

SECTION: ARTICLES

Higher education: implications of professors' academic training in discourses on teaching and learning¹

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ABSTRACT

This article presents results of a research whose aim was to study how the speeches of professors who work in Information Systems courses are configured about the teaching and learning processes and their possible articulations with their formative trajectories. In order to do so, we developed a qualitative research, through which the empirical corpus was constructed from the statements of 23 (twenty-three) professors from three higher education institutions, in Rio Branco/Acre. The systematization and analysis of the empirical material depict, in terms of perceptions of teaching and learning and their possible articulations, that the teaching speeches focus on the figure of the student, as being the subject who learns, and on the object of knowledge, the content that must be taught, which may, in our view, be the result of the training processes to which they have been submitted.

Keywords: Academic education. Professionalization of teaching. Teaching performance.

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Educación superior: implicaciones de la formación académica docente en los discursos sobre enseñanza y aprendizaje

RESUMEN

Este artículo presenta los resultados de una investigación que propuso estudiar cómo se configuran los discursos docentes, que trabajan en asignaturas de Sistema de Información, acerca de los procesos de enseñanza y aprendizaje y sus posibles vínculos con la trayectoria formativa de estos maestros. Con este fin, desarrollamos una investigación con un enfoque cualitativo, mediante el cual el corpus empírico se construyó a partir de los discursos de 23 (veintitrés) maestros que trabajan en cursos de graduación en Sistemas de Información ofrecidos en tres instituciones de educación superior, de Rio Branco, Acre. La sistematización y el análisis del material empírico muestran, en términos de percepciones de enseñanza y aprendizaje y sus posibles articulaciones, que los discursos de enseñanza se centran en la figura del alumnado, como sujeto que aprende y en el objeto de conocimiento, el contenido que debe enseñarse, lo que, en nuestra opinión, puede ser resultado de los procesos formativos a los que han sido sometidos.

Palabras clave: Formación académica. Profesionalización de la enseñanza. Actuación docente.

Ensino Superior: implicações da formação acadêmica docente nos discursos sobre ensino e aprendizagem

RESUMO

O presente artigo apresenta resultados de uma pesquisa que se propôs a estudar como se configuram os discursos de docentes que atuam em cursos de Sistemas de Informação acerca dos processos de ensino e aprendizagem e suas possíveis articulações com suas trajetórias formativas. Para tanto, desenvolvemos uma pesquisa de abordagem qualitativa, por meio da qual o *corpus* empírico foi construído a partir das falas de 23 (vinte e três) professores de três instituições de ensino superior, de Rio Branco, Acre. A sistematização e a análise do material empírico evidenciam, em termos de percepções de ensino e aprendizagem e suas possíveis articulações, que os discursos docentes centram-se na figura do aluno, como sendo o sujeito que aprende, e no objeto do conhecimento, o conteúdo que deve ser ensinado, o que pode, a nosso ver, ser resultado dos processos formativos aos quais foram submetidos.

Palavras-chave: Formação acadêmica. Profissionalização da docência. Atuação docente.

INTRODUCTION

Through the years in Brazil, higher education was considered sometimes as priesthood, as vocation, within the male domain. Besides that, it has gone, and still is, through a process of proletarianization⁵, connected to a crisis in the professional identity. As a result, there are up to the current moment, questions and doubts which surround the characterization of a process of development closest to the ideal for those who act as a professor in higher education, or still, which would be the necessary knowledge to be constituted as a professor.

Facing such scenario, it is possible to find, acting in higher education, professors with several profiles of professional development, among them, for instance, licensed professors, bachelor professor, with or without a graduate program (Master/Doctorate). Such statement depicts a false perception that any person, since being a professional in the market place, who has a graduate program or mainly specialization, can act as a professor in higher education. Thus, it emerges a question, that in our opinion is a recurrent circumstance in the academic realm, in which many professors cannot obtain the theoretical elements to justify their pedagogical choices, which characterize their practices in the classroom. On the same way, this lack of clarity on the professor's identity⁶ results in the practices reproduction experienced during their training trajectories, including, in many cases, the same discourses of their professors. That means,

It is easy to understand the fragility of a profession when it is understood that a profession only is established when there is knowledge that is specific and theoretically founded. There are not many theoretical justifications given by professor on their decisions and practices; therefore, it is an action based on rare professional knowledge [...] great majority of professors in higher education constitute as professors, although they never had training for such. And even career and training professors are constant in stating that much of their learning are historical, that is, they learn in the school practices they experienced (CUNHA, 2018, p. 8).

