced two curricular experiences: one in 1998 and another in 2008, in addition to the one that is in force, at least in thesis⁴, since 2019. And in all of them

the basic concepts of the 1998 curriculum, as well as the organization around thematic axes and training centers were also maintained, incorporating from the new legislation the determinants of training that began to place great emphasis on teaching. However, considering the long-standing institutional experience with the formation of the pedagogue, the 2008 proposal sought to maintain integrated training for teaching and for the management of educational processes, as it has always done throughout its history (UEMG, 2019, p. 12, our translation).

Precisely the maintenance of some curricular aspects, notably the pedagogical strategy adopted for the viability of its third structural nucleus, called the nucleus of integrative studies for curricular enrichment (IE), led to the publication of this article, whose objective is to discuss the conception of Pedagogical Integration Activity (AIP) that prevails among the academics graduating, in the year 2021, of the secular Pedagogy course of FaE/UEMG.

The EI center comprises curricular components called Pedagogical Training Practices (PPF), which, with the exception of the Course Completion Work (TCC), have in the AIP the curricular instance that give it materiality, because, as provided by the respective Pedagogical Practice of the Course (PPC): in the AIP Research Practices, Academic-Scientific-Cultural Activities (AACC), Extension Activities and Supervised Internship are organized and produced, as mandatory curricular requirements for obtaining the Degree of Degree in Pedagogy.

In addition to the aforementioned EI, two other nuclei are part of the curriculum in comment. They are: the core of basic studies of general education (FG) and the nucleus of deepening and diversification of studies (AD).

The curricular components are organized in eight thematic axes, are transversalized by the PPF and refer to the different emphasis given to each curricular stage, considering that these axes are the advisors of the

composition of the Formative Nuclei and serve as a starter for the development of activities and disciplines that compose them and are organized from the various areas of knowledge, which support studies on Education, both from

⁴ In the curriculum in action, many adaptations approved in 2019 by COEPE did not enter into force and the discussions continue in 2022, including the proposition of a new curriculum for the course.





the theoretical point of view, and from the training practices of the professional pedagogue (UEMG, 2019, p. 41, our translation).

The eight thematic axes are so named and related:

Table 1 – Training centers of the Pedagogy course of FaE/UEMG

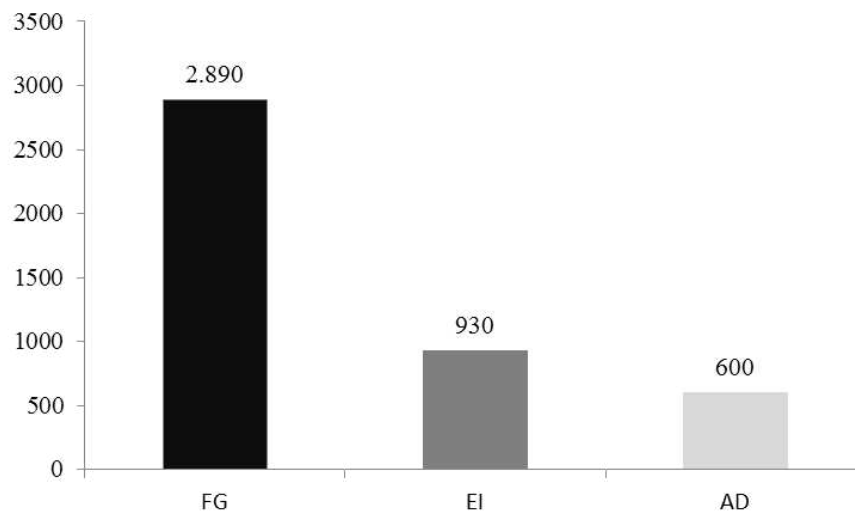
Core/Axis	Axis Emphasis
I	The subject and the social, cultural and educational contexts
II	The subject and the social, cultural and educational contexts
III	The subject and educational practices in Early Childhood Education and in the early years of Elementary School
IV	The subject and educational practices in Early Childhood Education and in the early years of Elementary School
V	Policies, Educational Management and Educational Practices in Early Childhood Education and in the early years of Elementary School
VI	Educational practices in Early Childhood Education and in the early years of Elementary School
VII	Educational practices in Early Childhood Education and in the early years of Elementary School
VIII	Policies, Educational Management and educational practices in Early Childhood Education and in the early years of Elementary School

Source: UEMG (2019)

By successfully going through the eight training centers, the academic will complete 4,420 hours, 4,300 hours of mandatory components and 120 hours of an optional nature, corresponding to the 222 credits required by CNE Resolution No. 02/2015, as detailed in the graph:



Graph 1 – Distribution of workloads of the Pedagogy course of FaE/UEMG in accordance with CNE Resolution No. 02/2015



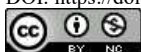
Source: UEMG (2019)

Regarding the AIP, the focus of this article, are 240 hours and 16 credits that the student must fulfill throughout the course, considering the calculation of 30 hours and 02 credits distributed in each of the eight training centers. These hours and AIP crediting are uniquely credited in the 930 hours of the EI core.

Another issue that instigates discussing the conception of the AIP curricular component concerns, from the point of view of the proclaimed curriculum, its interdisciplinary character and collective construction, since, unlike a traditional disciplinary structure, the AIP does not have a specific menu, is organized and coordinated in concomitance by all the teachers who integrate the respective training nucleus, has its teaching plan built together with the students and has a close relationship with the PPF (Research Activity, supervised internship, extension activities and academic-scientific-cultural activities). Thus, it can be said that

The AIP is a methodological strategy of curricular integration in the classroom and should involve all teachers in the class. All activities under the responsibility of the AIP are planned in the collective of the class and accompanied by teachers and students, the Teaching Center and Internship Center, the Extension Coordination, the Research Center and the Graduate programs in situations in which each sector is specifically involved (UEMG, 2019, p. 47, our translation).

