Volume 13 Issue 24
Originally issued as G9



Global Journal of human social science
Linguistics & Education
Volume 13 Issue 9 Version1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X&Print ISSN: 0975-587X

The Formation of the Pedagogue and Environmental Education

By Theóffillo Da Silva Lopes & Francisco José Pegado Abílio
Universidade Federal da Paraiba, Brazil

Abstract - It's the Greek scene is born early indications of Education through Plato, considered the first teacher for believing in the formation of wise guys, always instigating the unrest of knowing and valuing the human. We realized how old is thinking about education and pedagogy won numerous contributions to the present day. New concepts were incorporated into the ways of teaching. The ways to achieve the human faculties are studied to this day.

GJHSS-G Classification : FOR Code: 050203



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The Formation of the Pedagogue and Environmental Education

Theóffillo Da Silva Lopes [α] & Francisco José Pegado Abílio [σ]

I. Introduction

It's the Greek scene is born early indications of Education through Plato, considered the first teacher for believing in the formation of wise guys, always instigating the unrest of knowing and valuing the human. We realized how old is thinking about education and pedagogy won numerous contributions to the present day. New concepts were incorporated into the ways of teaching. The ways to achieve the human faculties are studied to this day.

In a wider context of political and social aim Frere (2005), which advocates a liberating pedagogy that combines the teaching of the student relations with the world, with its cultural context, so that the individual is perceived as part of the change process both its reality as the reality of society, since they are placed in the context of a particular culture.

Pedagogy began to develop in the nineteenth century and has, according Lebanon (1998), as the science that has the social practice of education as their object of research and professional practice, namely, that aims to investigate the educational process that may be present - provided it is intended - everywhere, whether at home, at school, in an organization, the company, in other environments.

Also according Lebanon (1998), the formation of the educator in Brazil got its start around 1939, when the first class was regulated course of pedagogy. Such training provided for the Bachelor of Education at that time known as "technical education / educational issues."

With the laws that came to support this professional. Until modern times, since the time of the creation of the course, were granted three versions of the Law of Guidelines and Bases of National Education. In 1961, when it appeared the Law 4024/61, which allowed access to the upper level for the current high school graduates, in 1971, when it appeared the Law 5692/71, with the task of updating the old standards, in 1996, was enacted Law 9394/96, which sought to modify the Brazilian educational system in order to regulate the profession both in the training of teachers, the school management and the areas of curriculum.

Author α : Universidade Federal da Paraiba.
E-mail : theo-lopes@hotmail.com

a) *We also found in Article 62 of the Law of Guidelines and Bases of National Education*

The training of teachers for working in basic education will make will be at a higher level in the undergraduate course, full degree, at universities and institutes of Higher education, admitted as minimum

Qualification for the practice of teaching in early childhood education and the first four grades of elementary school, offered in the middle, in normal mode.

This article of the Law of Guidelines and Bases of National Education shows clearly and coherently, which are the fundamental requirements to work in basic education, curbing any pedagogical practice either as a teacher or educator to those who have no training in pedagogy.

Beyond the Law of Guidelines and Bases of National Education, on May 15, 2006 the National Education Council - Full Council, awarded the CNE / CP No. 1, establishing the National Curriculum Guidelines (DCN) for Undergraduate Education defining principles and conditions for teaching and learning procedures to be followed in planning and assessment bodies of educational systems and institutions of higher education in the country.

We can therefore understand in general education as science education, i.e., education level both in its theoretical and practical, and also as a prerogative, improving the learning process of individuals, through reflective practice, the systematization and knowledge production.

b) *We understand for pedagogue second Lebanon 2009*

I therefore consider that the formation of this teacher to perform activities of educational research, this pedagogue who may act toward school, coordination, planning and educational evaluation, educational computing, communication and media production, instructional materials, management of special education, business pedagogy, cultural events, educational psychology, etc.., I mean, that characterizes the educator strictly speaking, the expert must be formed in a specific course, and by the end qualifications.

Thus according to their education, educator, teacher can act since the first grades of elementary school I and II, with his license, but also can guide,

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encourage, research, coordinate, plan, teach, manage, share, methodologies focused on environmental issues. Since being inserted into this professional current cultural context, be it working in the school, company, or other institution does not cease to be faced with environmental problems characteristic of modern societies in whatever area.

Pedagogy has been presented before as a social science connected with various aspects of society and the educational standards of the country, whose purpose would be to solve by means of studies and teaching practices, issues related to teaching and learning process.

c) *In other words, it comes from the aspect of majoring in Pedagogy, Article 3 of Resolution CNE / CP No. 1, says*

The student pedagogy work with a repertoire of skills and information comprising plurality of theoretical and practical knowledge, which will be proportionate consolidation in the profession, basing on the principles of interdisciplinary, contextualization, democratization, relevance and social relevance, ethics and sensitivity affective and aesthetic.

The above passage clearly talks about the aspects which pertain to student pedagogy, making clear the need for plurality of knowledge, and, in addition, be based on interdisciplinary principles and social relevance.

