



THE TEACHER-STUDENT RELATIONSHIP¹

LA RELACIÓN PROFESOR-ALUMNO/A

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ABSTRACT

To think about the teaching practices at the university in the middle of the new necessities that come from the effervescence and the vertiginous changes of society, means to reformulate the ways of thinking, learning and teaching, enlarging the vision of the new phenomena put forward to human life. It is discussed today the need of a reflexive teaching practice, as a way of “potencializing” the apprenticeship and to fight against the alienation of man. It is known that to plan today is necessary not only in educational practice, but in all human segments. For Freire (1996), as important as the teaching of the contents in the classroom is the teacher’s coherence about what he says, writes or does. To think

about this aspect is to defend the teaching as a concrete whole in which the understanding and the building of the knowledge, systematized in the school, should receive a broad vision in a ceaseless movement. It is recommended awareness about the development of a wider teaching capacity for the teacher, to enlarge the possibility to take advantage of the rich contact in the relationship between teacher-student-building of the knowledge. This work presents the results of a research realized with 32 academic teachers working in license courses and not in an Institution of Superior Teaching–IST of the private teaching net situated in the Western Central Region of Brazil, at Triangulo Mineiro. Its aim is to present and analyze the indicators of the university teaching practices privileging

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factors related to the way of how the building of the knowledge processes itself in the classroom, interceded by the relationship teacher-student.

Key-words: University teaching. Reflexive Teacher. Teacher-Student Relationship

INTRODUCTION

It is usual to observe the increasing difficulty in a superior level, to organize and to socialize the knowledge. The precariousness of a suitable pedagogic professional teaching graduation denies to the teacher the fundamental exercising of his action, which is to permit, analyzes and reflections that allow a permanent and needed re-orientation of his educative practice.

The actual work links itself to a greater research named University Teaching: pertaining questions, attached to the line of research Learning and Educational Practices of the Post-Graduation Program in Education – PGPE/ Mastership and PhD. Doctor in Education of the Universidade Federal de Uberlândia/ MG, having as a staff teachers and students of the line. Specifically the results here pointed out are the fruits of a research realized with academic teachers working in licensing courses and not licensing ones of an IST of the private teaching net, situated in the Western Central Region of Brazil, at Triângulo Mineiro. Its aim is to present and analyze the indicators of the academic teaching practices privileging factors related to the way of how the building of the knowledge processes itself in the classroom, interceded by the relationship teacher-student.

DISCUSSING THE THEORETIC PICTURE FRAME

The insight today is that of living a hierarchyization and a broad re-orientation of

space and time. The relation brain-mind goes by to engage in a determined space in the building of the subject reality which demands an urgent task of re-qualifying the pedagogic languages. These languages must take in account the life self-organization and the self-regulation of the society. It is necessary then to go forward to an education humanly significant and that, in fact, prepare the subject for the demanding of the life in society. This intense movement of paradigms exceeds the traditional boundaries of physics and astrophysics, going toward the life sciences (bio-science) and technotronics (computing, intelligence and artificial life).

Opening new frontiers of knowledge there is a paradigm re-orientation toward the complex epistemic configurations that goes to a new epistemology. This change is basically resumed by Assmann (1996), in three terms: self-organization – collective rules whose establishment, the subject/man, has interfered or is consciously interfering; autopoiesis – which indicates the possibility of a relation between the levels of self-organizing intention (management) of life without any intervention of consciousness, and the levels where the unfolding of consciousness is possible; and the complexity – which refer particularly to what cannot be analyzed by the summing up of all divided analyzes of its constituent parts. It is an epistemological breakage in relation to the calculating reasoning of the modern science. It results then that any reflection about the question of knowledge passes through the understanding of the preordination of the global spaces, of the bioscience, and as it couldn't be different, by the primordial reflection for the meaning and identity of the human being. From that, the questioning of unifying the epistemology to the teaching graduation, in special of the academic teacher, considering as one of its privileged aim the reflection about the arising of the knowledge, of its learned teachers.

It is in this scenery of fast transformations that the contemporary thought is established,

having a plurality of profiles and trends, grounded in global socioeconomic system which defines the purpose and prominence of the education. And in such transformations, it settles down conceptual crises in relation to the skillfulness of the teacher, especially of the graduated teaching that he must have. If the university teacher is not intelligible about his practice, how and what for organizing it, he will take the risk of reducing himself to the mere reproduction of learned models in the classroom. Hence, it is necessary that the university teaching practice be submitted to a systematic and continual reflection (MALUSA 2001). Thence, it is evident the argument that the majority of the institutions and professionals joined to the several areas of knowledge, which work with the university teaching practice of the graduated courses, must be intelligible about the necessity of reviewing his postures, and for such to consider, as possible as it can be, the didactic knowledge. Nevertheless, would it be the solution for a successful university teaching practice? Or then, the specific dominion of contents would be enough for teaching?

