

THE COMMON NATIONAL CURRICULUM BASE AND THE CHALLENGES FOUND IN THE INITIAL TRAINING OF TEACHERS

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ABSTRACT

The present study aims to analyze how the literature perceives the National Curricular Common Base and how fundamental its approach is in the initial training of teachers, since it is noticeable that there are many professionals unprepared in relation to the use of this document. For this purpose, the methodology of literature review and document analysis was used, and is based on documents, articles and books, which address the BNCC and teacher training throughout Brazil. It was considered through the literature that these challenges happen as a result of the poor training of teachers, which according to the literature should be changed, given that teachers in their training must have at least basic knowledge.

Keywords: Teacher training; BNCC; College education.

INTRODUCTION

The presence of the National Curricular Common Base (BNCC) in the area of education is a fundamental event that shows how much Brazilian education is advancing, since it defines the basic contents that students from all over the country must learn. This document was approved in 2017 and is intended to guide teachers to follow certain parameters within national basic education. (Brazil, 2017).

Many official documents over the years have been released by the Ministry of Education, however, the BNCC is defined as a normative document that aims to bring teachers and students the fundamental skills of all basic education, as well as work on skills with students, enhancing their knowledge. (Brazil, 2017).

In this regard, the question that is asked for the present research is: how does the literature see the presence of this normative in teacher training? Does the literature present how the BNCC has been worked on in teacher training?

This investigation was configured as a literature review and document analysis. Duarte and Duarte (2022) emphasize that the literature review is a method that is based on documents, articles and books, which are analyzed and interpreted according to the research approach. These were taken from databases such as Scielo and Google Scholar, which a search was carried out considering some keywords: Teacher training; BNCC; College education. And their combinations. A list of eight (8) articles was found, and only five (5) were used for the construction of this work. In this, a systematic analysis was carried out in the articles, books and official documents that address the theme, in which this article was written.

In this sense, this study aims to analyze how the literature perceives the National Common Curricular Base and how fundamental its approach is in the initial training of teachers, since it is noticeable that there are many professionals unprepared in relation to the use of this document, and it is very precise. be done so that within schools and higher education institutes the use of regulations is encouraged so that students when they leave basic education do not feel unprepared, since it aims to work with students on basic skills in a way that national basic education keep all students at the same learning level. However, teachers need to be well trained and for that universities need to address the regulations in their teacher training curricula.

This research is characterized by being expressive, as it will help several professionals to have a new vision of this significant document for the teaching profession in Brazil, since much was expected this document, in order to guarantee greater learning for teachers and students, and the research in question aims to contribute to a possible familiarity with the use of this document, making professors and higher-level institutes come to work with undergraduate students this regulation.

THE COMMON NATIONAL CURRICULUM BASE

When preparing the National Curricular Common Base, the intention of the pedagogues and education professionals who worked in the construction of regulations within the Ministry of Education, was to create precisely a foundation for the Brazilian curriculum that until the moment of elaboration was well out of date, having given that each state was responsible for the elaboration of its curriculum. In this, the BNCC presents itself as a document that enables the organization of the entire curriculum of the

country, making the spheres of power such as the Union, states and municipalities organize themselves with the objective of a policy of interconnection between the federative bodies. (Brazil, 2017).

The BNCC is a document that defines some fundamental learning and that all students must study throughout basic education, so that they have their learning and development rights guaranteed in accordance with what the National Education Plan 2014-2024 demands. The main objective of this document is not to provide an imposing regulation for the states and municipalities, but it is precisely to make possible through a general orientation what the basic contents to be worked with the students should be. (Brazil, 2017).

In this sense, the regulation is a document that formalizes at the national level the basic contents about each stage of education, namely: early childhood education, elementary school and high school. The base includes all the basic contents that students must learn during the period of Brazilian basic education. With this, it becomes a reference for state and municipal curricula to adapt their reality to the national base, being able to adapt the general skills described in the document to the specifics of each municipality. (Brazil, 2017).

The national reference for the elaboration of the curricula of the school systems and networks of the states, the Federal District and the municipalities and of the educational proposals of the school units, the Base brings together the national policy of basic education and will provide the link to other policies and actions. , which will provide greater contact between the Union and the states, with regard to teacher training, assessment, creation of educational content and criteria for the provision of school infrastructure. (Brazil, 2017).