In the current context, the Law of Directives and Basis of Education, nº 9.394, in December 20th, 1996 (LDB 9.394, 1996) does not portray explicitly the indication of which training features should professors have in order to perform in higher education. Chapter VI of the

¹ The proletarianization refers to the pedagogical practice, to the way in which the work in the teaching institutions is organized and to the socioeconomic conditions to which the teachers are submitted (ALVES, 2009).

⁶ The formative trajectory has an important role in the professional training, because it is through it that the professor builds his theoretical framework, which allied to the developed practices allow him to understand and value teaching, as well as transforming his/her practice in a continual process of professional identity construction (NÓVOA, 2013).

quoted law is about the professional education and articles 65 and 66 are dedicated to discussion on professional development and on the professor, who can perform in higher education, as it follows:

Art. 65. The professional development, except for higher education, will include teaching practice, minimum three hundred hours.

Art. 66. The preparation for the exercise of higher education will included graduate studies, priority in Master and Doctorate programs.

Only paragraph. The notorious knowledge, recognized by university with Doctorate course in related area, will be able to supply the requirement of an academic title (BRASIL, 1996, p. 26).

In the same Direction of the mentioned above, according to LDB 9.394, 1996, the professor in higher education does not need to prove experience in teaching, his/her training is undertaken in priority in graduate studies level and it can be replaced by the notorious knowledge. Besides that, it is important to remember that LDB article 52, which expresses how universities are constituted, indicates a need of one third of the faculty of each institution of higher education holding a Master or Doctorate title and being employed under full time work regiment.

By saying so, in relation to the professional development in graduate courses, it can be observed that the training in the specific area of knowledge is overestimated, and that is why the representations on teaching in higher education continue to be based, almost exclusively, in the scientific-technical competence, from the academic training and in the condition of individual professional success in the market place.

Likewise, it is important to consider that the National Plan of Education (PNE), approved by Law, nº 13.005, 2014, illustrates in its text twenty goals to be reached by Brazilian education in the next ten years. Four of these goals are about higher education, mentioning, goal twelve, which indicates the intention to rise the registration taxes, in higher education, in fifty percent. Goal thirteen aims at rising the quality and amplify the proportion of Masters and Doctors, respectively, to 75% and 35% in the higher education institutions, and lastly, goals fourteen and eighteen propose, respectively, rise registrations in graduate studies and promote professional enhancement warranting the implementation of careers plans. (BRASIL, 2014).

By analyzing the texts of LDB 9.394, 1996 and PNE (National Plan of Education), it can be noticed they do not highlight devices that indicate which knowledge is necessary to perform as a professor in higher education, for even with the obligation of the institution of having at least one third of professors with graduate strict sensum, there will still be two third with

only undergraduate and specialization, or still, who were hired by notorious knowledge. About was exposed, it is important to emphasize that according to the Anísio Teixeira National Institute of Educational Studies and Research (INEP), in the last census in 2018, the number of professors in institutions in higher education (public/private) totalize in 384.474 and from these 17,77% are specialists, 38,96% are Masters and 43,27% are Doctors (INEP, 2018). On one hand, there is a significant number of Masters and Doctors effectively acting in the higher education institutions in the country; on the other hand, only a small number, 17,77% of professors hold a specialist title. Such situation indicates that, in our opinion, on one hand, the Brazilian legislation is being attended, especially, in terms of hiring a minimum percentage of professors with a strict sensum training; on the other hand, it confirms the hypothesis that the Brazilian higher educational institutions have high numbers of professors with specific training, in their initial areas of training/performing, and consequently, without training to perform in teaching.

Thus, on the basis of formative problems, which refer to the level of training, there are unavoidably difficulties for the individuals to understand aspects of the teaching identity construction, for historically it can be noticed the emphasis of professors who, above all, master their knowledge area and they see themselves as excellent professionals in their areas, but they do not identify with teaching, and, in this profession, they are only reproducing the same practices to which they were submitted when they experienced their training processes.

Facing the recognition of the exposed that the present research was developed aiming at allowing the comprehension of aspects about how the professors' discourses are designed on the teaching and learning processes and the possible articulations with the training trajectory, which the individuals are submitted in their constitutions. The organization of the empirical corpus took place through the application of an instrument available at Google Forms, and the answers were organized with the help of *IRaMuTeQ* (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires) and were analyzed on the light of theoretical and methodological prepositions of Discourse Analysis, based on Pêcheux (1975, 1990) and Orlandi (1996, 2003, 2009).