The professional pedagogy is enabled to meet the demand of socio-character non-formal and informal, can thus act in schools, social movements, business, education of youth and adults in educational psychology services in non-governmental organizations, projects, among other functions.

According Lebanon (1998), Pedagogy of the student knows the next scientific and philosophical education, and acquire theoretical and practical knowledge of its performance, so in correspondence, the course is divided into three areas: scientific knowledge and philosophical education; Knowledge specific activity, and technical and professional knowledge.

Related to the real functions in which should be able to graduate in pedagogy, we have provided the CNE / CP No. 1 of 15 May 2006, Article 5:

II - to understand, care for and educate children from zero to five years, in order to contribute to its development in the dimensions, among others, physical, psychological, intellectual, social;

IV - to work, in school and non school in promoting the learning of subjects in different stages of human development at different levels and modalities of the educational process;

XIII-managed institutions participate in planning, executing, monitoring and evaluating projects and educational programs, in school and non-school settings.

These aspects of the formation of the pedagogue already reveals a profile of a professional that has at its core characteristics solicitous to the real meaning and education, which are either embedded and contextualized with the environmental dimension and the socio environment in which it operates.

II. The Importance of Environmental Education in Training Pedagogue

"The intention of qualifying to differentiate the proposed environmental education in society is to unveil the ideological appropriation to them by dominant groups. This so you can to align them, in fact, with the completion of environmental education practices in the critical action on the social process enables the formation of citizens committed to the issue of environmental quality. "(Guimarães, 2000, p. 67)

Lay argues (2006) states that environmental education first of all, is education, and that this is an unquestioned assumption. Based on this assumption and the need to differentiate qualify for the proposed Environmental Education, and then comes the figure of environmental educators. For Carvalho (2002), it overlaps in the midst of a historical movement that has highlighted the environmental issue as a field of political-pedagogical action.

This perspective of pedagogical action and reflection on practice is an activity that sees education as critical, that is caring for autonomous development and emancipation of all those involved in the process (ZAKRZEVSKI & SATO, 2001).

a) *About this flagship training teachers in affirms Paranoid*

'The craft teacher may only have access to the reflective paradigm to follow the same itinerary critical, as never passed on a large scale, by the ghost of a practice "scientific".' (Paranoid, 2002, p. 15)

We can thus understand the difficulty of the many professionals who are cast in professional practice in each period. Paranoid continues to emphasize that the reflective practice is complex and at the same time it is:

To broaden the scientific practice, where they exist, and fight ignorance still very wide of the humanities, psychology and, above all, the social sciences;

Not to mystify and to develop training courses that articulate scientific rationality and reflective practice, not as sister's enemy, but as two sides of the same coin. (Paranoid, 2002, p. 16)

With in this context we understand that the absence of reflective practice on teacher education brings remnants of its roots in an academic understatement experienced in society in general.

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It is currently consensus that diverse knowledge is not sufficient to address the complex world and the diversity of situations in our daily work. We seek to reflect on the new forms of exercise of our profession. With this real situation, it is necessary to train a professional reflective practice, which extracts knowledge through experience imposed on him every day, i.e. the reflection in action and on action.

In this sense says Frere (1996), the teaching practice critical thinking tease the right, involves dynamic movement, dialectical, between doing and thinking about doing. Therefore, we understand the importance of reflective practice linked to teaching practice.

Even on this knowledge necessary to face the complex world, in which we live, Morin (2001), presents seven indispensable knowledge for future education. Which cites: introduce and develop education in the study of mental traits, cultural, psychological and human knowledge; develop the natural ability to locate all the information in a context; highlight the indissoluble link between unity and diversity of all that is human , knowing the planetary destiny of mankind; teach principles of strategy for overcoming unforeseen; demonstrate understanding as long, middle and end of human communication, and contribute not only to the awareness of our Earth-country, but also allow this awareness will translate into willingness to perform the earthly citizenship.

Morin evidence thus an intrinsic relationship between education and intimate, and the awareness that this same translates into recognition of our role in the effects of the Earth. Among such knowledge is notorious relationship with the environment in such terms as: identity and citizenship earthly planetary destiny. With this it is hard not to say that an education of the future will not permeate the environmental dimension in the training of individuals.

This knowledge, this reflective practice, understanding of environmental inserted directly in education, cannot be detached from the training of teachers, which in turn, will be the educators who will form multipliers of this planetary consciousness.

Thus, the vision of a good environmental educator anchors itself in the formation of this professional. That, unlike monitors and environmental activists, lacks independence and critical independence, while education policy, formed, forming and shaping as the educator himself (CASCINO, 1999).

This process, this autonomy and independence, not to make different teachers as educators and teachers who are too. In previous work we can observe the realization of the need for environmental education in teacher education (ROSA, 2003), or within strategies for Environmental Education, is the awareness and training of teachers, which in turn transmit the same to the learners (SILVA, 2000).

We can also observe in other works is a perception of the need for various aspects that are intrinsically linked to the school, where it overlaps the pedagogical practice and professional development of educators, Environmental Education for good (PEQUENO, 2001).