This document comes to encourage all states and municipalities to create and elaborate their curricula following the aforementioned document as a guide and valuing the sociocultural aspects of each location in the federation. Therefore, educational policies come together to form a document that thinks about Brazil's diversity. (Brazil, 2017)

During all stages of basic education, the essential learnings of teaching were predefined in this normative document, since it aims at the development of children's skills and competences in relation to their teaching and learning. The document defines competences as the movement of knowledge and skills are actions and values to solve enigmatic demands of daily life and the full action of citizenship in the world of work. When describing these competencies, the BNCC makes the point that “education must affirm values and stimulate actions that contribute to the transformation of society, making it more humane, socially just and, also, focused on the preservation of nature”, also demonstrating that it is aligned with the United Nations (UN) 2030 Agenda. (BRAZIL, 2017 p. 8). What supports the document of the National Common Curricular Base are the fundamental rights of education that every Brazilian has access through article 205 of the 1988 federal constitution, which precisely provides:

education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work (Brazil, 1988).

In this sense, the constitution itself in article 210 guarantees that the basic contents are addressed in schools: “minimum contents for elementary education are established, in order to ensure common basic training and respect for cultural and artistic, national and regional values” (Brazil, 1988). The Law of National Guidelines and Bases (1996) is highlighted in its Section IV of Article 9, which describes that the Union is responsible for:

establish, in collaboration with the States, the Federal District and the Municipalities, competencies and guidelines for Early Childhood Education, Elementary School and High School, which will guide the curricula and their minimum content, in order to ensure common basic training (Brazil, 1996 ;)

It is noticeable in the Law of Directives and Bases (1996), that the issue of developing a national basic curriculum was already discussed since 1996 with the implementation of the document, but this only takes shape in 2017, when the BNCC is presented and implemented. as a national regulation in relation to the basic contents.

According to the LDB (1996), the curricula of early childhood education, elementary and secondary education must be aligned to a common national basis, to be made and complemented over the years in each school unit, by a different part, required according to the regional and local identity of the community, culture and economy and of the students.

In this sense, when establishing a historical trajectory of the Brazilian curriculum, it is evident that the existence of a common national base that sews the basic contents that Brazilian education must work in school units is relevant. And with the arrival of Law No. 13.415/2017, it shows that the national base becomes effective throughout the national territory, thus replacing the old LDB (1996).

Article 35-A. The National Curricular Common Base will define high school learning rights and objectives, according to the National Education Council guidelines, in the following areas of knowledge. [...] Art. 36. § 1 The organization of the areas mentioned in the caput and the respective competencies and skills will be done according to criteria established in each education system (Brazil, 2017, p.9).

The BNCC has a common way of approaching the contents of Brazilian education, developing capacities and skills in basic education students, in which it is up to the teacher to elaborate and plan means and strategies to use these new learning methods, aiming at the formation of the student and their learning in an integral way and in view of the different contents that are presented to all Brazilian students, which can help to reduce educational inequalities.

The national base states that it is committed to establishing integral education in schools, recognizing that basic education must aim at the meaningful formation of the human being, which makes it possible to understand the complexity and non-alterability of this development, breaking with visions pragmatics that give value to the intelligible aspects.

(cognitive) or the sentimental dimension. It is noteworthy that by taking a diversified view of children, adolescents, young people and adults, considering them as learning individuals, an education is

promoted aimed at their reception, recognition and potentializing this student in their individualities. (Brazil, 2017).

Therefore, even if education aims at a meaningful teaching, the comprehensive education proposed by the regulations is intended to fully train the individual, respecting their characteristics and culture, as well as the interests of students, providing challenges for them to develop during the teaching process. - learning. (Brazil, 2017).

In this, a brief historical course of the formation of this normative was described, and how much it can contribute to the development of students' skills, in view of this, it is necessary to be able to show how important teachers are in this path of student empowerment, but for this it is necessary to verify how the document is being worked on in higher education institutes in Brazil.

BNCC IN TEACHER EDUCATION IN HIGHER EDUCATION

According to Gatti (2010) it is notorious that the degree courses in Brazil provide people with only a superficial education and that it does not prepare them in the way they should be prepared to act as teachers in basic education. This generates many doubts in professors about their practice, requiring them to invest in postgraduate training, either *lato sensu*¹ or *stricto sensu*², seeking more knowledge, since graduation does not provide basic support to act as a professor, which according to the author is not something positive, because the function of graduation is to provide the basic aspects, but what is seen is precisely the absence of these aspects.