In front of the introductory presented, this article is organized into five sections, the first being this introduction. Sequentially, the theoretical-methodological path adopted is detailed; section 3 discusses the apprehensions of the proclaimed curriculum about the AIP curricular component; in section 4, a discussion is held about important concepts (Extension,





Interdisciplinarity, Multidisciplinarity, Transdisciplinarity and Education) put into dialogue with the conceptions apprehended by the pedagogy students of FaE/UEMG, in the process of completing the course. With the final considerations, the fifth section concludes the article by making some conclusions about the dilemmas involving AIP and the importance of empirical research in the area of Education that start from curricular experiences, that is, taking them as the mirror itself to discuss related topics in the theoretical field.

Theoretical-methodological path

In methodological terms, the research that entitled this text was characterized by its qualitative approach (BOGDAN; BIKLEN, 1994), supported by three main procedures – bibliographic research, documentary research and field research.

The bibliographic research consisted of the selection of classical and contemporary theorists of the area that enabled dialogue with empirical results produced.

The second procedure, documentary research, referred to the analysis of the official curricular prescriptions of FaE/UEMG on the Pedagogy course, focusing on the AIP curriculum component.

For the execution of the third procedure, the instrument adopted was the semi-open questionnaire applied to the academics who completed, in 2021, the Pedagogy course of FaE/UEMG. The application of the questionnaire took place through the *Google Forms* platform, given the pandemic context that was lived, marked by social distancing.

The study included 19 students who, because it is a study with a qualitative approach, it was possible to deepen the different perceptions seized, not being the amount of answers an absolute criterion of analysis, but rather the richness of details that the content of each testimony carried with it.

The answers to the 7 questions, which were responsible for preserving the identity of the respective respondents, were coded with the letter A, referring to students, accompanied by the numbering of 1 to 19, equivalent to the total number of participants.

The analysis technique chosen for the treatment of the discourses obtained was the content analysis that, in the light of Bardin (2011), consists of exploring the content from its recurrence.

Therefore, the intention with the use of this methodological path is not merely to narrate about a curriculum in its structural and quantitative objectivity, but to establish connections in the theoretical field with the perceptions of subjects who have experienced a curricular





trajectory marked by the presence of a formative component that gives it a trace of singularity when compared to other curricular experiences, given that the academic of FaE/UEMG when experiencing AIP stands before the instability of a non-boxed, fluid and subversive training to the logic of a disciplinary structure constituted under the aegis of economic rationality when the possibility of eight teachers teaching, at the same time, a curricular component is materialized.

Curricular prescriptions: understanding AIP

The course under study has as singularity the aspect that, even in the face of some reformulations, maintained a curricular structure organized in training centers constituted from different thematic axes and, in particular, preserved the offer of a curricular component that aims to subvert the logic of disciplinarity.

In the Pedagogy course of FaE/UEMG, the training nucleus has the presence of a transversal curricular component that functions as an enabler of pedagogical training practices (Research Activity, Supervised Internship, Extension Activities and Academic-Scientific-Cultural Activities). This component has as nomenclature Pedagogical Integration Activity or, simply, AIP.

With the exception of the TCC (Research Activity) and the Supervised Internship, which are part of the core of basic studies of general education, extension activities and academic-scientific-cultural activities are the nucleus of integrative studies for curricular enrichment and are articulated within the scope of the AIP, component, as said, that transverse each of the eight formative nuclei of the course.

Regarding the PPF so-called Extension Activities and Academic-Scientific-Cultural Activities, their insertion as curricular components occurred in the PPC approved in 2019, in view of the need to meet the provisions of CNE Resolution No. 02/2015, which establishes the National Guidelines for Teacher Training.⁵

The two above-mentioned PPF have their own workloads, are zero in credits and are present in the eight formative nuclei. Regarding quantitative aspects, 400 hours are equivalent to extension activities divided into 50 hours in the first and fourth, fifth, sixth, seventh and

⁵ The participants of this research because they were still linked to the curriculum prior to the 2019 changes did not experience the Extension Activities and Academic-Scientific-Cultural Activities in the way they are currently distributed and articulated with the AIP. This aspect will result in new research with the new students who will complete the course with the current curricular arrangement.





eight formative nuclei and in 55 hours in the second and third nuclei. As for academic-scientific-cultural activities, the number of hours is 200 distributed in 25 hours for each of the eight formative nuclei.

It is important to compute and specify these workloads in order to demonstrate that, although the Extension Activities and Academic-Scientific-Cultural Activities, as well as the Supervised Internship itself, are feasible within the scope of the AIP, all are components with defined workloads, maintaining the 240 specific hours of AIP, considering that these AIP hours are intended for their own pedagogical activities that, although they are linked to the activities of PPF, they have their workloads established. About this link AIP and PPF, in the curriculum is evident the concern with the preservation of the nature of the AIP, and there should not be a suppression by the PPF.

As for the institutional definition of what will become Extension Activities and Academic-Scientific-Cultural Activities, in consultation with the General Rules and the Statute of the UEMG, as well as the PPC of the Pedagogy course of FaE/UEMG, to Resolution No. 02/2015 of the CNE, which establishes the National Guidelines for Teacher Training and the Regulation of Pedagogical Practices of Training, it was not expressly verified what is understood by Extension Activities and Academic-Scientific-Cultural Activities, capturing in these norms, only the importance that both Activities play in the initial and continued formative process of the pedagogy academic and highlighting the precept of the inseparable relationship Teaching-Research-Extension.

What was identified, nodded in the PPC of the Pedagogy course and in the Regulation of Pedagogical Practices of Training of FaE/UEMG, was the methodological detailing for the fulfillment of extension activities and academic-scientific-cultural activities⁶, in addition to suggestions of the varied types of actions with their respective limitations of hours and forms of proof that are associated with them.