Clearly, the importance of proper training of professionals, as agents capable of intervening effectively and consciously placed on the environmental dimension in education. For this, one cannot forget the medium to which everything happens, the university, which is formed and is formed.

According to Santos (2005), university knowledge should be presented in a trans disciplinary way that, by its context, requires a dialogue or confrontation with the various types of knowledge.

Returning the basis of this research, we observed that the formation of the educator has an intrinsic relationship with the whole process of university knowledge and reflective practice.

The research described here aims to contribute to a better understanding of how the university is actually contributing to the formation of the pedagogue, associated with the environmental dimension.

What we can see the extent of the inclusion of environmental education is that it would be necessary to reflect on the role of the university as an institution, should take place where an inclusion of the environmental dimension in the curriculum, which comes to involve the practices of social agents: both teachers, the students, the community, etc.. It is also relevant to examine the philosophical and epistemological principles that underlie these proposals.

The design of the environmental dimension in education can only be understood and worked interdisciplinary is almost a consensus, but it is still somewhat experienced in educational practice.

Morin (2001), complexity is a term that means a web of elements that come together and form a whole. We can translate this concept to education, and to understand that everything should be inserted: the subject, the context, history, consciousness and so on.

If everything is a huge complex system, we note that environmental education is also part of this, and should be addressed in various fields of vocational training company. As ratified in paragraph 1, section VI of the National Plan for Environmental Education, which states: *"To promote environmental education at all levels of education and public awareness for the preservation of the environment."*

The training of the various sectors of society brings in its scope; the difficult task of becoming consistent with the practice exercised and be relevant to the post - modern world. The formation of the educator is not excluded that universe, and makes a thoughtful educational context necessary to society, in general, significant.

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Thus, environmental education in teacher training should present itself as a permanent educational process, continuous, comprehensive, and socializing and generator of internal transformations of man in its multifaceted interrelationships with the environment.

As already mentioned, the National Curriculum approach to environmental education as a cross-cutting theme and indispensable role in the transformation of environmental awareness. For this purpose, it is necessary a change of mentality, aware of the need to adopt new habits.

Thus, it must be designed, an education committed to environmental issues, which favors not only the human species but the planet as a whole, realizing that the man only exists if the planet itself exist. In this respect, only exist full conditions of life for present and future if each individual has a responsibility to human, social and environmental.

In light of these reflections, the university should prove attentive, since the individual is not only endowed with technical knowledge for a profession, but also get sufficient training for socio-environmental fair and equitable. Thus, it is essential to consider the undergraduate space for this new thinking of educational action, as well as of their own curricula.

According to Serpentine (1997), there is an indelible importance of the university as a mediator in the training of professionals and citizens, to act within a proposal to improve the quality of life, and protection and improvement of environmental conditions, capable of stimulating educational processes related to environmental issues at all levels of education and learning.

We also note in Silviers (1997) there are several reasons to emphasize the role of the university in the development of environmental education, confirming among them, the fact that the same accumulate functions of teaching, research, extension and consultancy, for the university to be a forum dialogue with the school and society in general, for being a center of research and therefore understand science as a factor of both progress and quality of life, the disaster, and forever accept inter-and trans disciplinary curriculum alternatives.

We see that *"The university (...) has to be sensitive to the preparation of teachers to act under the aegis of environmental education in regular courses at the undergraduate and multidisciplinary still" (Marajo, 2004, p. 73-74).*

In the case of the undergraduate course in pedagogy, as a trainer of teachers of basic education, this should not be present in a silent and distant the new educational paradigm.

We know that entering the environmental dimension in teaching practices, permeates social pressure and institutional precisely why the same, are being formed for the most part, from a conservative point of view and a classical education system, i.e. based on an understanding of the world adapted by hegemonic rationality to which practices generate unable to do other than "single path" prescribed by that rationale, effecting up hegemony "(Guimarães, 2004, p. 124).

In Brazil, several researchers in their fields come bothering with the procedure and discussion of training in environmental education or educators (the) environment.

War and Lima (2004) consider the integration of the environmental dimension in the initial and continuing training of teachers in undergraduate programs, a challenge to the educational process, and analyze that environmental education should be included in the curriculum in an interdisciplinary and cross.

We note that it is imminent, the need to include environmental education in higher education degree, so she really exert their transversely in schools, from the formation of the new generation of educators who comes to educational institutions.

Therefore, it is necessary to recognize the environmental dimension within academic backgrounds, so that they will prioritize the adoption of the local environment, to promote the role of the community in identifying problems, and their solutions.

With all the educational activities relating to environmental education, feel the need to get a college teachers committed to the ability to exercise their citizenship responsibly, to be created and expanded participation in decision-making responsibility at respect to the environmental context.

The support in the Constitution is already present inherent Environmental Education, simply a greater commitment and consideration focused on educational activities of teachers in order to better meet the needs of the current social system which we find ourselves.

In particular, the pedagogy course examined in this study is in a different level, since that shape future education professionals. Accordingly, we aim to establish a culture upbringing that provides the educator, support for understanding this area as appropriate.

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