In Pedagogy courses, there is almost no deepening of the contents that must be taught at school, while in the other degree courses, knowledge of the specialized disciplinary area prevails, in general totally disconnected from the teaching of these contents and from the study of the pedagogical foundations of teaching action. (Brazil, 2019, p.7):

In this way, many students when entering the degree course may end up dropping out because they feel unable to complete it because of their difficulties in basic education. Many teachers end up working in a different area of their training because they do not feel qualified to work in basic education. This is especially true in the exact sciences subjects. (Gatti, 2010).

To reverse this situation, of precarious training and low social value, the country will need, more than ever, to strengthen State policies related to the valorization of teachers in Brazil. Thinking about Basic Education Teacher Training disconnected from a broader policy of valorization will not advance at the desired speed, in the perspective of facing a quality education for all. (Brazil, 2019, p.8).

¹ The *lato sensu* postgraduate courses comprise specialization programs and include courses designated as MBA (Master Business Administration). With a minimum duration of 360 hours, at the end of the course the student will obtain a certificate and not a diploma. Furthermore, they are open to candidates who have graduated from higher education courses and who meet the requirements of educational institutions – Art. 44, III, Law No. 9,394/1996.

² *Stricto sensu* postgraduate courses comprise master's and doctoral programs open to candidates who have graduated from higher education courses and who meet the requirements of educational institutions and the student selection notice (Art. 44, III, Law No. 9,394/1996) . At the end of the course, the student will obtain a diploma. (Brazil, 2018).

Ferraz (2019), when reflecting on the presence of the BNCC in teacher training, describes that it needs to be worked with these agents since their initial training, so that the learning objectives within basic education are achieved, since the Teachers need training that actually prepares them to work in the classroom, so that the teacher can dialogue with national parameters and that aspects of the national base are valued.

In the Brazilian case, the construction of references for teacher training needs to dialogue with the ten general competences of the BNCC, in line with Resolution CNE/CP No, the curricula of the courses and programs intended for them must conform to the BNCC, pursuant to §8º of art. 61 of the LDB, and must be implemented within two years, counted from the publication of the BNCC, in accordance with art. 11 of Law No. 13.415/2017". (Brazil, 2019, p.13).

By checking the official documents, it is possible to make a link between the bibliography and the normative document of the Conselho Nacional de Educação³, which foresees that the BNCC will be addressed in higher education courses as a document that guides all Brazilian basic education, so that more and more the teacher is prepared and in fact these professionals are familiar with the document. (Brazil, 2019).

Therefore, it is important that the degree courses can have teacher training that addresses theory, but also practice, in fact preparing teachers and being able to create bonds of connection, so that the fears of not feeling prepared can be overcome. could be broken. (Ferraz, 2019).

The peculiar trajectory that the degree courses took in Brazil, as an environment for the training of teachers for early childhood education and elementary education, not only has the function of linking this training to higher education, but fundamentally to overcome the division that does not require association. between theory and practice. (Aguiar; Scheibe, 1999).

Ferraz (2019) emphasizes that universities need to train increasingly competent professionals so that they can work in their schools with greater ownership of teaching the topics covered by the National Common Curricular Base, as well as knowing how to apply the skills and abilities present in this document. , as the greatest difficulty found by teachers according to research carried out by Agência Brasil (2018) is precisely the implementation of the BNCC, that is, putting it into practice in the classroom.

Other skills also require teacher training, such as "using the basic concepts of a programming language in the implementation of algorithms written in current language and/or mathematics". For teachers and managers, it "can only be implemented if teachers are trained to master the area and computer labs for students". (Tokarnia, 2018, s/p.).

In this context, the concern is precisely in evaluating the different situations of teacher training, as there are many public policies being prepared, but it is necessary to review the teaching of higher education

³ The CNE's mission is the democratic search for alternatives and institutional mechanisms that make it possible, within its sphere of competence, to ensure society's participation in the development, improvement and consolidation of quality national education. It is incumbent upon the Council and the Chambers to exercise the attributions conferred by Law 9.131/95, issuing opinions and deciding privately and autonomously on the matters that are pertinent to them, and, in the case of decisions of the Chambers, appeal to the Full Council. (Brazil, 2018).

teachers so that the level of student learning is increasingly as provides for the BNCC, a comprehensive training that actually makes sense for the student, since the implementation is essential for students to understand the content worked. (Guedes, 2020).