By way of illustration, we can extract what is available in FAE/UEMG on extension activities and academic-scientific-cultural activities:

The Extension Activities will be developed by the student during the training course with the objective of expanding their training, comprising 410 (four

⁶"For the realization of the mandatory Supervised Internships, academic-scientific-cultural activities, extension activities and research activities there are regular periods, established in the curricular organization, as provided for in the composition of each Formative Center. It is up to the teachers who are members of the AIP in conjunction with the Teaching Center and Internship Center of the Faculty to define an appropriate schedule for the realization of internships, based on the demands of students and teachers" (UEMG, 2019, p. 47).





hundred and ten) hours of specific theoretical-practical extension activities, based on the regulation of the Collegiate Course [...]. The Academic-Scientific-Cultural Activities (AACC) will be developed autonomously by the student during the training course with the objective of expanding their training, comprising 200 (two hundred) hours of theoretical-practical activities of deepening in specific areas of specific interest, based on the regulation of the Collegiate Course [...] (UEMG, 2019, p. 49, our translation)

Both activities carry in common the fact that they are feasible within the scope of the AIP. About the feasibility of Extension Activities is as exposed:

the fulfillment of the workload of extension activities will be made possible through a specific extension project proposed individually by the professor of each curricular component and collectively in the Pedagogical Integration Activity-AIP, with the development of: a. seminars and curricular studies, in projects and extension activities, among others, defined in the institutional project of the University and initiative of the Faculty Extension Center; b. extension activities, such as seminars, meetings, face-to-face and distance courses offered by the Pro-Rector of Extension of the University; c. extension activities, such as seminars, meetings, face-to-face and distance courses, developed by the Academic Units of the University and other Higher Education Institutions; d. extension projects such as the development of practical activities articulated between education systems and educational institutions in order to provide experiences in the different areas of the educational field, ensuring deepening and diversification of studies, experiences and use of pedagogical resources; e. extension projects planned and developed in the Classes of Pedagogical Integration Activity -AIP of the Formative Center that the student is attending; f. extension activities planned by the teachers and developed in the classes of the various components of the Formative Center that the student is attending; g. Curricular Enrichment activities and Thematic Saturdays, aiming at integration with the Basic and Higher Education Education Systems. h. communication and expression activities aimed at acquiring and appropriating language resources capable of communicating, interpreting the studied reality and creating connections with social life. i. providing services to the community. j. organization of events open to the community (UEMG, 2019, p. 49, our translation).

Given the conceptual lack of the terms Extension and Academic-Scientific-Cultural Activity in the normative scenario of FaE/UEMG, this article appropriates the teaching of Freire (1983) that, starting from the radical questioning "Communication or Extension?" (FREIRE, 1983, p. 13), problematized, in the field of gnoseology, the term Extension, coming to the conclusion that the usual associations between the term Extension "with transmission, delivery, donation, messianism, mechanism, cultural invasion, manipulation, etc." (FREIRE, 1983, p. 13), stems from a thinking and practicing extension as "the need that those who make it feel, to go to the "other part of the world", considered inferior, in order, in its own way, to "normalize it". To make it more or less like your world.



If Academic-scientific-cultural activities translate the typical actions of the world of the chair and that can extend to other worlds, the Extension, communing from a Freirean conception, does not equate by extending outwards in a perspective of shaping the external, on the contrary, for Freire (1983), the significant associations of the term Extension to others, have impoverished her from the educational sense based on dialogism that has as its end to freedom, therefore, the term Extension has passed is implicit "the action of taking, transferring, delivering, depositing something in someone, emphasizes, in it, an indisputably mechanistic connotation" (FREIRE, 1983, p. 15).

Given the gnoseological misconception regarding the term Extension, Freire (1983) defended the use of the term Communication because he understood that "education is communication, it is dialogue, since it is not the transfer of knowledge, but a meeting of interlocutors who seek the meaning of meanings" (FREIRE, 1983, p. 46).

In denying the use of the term Extension as docile educational donation, Freire (1983) warned:

[...] we are obliged to deny the term extension and its derived extensionism the connotations of what to do truly educational, which are found in the concept of communication. [...] Extension or Communication? do we respond negatively to the extension and affirmatively to the communication (FREIRE, 1983, p. 50, our translation).

As a member of the Teaching-Research-Extension tripod, the reason for being of university, problematizing the meanings that basic terms carry is not merely to replace them, but, above all, to abandon the semantic embodiment that they engender.

However, as Freire (1983) proposed, knowing that "from a semantic point of view, [...] words have a 'basic sense' and a 'contextual sense'. And the context in which the word that delimits one of his 'potential or virtual' senses" Pierre Guiraud (apud FREIRE, 1983, p. 11, our translation), the meaning/context of Extension that "indicates the action of extending and extending in its regency of relative transitive verb, of double complementation: extending something to" (FREIRE, 1983, p. 11), does not contemplate the reason for being university, so that, even if the term Extension remains, its context of use and meaning should be explained under penalty of calling actions that are far from being Extension in a Freirean conception of dialogue.

Regarding the feasibility of academic-scientific-cultural activities, it is thus established in the PPC:



The Academic-Scientific-Cultural Activities (AACC) will be developed autonomously by the student during the training course with the objective of expanding their training, comprising 200 (two hundred) hours of theoretical-practical activities of deepening in specific areas of specific interest, from the regulation of the Collegiate Course, with the participation in: a) seminars and curricular studies, in scientific initiation projects, initiation to teaching, teaching residency, among others, defined in the university's institutional project; b) practices articulated between education systems and educational institutions in order to provide experiences in different areas of the educational field, ensuring deepening and diversification of studies, experiences and use of pedagogical resources; c) student mobility, exchange and other activities provided for in the regulation of the University and the Faculty; d) communication and expression activities aimed at acquiring and appropriating language resources capable of communicating, interpreting the studied reality and creating connections with social life (UEMG, 2019, p. 49, our translation).

In any case, the role that the AIP assumes, both to materialize the interdisciplinary identity that is proclaimed to the course, and to enable other components based on the expansion of the education of the pedagogy student, as well as in the articulation in the entire curricular trajectory of the academic between Teaching-Research-Extension, is densely demarcated in the PPC, which defines the AIP as a curricular instrument that enables the realization of PPF, whose goal is to achieve

the curricular integration in the classroom and the elaboration and development of projects of action of the PPF based on problematizations and equation of issues and aspects related to the development of the curricular activities provided in each Formative Center, comprising guidance to students on the development of Supervised Internships, Research Activity, Academic-scientific-cultural Activities; extension activities, as well as the development of discussions and presentation of interdisciplinary papers (UEMG, 2019, p. 45, our translation).