In this perspective, the questioning becomes the most important part in the process, that is, a starting point for the search of answers, where teacher and student are the agents of the knowledge, assessing their knowing. Thenceforth, the need to think and re-think the theoretical elaboration and the curricular practice in the school context, the teacher's experience in front of his professional development and social skillfulness, remembering that it is not enough to know more as to transmit de contents, but to understand the building and production process of the knowledge.

For Mellouki (2004), teachers have considerably developed their educational worries, enlarging their participation in decisions that rules their mandates, besides cooperating with political definitions that gives course to their profession, which means the

beginning of their importance. But, for Paim (2005), teachers and students are the product of knowledge refusing, today, as much as the technical rationality as the curricular imposition. It is point out here the question of the research and of the action as two aspects of the same work, where the knowledge is build, modified, criticized and re-signified. Concerning this, Semprini (1999) states that the teacher, before developing any project needs always to have as central theme of his work the fact that:

The school is one of the places consecrated to the individual graduation and his integration in a community of equals. Thanks to it the individual can transcend his family ties, ethnics or habitual, and create a feeling which belongs to a more embracing identity: the nation, the republic (46)

To perceive the necessity of the multicultural teaching action close to the student, thinking about the building of concepts through the researches, doesn't mean only to distribute subjects to be worked, but rather a minute look of the teacher through ceaseless and current orientations and discussions. The importance of such a professional, while a researcher, is well stated by Schön (1995) when explaining about the necessity of the university teacher in practicing the reflection-in-action, as well as the action over the reflection-in-action. However, he points out a factor many times as a hindrance to the realizations of this practice:

As soon as the teachers try to create the conditions for a reflexive practice, it is quite possible that they will have to face the school bureaucracy [...] School bureaucracy is organized around the model of the school knowledge. This can be verified if we consider, for instance, the plan of a class, or the quantity of data which have to be fulfilled during the period of a class. (SHÖN – 1995:87)

However, understanding the research as a fundamental factor for a reflexive university

teaching is important not to forget about an initial and continued graduation, with clear purposes in building a teacher facing the contemporaneous necessities. About this, Rigal (2000) comments:

This cutting moment and passing over of the cultural world, and hence of the education, can be characterized as a crises moment. And he sends us to the meaning that Gramsci gave to it: a moment in which the old is agonizing, or dead, and the new is not born yet. Hence, a moment of uncertainty and fragmentation. (RIGAL:2000:171).

The fascinating is that we live today a phase of re-ordination of space, and of a proper time that necessarily have been leading to a reviewing of the paradigms, where over the uncertainties great doubts are put. The quest for knowledge is one of the areas that pass through reviewing and critics for the classical metaphysic model. We are invited to break nuts and to reorient paradigms. It is in this way that Maturana and Varela incite us to review our traditional postulates, and to choose new understandable models of the world, and in them, the knowledge phenomenon and our actions caused by it.

PRESENTING THE METHODOLOGY AND DISCUSSING THE RESULTS

The research is related to a qualitative-quantitative approach looking for, at first, to reflect over the frequency of the answer, and next analyzing the relationship between the pedagogic practices disclosed by the building up of scientific knowledge, as a result from the relationship teacher-student. As subjects there were 32 academic teachers, 16 acting in license courses and 16 in non license ones. The courses are: Business Administration, Agronomy, Bee Culture, Botanic, Biological Sciences, Economic Sciences, Physical Education,

Civil Engineering, Food Engineering, Oil Engineering, Philosophy, Geography, Natural History, Letters, Mathematics, Pedagogy, Psychology and Zoology. As the principal instrument of the work there is a questionnaire build up in four steps: a) general identification data of the academic teacher; b) – pedagogic conception and professional profile; c) planning and pedagogical practice; d) relationship teacher-student in building up the scientific knowledge. However, for the actual work it is made a press cutting in the researching instrument, emphasizing the indicators of item “d” – relationship teacher-student in the building up of the scientific knowledge. This sub-item is formed by four questions:

• **Question 1** – For you university teacher, how your student build up concepts, above all scientific ones?

As answers it appears the most frequent occurrences: eight, through researches; eight, by complimentary reading; three by the own experience; two through expositive class; two by seminaries and congresses; and nine show indefinite answers.

BOARD 1: BUILDING OF SCIENTIFIC CONCEPTS

ANSWERS	OCCURENCES
Through researches	08
Complimentary reading	08
Own experience	03
Expositive classes	02
Seminaries and congresses	02
Indefinite answers	09

Considering the results on board 1, it is necessary to think first in the worked theory about scientific concepts. Thence, the importance in considering the used conception in the classroom in parallel to the waited and

studied ones, that is, those considered as the most efficient once, according to each conception, the knowledge “conception”, the graduation of the teacher, the curriculum, besides other ones, are distinct. It is worth to state that there is not a certain period or place in which a certain conception is considered as the whole one, once there is counter position, that is, coexistence of more than one educational characteristic in the same educational period. Here is the teacher’s model presented by Paim (2006), when he states that the researcher teacher is the one who really feels the problems of living, understands the own process of the building and production of the school knowledge, and realizes researches in its practices to stimulate his students to search about the studied subject.