Brzezinski and Garrido (2002), describe that it is necessary to question the training of teachers, which, according to some investigations, no longer responds to the basic requirements of preparation for educational practice, as well as it is verifiable that there are reasons for the constant resistance of assistants and teachers. teachers to transform their educational practices due to the lack of learning in initial training.

In addition to having a good initial training at the higher level, it is necessary that teachers are taught to reflect on their practices in the classroom, as well as to think critically about what the BNCC describes, verifying what is requested by it and the other normative documents of the Ministry of Education, since this reflection can make that many things in the act of implementing the document, can be reviewed and integral learning will occur.

The normative document of the CNE has not only the general competences presented in the BNCC, but also specific competences that can be worked on in the courses for teacher training, based on meaningful education, since the graduate must enhance their capacities as an educator who interacts interdependently and between which there is no sovereignty, composing the normative document for the initial and continuing education of teachers. These competencies are arranged in three dimensions: knowledge, practice and professional engagement, in which the sense of movement, interaction, composition and collaboration is represented, in accordance with the documents prepared by the Ministry of Education, with a view to training prepared teachers to operate in the job market. (Brazil, 2019).

In the studies by Tokarnia (2018), it is noticeable that teachers are unprepared in relation to BNCC, and it is necessary for these institutes to reflect again on how important this document is and needs to be implemented in school units, in view of that teachers should propose in the classroom to work their teaching practice in the light of the National Common Curricular Base, thus being concerned with the integral formation of students and the quality of teaching.

It is important to recognize that the professor does not leave the university proficient, but must leave the university sufficiently prepared to be a good starter in the career. This is a recurring speech in the literature on continuing education, and an important search that we must have in teacher education. It is not a matter of believing that initial training fulfills the function of delivering a ready professional, but a professional in sufficient conditions to deal with the complexity of the classroom in an adequate way, and to develop throughout his career in the path of proficiency. Therefore, for some researchers in the area, it is necessary to define a set of essential practices to be developed during graduation that prepare the professor to continue learning and developing throughout his career. In addition, new methodologies, educational approaches and the constantly changing world demand from the teaching professional a constant predisposition to new learning. Regardless of the methodological approach, the consensus in several countries with better student educational performance is that teachers need to continue investing (and having opportunities to invest) in their professional development, which is known as lifelong learning. (Brazil, 2020, p.33-34)

Therefore, teachers do not know everything from higher institutes, but it is necessary that they have knowledge about learning theories, as well as pedagogical practices in the disciplines they intend to govern, because a good teacher is one who is well prepared from the very beginning. their initial training in universities, and these should be concerned with proposing the use of the BNCC in the classroom, so that teachers, from the formative stage, get in touch with it so that they can use it in the classroom later. (Guedes, 2020).

FINAL CONSIDERATIONS

Regarding the National Curricular Common Base, it is observable that it is a normative document configured by the National Council of Education together with the Ministry of Education to establish the basic contents to be worked on in Brazilian education, which means that Brazil is in accordance with the United Nations' objectives of reducing social inequality in education, and with a view to training the Brazilian people under the same perspective, however, it is necessary that the specificities of each location be taken into account.

Therefore, it is clear in this research that the BNCC is a very important document for basic education, as it does not only work with basic contents, but develops skills and abilities in students, which is very important for education nowadays that is not more concerned with training for the sake of training, but with integral learning.

It is important to emphasize that teacher training has advanced in relation to previous years, but it is noticeable in the literature that much needs to be improved, given that teachers in their initial training must leave with the basic knowledge about the BNCC. which is demonstrated in the official documents of the National Education Council and in recent bibliographies, since teachers, when implementing the document, have great difficulties in understanding the proposal of the base. The literature does not answer all questions, and qualitative studies are needed to deepen the theme.

These challenges occur as a result of the poor training of teachers, which according to the literature should be changed, given that teachers in their training must have at least basic knowledge.

Therefore, the BNCC must be present in the training of teachers, influencing their basic programmatic content, because by establishing a guideline for the federation, it is clear that the Ministry of Education wants to homogenize the training of teachers, since it is necessary that they are well trained. within universities so that they can implement the document within the classroom.

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