The integrative, dynamic, questioning and consolidating character of the formative issues that involve the curriculum as a whole is a trait that differentiates a disciplinary perspective from the AIP. To this end, in the making of the AIP, three pedagogical strategies are prescribed:

a) seminars and curricular studies, in projects of scientific initiation, initiation to teaching, teaching residency, voluntary monitoring/monitoring, extension activities, among others, defined in the institutional project of the University; b) extension projects such as the development of practical activities articulated between education systems and educational institutions in order to provide experiences in different areas of the educational field, ensuring deepening and diversification of studies, experiences and use of pedagogical resources; c) communication and expression activities aimed at acquiring and appropriating language resources capable of communicating, interpreting the studied reality and creating connections with social life (UEMG, 2019, p. 45-46, our translation).



These pedagogical strategies, from the pragmatic and organizational point of view, are guided, with the exception of the proper competences of action, by some attributions "planned in the collective of the class and accompanied by teachers and students, the Teaching Center and Internship Center, the Extension Coordination, the Research Center and the Post-graduation programs" (UEMG, 2019, p. 46, our translation). They are:

- a) guide the undergraduate to perform the Supervised Internship in Early Childhood Education and in the Early Years of Elementary School and Educational Management, as provided for in the pedagogical project of the course;
- b) Guide the undergraduate in the planning and performance of Extension Activities, primarily, in Early Childhood Education and in the Early Years of Elementary School also contemplating educational management and other areas of educational activities developed in various social situations;
- c) Keep the student in permanent contact with the reality of the world of work of the education professional;
- d) Enable the realization of research activities, as an instrument to deepen the reflection on the professional practical world, as well as the appropriation of theoretical and practical knowledge of research;
- e) Enable the integration of theory and practice with the analysis and reflection developed in an interdisciplinary way, encompassing research, internship and extension activities;
- f) Stimulate the student's access to cultural and aesthetic-formal processes, in search of the construction of sensitivity in the relationship with the world, with society and its social subjects;
- g) To monitor the construction of the CBT, as closing the process of Pedagogical Training Practices (UEMG, 2019, p. 46-47, our translation).

The AIP would not be too difficult to conceptualize it, metaphorically, as the aorta of the Pedagogy course of FaE/UEMG, given that it assumes the role of connecting the entire curricular arrangement, besides irrigating components - mandatory Supervised Internships, academic-scientific-cultural activities, extension activities and research activity - which feed on it to have materiality.

However, this concept is anchored in what the curriculum proclaims about AIP. And, knowing that it is the practices that give life and dynamism to the proclaimed, that is, that the formal curriculum is not always the same curriculum in action, because, not infrequently, practices subvert prescriptions, whether positive or negative, to the documentary research contained in this section, the field research was followed, with which it was possible to apprehend from the students their conceptions about AIP in practice and, thus, to link these apprehensions to something else, to related concepts and in dialogue with the literature of the area.



Dialogues between perceptions and theory: discussing the AIP

After looking at the curricular prescriptions about the AIP, now with the perspective of overcoming the scenario of the proclaimed, it was essential to harvest, from those subjects who experienced the curriculum under analysis, the conceptions about the curricular component under discussion, bringing to the fore, important discussions in the theoretical field, which are inevitably problematized a curricular component that is characterized by a transversal and interdisciplinary nature.

Taking aim at this goal, the 19 Pedagogy students of FaE/UEMG, who voluntarily agreed to participate in the research "Pedagogical Practices of Training: a look at the singularities of a fiftieth pedagogy course", were formulated, at the end of the Second School Period of 2021, through *the Google forms* platform, 07 questions about the AIP curriculum component.

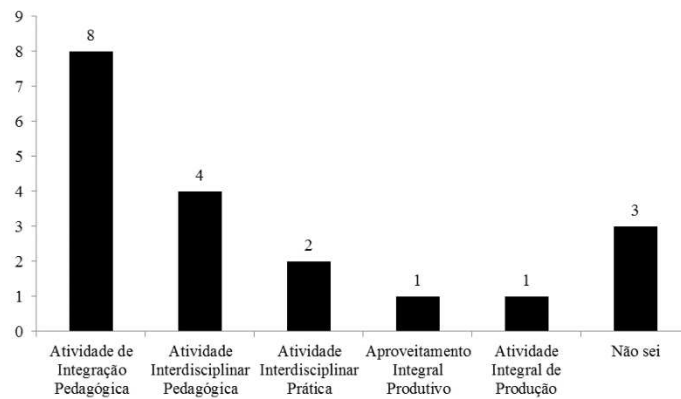
The cumulative criteria adopted for the selection of the subjects participating in the research were as follows: 1. desire to participate in the research; 2. attending the last formative core of the course; 3. Not have, with the exception of the current AIP VIII, pending in any of the previous 7 AIPs.

Of the 7 questions asked to the participants, the first of these based on the understanding that the "lack of a terminological precision by the concept in dealing with questions related to integration and the lack of knowledge even of the need to have basic assumptions for interdisciplinarity" (FAZENDA, 2011, p. 53, our translation) comes from the fact that many words, given the routine, restricted, and sometimes uncritical use, they end up emptying themselves from their own original etymological sense. Thus, the academics participating in the research on the nomenclature of the acronym AIP were questioned from the outset.

As answers, 42% described the acronym AIP correctly, i.e., Pedagogical Integration Activity; another 42% used close terms; and 16% did not know how to translate it, as illustrated in Graph 2:



Graph 2 – Nomenclatures for the acronym AIP



Source: Academic pedagogy of FaE/UEMG (2021)

The emptying and/or terminological inaccuracy among 58% of the academics participating in the research in relation to a curriculum component that accompanies them throughout the four regular years of the course, besides causing some strangeness to the external look, given the assumption of a familiarity of the academic's with the curriculum he is almost experienced in its integrality, can reveal a curricular practice that makes the AIP dissociated from the theoretical and radical deepening, that is, that does not go back to the root, to the name that gives rise to the integrative in the classroom as "a formal aspect of interdisciplinarity, that is, the question of the organization of disciplines in a study program" (FAZENDA, 2011, p. 11) (our translation).