· **Question 2** – Which is the mediation that the university teacher needs to make with the students to build the scientific concepts?

It appears the most frequent occurrences as answers: six through orientation; five, through researches; four, in relation to theory-practice; four, having the teacher as support/link; and thirteen present indefinite answers.

BOARD 2: UNIVERSITY TEACHER-STUDENT MEDIATION

ANSWERS	OCURRENCIES
Orientation	06
Researches	05
Theory-practice relation	04
Teacher as support/link	04
Indefinites	13

Considering the answers of the previous question, it is perceived the “logic-ness” occurring in this situation, once the majority (previous questions) agrees that the student builds up his knowledge mainly through researches. In the actual situation we observe

that the orientation is considered as its principal way of the interlocution between teacher and student. Yet, it is possible to observe that it doesn’t refer, in the second answer, to great distances in the answers occurrence, and it can be perceived that, - in the vision of the researcher teacher while acting as a reflexive educator -, the fact of orienting is complimented by the deep research questions about the analyzed subject, as well as the importance of the relationship between theory and practice, having the teacher as the link between them. Thus, we have the greatest occurrence of the teachers here analyzed, who consider the effectiveness of an educational movement that embraces the conception that as much as the student as the university teachers are able to effectively act in education, they also being researchers and producers of knowledge.

· **Question 3** – Independent on the administration structure of the institution, while a university teacher, do you develop any kind of research? Which one? Do you have an institutional support?

As answers it appears the most frequent occurrences: twelve did not realize the researches; six practice them without institutional support; five make researches with the institution support in which they act; four state to develop only studies; three state that they develop researches having as institutional support only in some of them; and two present indefinite answers.

BOARD 3: DEVELOPMENT OF RESEARCHES AND INSTITUTIONAL SUPPORT

ANSWERS	OCURRENCES
	12
Yes- Not	6
Yes – Yes	5
Yes- -/-	4
Yes – Sometimes	3
Indefinite	2

Although perceiving the importance of the researcher teacher in the teaching-learning process, the data show low participation in researches, as well as next to nothing the absence of institutional support. This confirms the position of Schön (1995), when he points out the difficulty that the teachers have in front of the bureaucracy imposed by the school when thinking about a reflexive university teaching practice.

• **Question 4** – For a continual graduation of the university teacher what modality of pedagogic qualification you consider the most suitable and efficient?

As answers it appears the most frequent occurrences: 12 affirm that the most efficient modality of continual graduation is the *Stricto Sensu* courses; seven defend the pedagogic assistance to their academic teaching practice; five indicate the *Lato Sensu* courses; five affirm that the courses are sequential; two affirm that the courses are virtual; and one indicates the congresses.

BOARD 4: CONTINUAL GRADUATION

ANSWERS	OCURRENCIES
Stricto-Sensu Courses (Master & Doctorate)	12
Pedagogic Assistance to university teaching	07
Lato-Sensu Courses (Specialization)	05
Seqüencial Courses	05
Virtual Courses	02
Congresses	01

By the obtained data it is perceived the importance in investing on a continual graduation through the master and doctorate courses. Another positive aspect is the importance given to the question of a pedagogic assistance to the university teaching practice,

subject emphasized by researchers as Abreu and Masetto (1990), Mazzilli (1995), Malusá (2005), among others. In the sequence with the same priority content, come the specialization and sequential courses. The data prove that the participative university teachers have, for sure, clearness about the need to a permanent continual graduation, of a more extensive or short period.

FINAL CONSIDERATIONS

The obtained data about the realized research with the 32 university teachers, appreciate the theoretical discussions realized about their graduation and practice. It is possible to identify in the subjects answers, the rejection in using a teaching in the Cartesian patterns - identified with Descartes ideas -, with the practice of a technical teacher in the transmitter parameters of data, in which he is the unique possessor of the knowledge, unattached to the actuality of the student. It is noticeable also that the teachers are conscious about the importance of a combined work, university teacher and student, active in a better education quality movement. And yet, despite the absence of economic stimulation, the teachers notice and develop a research work, with or without institutional support.

It can be concluded then, that through the practice of a reflexive academic teaching, the teaching phenomena is to be understood as a daily social practice, looking for understanding its relations and contradictions with other practices in the graduation of man, and having the possibility to become transparent to the specificity of the internal teaching contradictions. However for the realization of this practice it is necessary a coherent theoretical-methodological basis and fitted to the actual historic moment, remembering that to resist to the changes or to assume a usage means to vulgarize the complex act of educating that, as it is known, demand deep and ceaseless reflections.

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