However, this integration cannot be considered only at the level of integration of content or methods, but basically at the level of integration of partial, specific knowledge, in view of a global knowledge. Thinking about integration as the fusion of contents or methods often means misrepresenting the first idea of interdisciplinarity (FAZENDA, 2011, p. 12, our translation).

The academics were sequentially asked about the importance of AIP in relation to their training as future education scientists. From the isolated analysis of the 19 responses obtained, it was possible to separate them into three frequency groups: (i) contribution to a questioning, integrative and articulated training with other disciplines of the course (53%); (ii) articulation with the Supervised Internship, however, with a contribution to lead teachers (10%); (iii) unnecessary for training (37%). For this, we highlight 5 statements related to the aforementioned frequencies of responses:

I consider AIP beneficial, a time when we can interact with all disciplines - an issue raised in a discipline can be better clarified in AIP, besides being a



time of very large exchange, visits and debates beyond enlightening conversations - but unfortunately, I also witnessed bad moments, discussions between teachers, contrary and antagonistic views, etc (ACADEMIC 6, 2021, our translation).

It depends more on the teachers than on the class. I've had AIPs that were great and that worked very well, I've had AIPs that were just power struggle, usually they do not work and are very tiring for the things that the teacher proposes to do. Sometimes no teacher doesn't propose anything, sometimes they don't hear what students ask for, sometimes they just argue and fight. Most of the time our questions about internship, which should be the high priority of AIP, are not resolved and our training is out of date (ACADEMIC 11, 2021, our translation).

The most of it (ACADEMIC 13, 2021, our translation).

When it is not to solve things of the internship contributes a lot, it is a great time to discuss subjects that sometimes disciplines cannot reach (ACADEMIC 15, 2021, our translation).

It doesn't contribute to anything. For me this AIP could be used more productively, for example, with classes, so it did not need to have on Saturday (ACADEMIC 16, 2021, our translation).

From all the statements, it is noted that 63% perceive the role of AIP as an articulating curricular component in the curriculum and that enables others, such as supervised internship. However, 10% of the statements blame, for various reasons, the teachers linked to the AIP for deviations from objectives, such as the feasibility of the Supervised Internship itself.

The culpability of others, departing from the protagonist position of also constructors of the curricular component, evidences the predilection for the position of spectators of the AIP, which infers to say that, in practice, or the AIP curricular component has not been developed collectively from the perspective of a horizontalized and interdisciplinary perspective in the light of Fazenda (2011), thus diverting itself from the curriculum proclaimed, or blaming the one who occupies the tip in the teaching and learning process - the teacher - is more comfortable for the students who, in the training phase, choose to exempt themselves from the "problem" as the best positional path.

In this sense, it is pertinent to conceive the AIP, as an integration, as a "[...] stage and not as a finished product of interdisciplinarity" (FAZENDA, 2011, p. 82, our translation), in which the whole collective participates, whose "methodological importance is indisputable, but it is necessary not to make it an end, because interdisciplinarity is not taught or learned, only lives, exercises and, therefore, requires a new pedagogy, that of communication" (FAZENDA, 2011, p. 11, our translation).



As for the view that for 37% AIP is an unnecessary component for the education of pedagogy students, when composing the totality of answers to the 07 questions formulated, this pessimistic bias towards AIP always prevailed among the same respondents, which instigates, in future research, to talk to them through an in-depth interview, in order to capture the reasons for the aversion in relation to the aforementioned curricular component.

In general, there is a prejudice in adhering to interdisciplinarity. It is almost always taken as an adventure, or a dilettantism, and adhering to it seems to be rejecting specialization. This prejudice persists in view of the perspective of establishing an interdisciplinary work methodology, with the fear that in the name of the restoration of a global unit the private unit will be lost (FAZENDA, 2011, p. 91, our translation).

Are these reasons related to the conduct of the curricular component? To the differentiated format of curricular component, since it does not have a teaching plan previously elaborated in the cabinet unilaterally by teachers? The fact that you don't have an exclusive minister? Not having quantitative evaluations? Is it characterized, at least in the PPC proclaimed, by transversality and interdisciplinarity? To the deviation of curriculum prescriptions? To the taste for disciplinary format? Personal matters? The responsibilities in relation to compliance with the PPF that are administered under the AIP? To ignorance and/or not to adapt to non-disciplinary formats? Or is the ignorance of education as a practice of freedom?

Finally, these and other questions will certainly be further developed in specific research on the theme "aversion to AIP". However, it is necessary to define, at this time, that

"education as a practice of freedom" is not the transfer or transmission of knowledge or culture; is not the extension of technical knowledge; it is not the act of depositing reports or facts in the students; it is not the "perpetuation of the values of a given culture"; it is not the "effort of adapting the student to his/her environment". For us, "education as a practice of freedom" is, above all and above all, a truly gnosiological situation. The one in which the knowing act does not end in the cognoscible object, since it communicates to other subjects, equally knowing subjects. Educator-educating and educating educators, in the liberating educational process, are both cognoscenti subjects in the face of cognoscible objects, which mediate them (FREIRE, 1983, p. 35, our translation).

With regard to the theme "non-disciplinary formats", in order to understand the interdisciplinary proposal given in the PPC to the AIP, two other terms are avocados: multidisciplinary and transdisciplinarity.

These terms are often taken as synonyms, even by educators, when not, reproduced according to gnoseological misconceptions. So,





it is necessary to identify, conceptually, the differences between them. The idea of integration and totality that apparently permeates these concepts has different and irreconcilable theoretical-philosophical references. An organization of interdisciplinary teaching is different from the multidisciplinary or transdisciplinary organization and very different from the disciplinary teaching organization. The differences here, in my view, are not of degree or level of integration as in general appears in the discourses of educators (PIRES, 1998, p. 176, our translation).

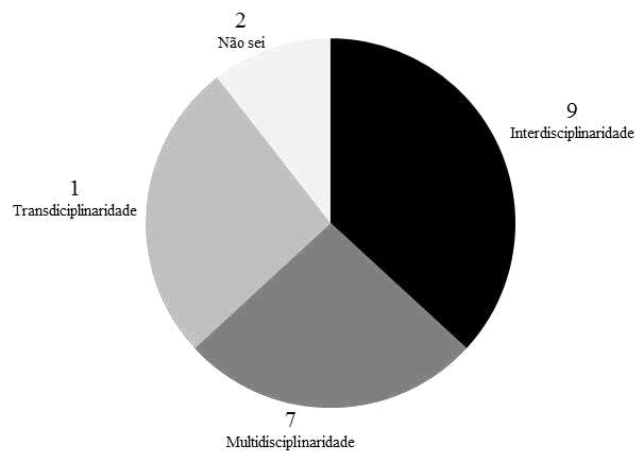
Timely is made in an article that, like this, will be read mainly by professionals and scholars in the area of education, to make some important considerations about the terms interdisciplinarity, multidisciplinary and transdisciplinarity in teaching.

The differentiation between pluri, multi, inter and transdisciplinarity proposed by Jantsch corroborates and completes that of Guy Michaud, previously mentioned. Multidisciplinary - a range of disciplines that propose simultaneously, but without making appear the relationships that may exist between them; is intended for a single-level, multi-purpose system, but without any cooperation. Multidisciplinarity — juxtaposition of several disciplines, usually situated at the same hierarchical level and grouped together in such a way that the existing relationships between them appear; it is intended for a type of one-level system and multiple objectives, where there is cooperation but not coordination. Interdisciplinarity — is intended for a system of two levels and multiple objectives where there is coordination proceeding from the higher level. Transdisciplinarity — coordination of all disciplines and interdisciplines of the innovative education system, on the basis of a general axiomatic is intended for a system of multiple level and objectives — there is coordination with a view to a common purpose of the systems (FAZENDA, 2011, p. 68, our translation).

The three terms were the object of question 3 given to the research participants, whose answers are quantified in Graph 3:



Graph 3 – Concepts of interdisciplinarity, multidisciplinary and transdisciplinarity



Source: Academic pedagogy of FaE/UEMG (2021)

Of all the answers, the highest percentage (47%) ratifies the curricular prescription and the social aspiration for the interdisciplinary nature of AIP teaching. Confirming the still vague discussion in the literature about the term transdisciplinarity, this is cited only by 5% of the academics. And considering a family practice integrating disciplines that one wants interdisciplinary, but which ends up, at best, being multidisciplinary, since, according to Petraglia (1993), it seems to be the most discussed and practiced in Brazil, the term multidisciplinary was cited among the 37% academic.

It is noteworthy that, after all respondents, only 11% at least opined on the terms questioned, probably because they did not have a sense of the meanings of their respective, considering that, when asked about the definitions of interdisciplinarity, multidisciplinary and transdisciplinarity, these same 11% were the ones who reported not knowing.

a) What is interdisciplinarity?

Integration between one or more disciplines integrating the concepts studied (ACADEMIC 6, 2021, our translation).

It is the integration between one or more disciplines providing relations between them (ACADEMIC 10, 2021, our translation).

Relationship between two or more disciplines (ACADEMIC 14, 2021, our translation).

I don't know how to answer (ACADEMIC 17, 2021, our translation).

b) What is multidisciplinary?

Several disciplines dialoguing with each other (ACADEMIC 1, 2021, our translation).





At the same time, we can deal with several subjects with different perspectives (ACADEMIC 3, 2021, our translation).

I have no answer (ACADEMIC 19, 2021, our translation).

c) What is transdisciplinarity?

When disciplines beyond interact, they mix and become one thing (ACADEMIC 11, 2021, our translation).

In addition to the disciplines (ACADEMIC 15, 2021, our translation).

I don't know (ACADEMIC 2, 2021, our translation).

What is certain is that, in the formal curriculum of the classroom pedagogy course of FaE/UEMG, the AIP is characterized as an interdisciplinary component. And, when associating the sand-time context of the origin of the first curriculum of the course (1985) and the first discussions in the theoretical field on interdisciplinarity in Brazil, which occur in the late 1970s, is the historical explanation for the creation of a curricular arrangement that prioritized interdisciplinary training in the aforementioned Faculty, because, according to Follari (2004), it was during this period due to the pressure of the movement of university students in Europe and Latin America that their motto was the criticism of the organization of university education centered on the section between theory and practice and the distancing of the knowledge produced in academia to its social function, since it was subservient to the dictates of a capitalist system,

that it was hypothesized that interdisciplinarity could give rise to an overcoming of excessive specialization, also reaching the conclusion that it could provide means to link knowledge to practice, thus allowing to situate its place within the social structure as a whole (FOLLARI, 2004, p. 130, our translation).

However, the original principle that led educational institutions to reformulate their curricular arrangements in order to meet student curricula did not start from a perspective merely tied to the degree of disciplinary integration, as the terms interdisciplinarity, multidisciplinary and transdisciplinarity are usually defined and differentiated, that is,

interdisciplinarity appeared, then, to promote the overcoming of overspecialization and disarticulation theory and practice, as an alternative to disciplinarity. Already here it is perceived that the discussions about interdisciplinarity are inspired by the criticism of capitalist social organization, the social division of labor and the search for the integral formation of the human gender (PIRES, 1998, p. 177, our translation).



However, although curricular interdisciplinarity is not a new theme, the reality of formal education in Brazil, whatever the level, is revealing of the

daily coexistence with a fragmented and disjointed teaching organization, in which school curricula are composed of watertight and incommunicado compartments, which produce a human and professional training of students and teachers insufficient to cope with social practices that require more critical and competent training. This fragmented and disjointed character originates from the material requirement of formation of individuals that modern society, with its forms of social organization, imposed on educational institutions (PIRES, 1998, p. 174, our translation).

When it comes to multidisciplinary, its conception can be apprehended as a possibility that has already been made concrete in the reality of Brazilian teaching, whose aspiration remains interdisciplinarity, considering that, according to Pires (1998), corroborated by the understanding of Almeida Filho (1997):

multidisciplinary seems to be exhausted in the attempts of joint work by teachers between disciplines in which each one deals with common themes from its own perspective, articulating, sometimes bibliography, teaching techniques and evaluation procedures. It could be said that in multidisciplinary people, in this case the disciplines of the school curriculum, study close but not together. The idea here is to juxtaposition disciplines (PIRES, 1998, p. 176, our translation).

And by ratifying, perhaps, the lowest percentage of answers (5%) of the students questioned about the term, "transdisciplinarity has been discussed, in a still vague way, seems to bring in its interior the possibility of a slightly dangerous anything goes" (PIRES, 1998, p. 176).

In an attempt at a more consolidated epistemological search about the term transdisciplinarity, Pires (1998, p. 176, our translation) understands that

transdisciplinarity is part of the current search for a new paradigm for the sciences of education as well as for other areas, such as collective health, for example (Almeida Filho, 1997). It seeks, as a theoretical reference, the holism and the theory of complexity, which, although they have become an interesting reference, are still poorly understood (Grün, 1995). The totality, announced for holism has been taken in a factual way; total is everything and thus can present a character of a-historicity. Totality is not exhausted in the sum of the parts, but constitutes, on another level, the historical synthesis of reality. The idea of networking, or communication between disciplinary fields seems to reinforce this ahistorical trend. About the idea of network discusses Almeida Filho (1997) who, by contributing to a redefinition of the model of transdisciplinarity, places the individual, the subject of daily practice, in this case, pedagogical practice, as an axis of interactions and, thus, one can identify here the need to historicize interactions. Subjects - or individuals - historical,



social, social agents. In this sense, the epistemological path of transdisciplinarity seems compromised by the devaluation of the historical materiality of the organization of society and the construction of the individual by education and teaching.

On the functioning of the AIP itself, it was found, among 58% of the students, its association with the integration of disciplinary themes, or even not contemplated by the other disciplines, based on collective debates and lectures, as well as referring to a curricular component that allows exchanges between knowledge involving teachers, students and external guests, ratifying what advocates the curriculum itself on one of the purposes of the AIP.

On the other hand, 12% of the students perceive the AIP as an enabler of the Supervised Internship, which is also foreseen in the curriculum of the course as one of the roles of this component; and 30% consider AIP as a disorganized space centered on ideological disputes.

It consists of integrating the pedagogical activities, the training grid, revealing current problems and relevance to the class (ACADEMIC 1, 2021, our translation).

In these times, there was discussion or lectures or debates on issues established at the beginning of the period (ACADEMIC 3, 2021, our translation).

In fact, the AIP is a space for the teacher to show what their specialties are, open ideological discussions between teachers and students and is usually a big mess (ACADEMIC 9, 2021, our translation).

Meeting of teachers and students to address topics proposed in the AIPS (ACADEMIC 17, 2021, our translation).

Integration and exchange of knowledge between disciplines, teachers and students with guests or not (ACADEMIC 18, 2021, our translation).

Regarding the statements that give the AIP the adjectives "disorganized", "mess", "space of ideological disputes" and other similar, it is necessary to rethink about the collective production of knowledge itself that, because it is collective, will not derive from a linear process, unilateral and exclusively convergent in the light of a positivist dogmatism, on the contrary, the socioconstruction of knowledge production, which is always inconclusive and unstable as taught by the Brazilian educator Paulo Freire, when averse to training, is characterized by dialectics, by building with the other, therefore, as opposed to building for the other. And that does not mean a convergent linearity, but a meander intellectual work that destabilizes certainties, beliefs and absolute truths. This production is, in itself, a maieutic process, in other words, arduous and conflicting because deep, inquiring and insightful.



This is why interdisciplinary causes attitudes of fear and refusal. After all, say his detractors, would it be something in serious Brazilian education? Can you know everything? Wouldn't it lead to a new kind of encyclopedism? Would it not lead to knowledge not only superficial, but devoid of the criteria of rationality and objectivity? What is at stake, in the background, is a certain conception of knowledge, of its epistemological distribution and of its teaching (FAZENDA, 2011, p. 35-36, our translation).

If the fact that the production of knowledge is not enough, the very dynamism of a labyrinthine and unstable intellectual process, in which finding the production of meaning differs from any proposal built in isolation, the (re)producers of this knowledge are subjects endowed with vices and virtues, which will inevitably come to light in contexts of defense of ideas, different world views, of man and knowledge.

When it comes to the teaching and learning process, what is pejoratively called by the participants as disorganization, mess and ideological dispute, perhaps due to the strangeness with the future inherent in the production of knowledge by subjects who are plural, think differently and want to persuade the other, since the AIP, at least in the PPC, it is a teaching and learning proposal collectively constructed and composed of many protagonists, thus moving in the opposite direction to an education based on the delivery of knowledge elaborated unilaterally to docile spectators, subjects who are "filled by another of contents whose intelligence does not perceive; of contents that contradict the proper way of being in your world, without being challenged, does not learn" (FREIRE, 1983, p. 16, our translation).

Thus, even if only from the prescriptive point of view, the collective doing of the AIP ratifies

education as an eminently gnoseological situation, dialogical as a consequence, in which educator-educating and educating-educators sympathize, problematized, around the cognoscible object, it is obvious that the starting point of dialogue is in the search for programmatic content. Thus, the problematic contents, which will constitute the program around which the subjects will exercise their gnoseological action, cannot be chosen by one or the other of the dialogical centers, in isolation. If so, and unfortunately it has been (with the exclusive choice that is obviously up to the educator), one would begin the educational thing in a vertical, donor, "assistances" (FREIRE, 1983, p. 59-60, our translation).

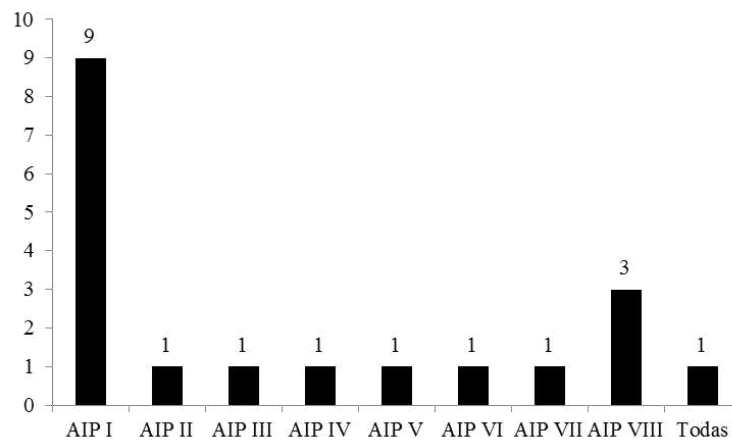
Finally, idealizing the production of knowledge under the sieve of contemplative linearity is a way of sacralizing it. But, as a human product, knowledge is permeated by problems (dogmatism, skepticism, criticism, pragmatism, relativism, subjectivism, to name a few). Recognizing these problems means perceiving that knowledge inhabits the earthly place



of production, so it derives from a tortuous process that is necessary for the subject to get closer and closer to the images of truth.

Considering that the Pedagogy course of FaE/UEMG has the presence of AIP in its eight formative centers, the students were asked whether, throughout the course, they liked some AIP in a differentiated way and, if so, to mention the formative nucleus and the reasons. The result is set out in Graph 4:

Graph 4 – Indication of the AIP that liked the course logo the most



Source: Academic pedagogy of FaE/UEMG (2021)

The PIAs located in the first and last training centers were the most cited, i.e., 47% and 16%, respectively, reported having liked AIP I and VIII more, while 37% opted in equal proportion for the other AIPs. The main reasons that resulted in these percentages were thus justified by the participants:

The AIPs invite the students to build the schedule and topics always addressed throughout the semester, and this is very nice. So, all the AIPs were enriching to me in some way (ACADEMIC 3, 2021, our translation).

The first period that did not have the forms was still the most profitable (ACADEMIC 9, 2021, our translation).

We have already had discussions and presentations of classes applied by other guests in the AIP of the first formative nucleus (ACADEMIC 11, 2021, our translation).

The AIP of the first formative nucleus that we were able to bring some specialists in the areas of the semester (e.g. Management an active specialist in the area) made all the difference (ACADEMIC 14, 2021, our translation).

It can be seen that the AIP referring to the training nucleus I has, among the academics, an expressive emphasis in relation to the others because it makes it possible to contact with





external guests and the treatment of varied topics, since, in the curriculum prior to that approved in 2019, to which the participants of this research belong, the AIP does not resolve issues related to the PPF, notified internship, which would only start from the second formative nucleus of the course.

However, with the curricular changes that occurred in 2019, the PPF so-called Extension Activities and Academic-Scientific-Cultural Activities began to be administered within the scope of the AIP, which, if it restricts the valued contacts of students with external subjects and discussions of various topics, may or may not interfere in the predilection, also, by AIP I. This, in doubt, constitutes another instigating element of a new research with academics belonging to the curriculum of 2019 and who are willing to complete the course.

As a last question to the participants, the participants were asked about what the AIP represented in their formative process. As answers, the following stand out:

Ampliation of looks in various fields of Brazilian education (ACADEMIC 4, 2021, our translation).

It's a mess. Some guidelines on how the internship should be (ACADEMIC 9, 2021, our translation).

I don't know how to answer (ACADEMIC 16, 2021, our translation)

Opportunity to listen to some experts and ask questions with those who are in the labor market and / or active in research (ACADEMIC 18, 2021, our translation).

Generally speaking, in view of the results presented, 79% of the students questioned consider that AIP contributed positively to the questioning, reflexive and connected training with the reality of the world of work, which allows us to infer a positive acceptance in relation to a format of teaching and learning decompose from the exclusive disciplinarity: "and specialized scientific knowledge of a determined and homogeneous field of studies, an exploration that consists of making new knowledge that replaces older ones" (HECKHAUSEN, 1972, p. 83, our translation).



Final considerations

The structuring of the current curriculum of the FaE/UEMG pedagogy course in transversal nuclei and thematic axes points to an organicity that aims at interdisciplinarity as a central element in the formation of the future pedagogue.

So that this organicity is not lost in the rhetoric of the formal curriculum, strategies for the integration of curriculum components, represented by the interdependence of components that exist only in the relationship between them, were established by the authors of the analyzed curriculum.

As a major mark of these strategies, is the AIP, a component that enables the making of others functioning as a propellant for the articulation between subjects in favor of the horizontal socioconstruction of knowledge.

However, the experience of an interdisciplinary experience by modern subjects, whether teacher or student, who did not experience it in their curricular trajectory, in fact, is not something unanimously friendly because, at the very least, it presents itself as an unprecedented contrast with everything that has already been offered to them.

In this sense, they will have the averse or indifferent to the strange, as will those adherents or thirsty for new formative experiences. These and other profiles can be easily traced from the analysis of the answers that comprised the research "Pedagogical Practices of Formation: a look at the singularities of a fiftieth pedagogy course", presented in this article.

However, regardless of the conceptions of Pedagogical Integration Activity raised among the academics who concluded Pedagogy of FaE/UEMG in 2021 (first and second semesters), the article showed that discussing the conception of AIP, as well as any other curricular strategy that implies paradigm changes, brings with it the historical struggle of clashes involving the territories of the curriculum. And, in the specific case analyzed, experiencing AIP implies rethinking the conception of Education that is proclaimed, realized and that wants to be consolidated.

Therefore, the AIP curricular component is permeated by dilemmas that inevitably need to be verbalized: (i) non-acceptance, under the sieve of economic rationality and the "epistemology of dissociation" (FAZENDA, 2011) of education thinking; (ii) strangeness of a collective ministry that escapes the rule imposed by unilateralism; (iii) aversion to the practice of a realistic, systemic, integrated and effectively socio-constructed formation as opposed to the sectioned boxing of knowledge that prioritizes the manufacturing production of theoretical knowledge, that is, devoid of the whole view and disconnected from reality; (iv) and



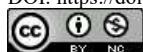


indisposition to the deconstruction of concepts, or even prejudices, sacralized as truths from the perspective of a reproductivity curricular logic.

Thus, by bringing up these and other dilemmas that researches, such as this, reveal their indispensable as they provoke in their actors to dialogue with the theoretical field from the questions that, despite being familiar to them, are often neglected in the face of the comfortable subterfuge of theorizing about external without having to, empirically aimed at reality itself.

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