CONFIGURATION OF THE TEACHING PERFORMANCE IN HIGHER EDUCATION IN BRAZIL

According to Masetto (1998), the great milestone for the beginning of higher education courses in Brazil happened with the coming of the real family or the Portuguese court in 1808, before this period Brazilian people needed to go to Portugal or other countries to search for training. Thus,

The higher education courses and, later, the colleges created and installed in Brazil, since its inception and in subsequent decades, were directed to the training of professionals who would perform a certain profession. Curriculum in series, closed programs, which only included in the subjects that were of immediate or direct interest to the exercise of that profession and whose aim was to train competent professionals in a particular area or specialty (MASETTO, 1998, p. 10).

The training was devoted, mainly, to know how to do something specific, that is why the need to entrust this task to those professionals who were recognized as high qualified ones. Accordingly, the best professionals would become professor in their area of acting, because they would answer to what higher education was proposing to do “training professionals, who would perform a particular profession” (MASETTO, 1998, p. 10). In other words, the professor was, in majority, renowned professionals, and the process of training of new professionals, especially, in the areas of Law, Medicine and Engineering, based entirely in their experience in the market place.

Masetto (1998) states that there was a belief that those who know, automatically, know how to teach. So, by mastering a specific area of knowledge would be enough to become someone able to be a professor in higher education. Thus, it possible to notice that the prioritization of specific knowledge has been highlighted throughout the higher education history in Brazil. From this statement, it is worth reflecting upon who this professor is.

In this sense, the professor was a teaching subject “he is the one who transmits, who communicates, who guides, who instructs, who shows, who gives the last word, who evaluates, who grades”. The student, in turn, was the receiver. Like this,

The professor is trained to value content and teaching above all, and privilege the expositive class technique to transmit these teachings; by this was, the evaluation is done in form of test to verify the level of assimilation of information by the students. In the Brazilian higher education, this conception is held until today, valuing the information transmission, experience, techniques, research by a specific professional to train new ones (MASETTO, 2006, p. 134).

There is in this perspective, in our opinion, a fragility which permeates the way how a professional is trained for the exercise of teaching in higher education and it is linked to the fact that by having experience in the area and a title in strict sensum graduate program is not enough, since the professional exercise in the market place improves the specific knowledge of the area and the graduate courses have a focus on the research training. Yes, if on one hand we must recognize that, as well as the Federal Constitution precepts in 1988 in

article 207 “the universities will obey to the inseparability principle among teaching, research and community service”; on the other hand, we cannot deny that graduate program is not enough to warrant the professional training aiming the achievement of the three activities: teaching, research and community service, because the main focus is, undoubtedly, the research.

Thus, it is not the intention to deny the value and importance of the strict sensum graduate program, but to propose a reflection on the importance of adding to their curriculums, besides the training in research, also training in community service and, mainly, training to the exercise of teaching, by giving subsidies, in practical and theoretical terms, the pedagogical practices and knowledge. In other words, the teaching exercise in higher education requires specific competences that are not restrict to a bachelor diploma, or holding a Master or a Doctor title, or still execute with success a certain profession (MASETTO, 1998).

Emphasis is given to the lack a specific pedagogical training for the professor in higher education, which is opposed to the own discourse of the university, that recognizes, for instance, in formative terms, the difference between a historian and a professor of History, or between a physic and a professor of Physics, among other things, the need of a specific training of those who choose for the teaching career, in basic education.

According to Cunha (2016), as a result, the higher education institutions adopted to themselves a training paradigm of their professors based on the technical rationality and in the positivist vision of knowledge, punishing the doubt and the question. Therefore, it is not by chance that the higher education professor does not require an insertion in the social and human sciences, that could provide elements to understand the task as an educator. This denial results from a social project for higher education.

Thereby, it can be inferred that at least two factors influence the teaching acting in higher education, just to know: the historical constitution of the profession in which prevails the idea that someone who knows how to do can teach another one, and the legal requirements, fulfilled by a Master and/or Doctor title, prevailing the specific training in the initial area of training and consequently, of performin in the market place.

At last, changes in the mentioned situation depends on the recognition from the teaching institutions,

the existence of a specific scientific field of knowledge that needs to be mobilized so that higher education reaches its social, political and cognitive

dimension, which is constitute in the university pedagogy that characterizes the professor as a professional professor (CUNHA, 2018, p. 10).

SOME ELEMENTS OF THE RESEARCH METHODOLOGICAL TRAJECTORY

This research has a qualitative aspect and it aims at studying how the professor's discourses are configured on the teaching and learning processes and its possible articulations with the training trajectory of these professors. In order to do so, the empirical corpus was constructed from the speech of 23 (twenty-three) professors performing in the Information System courses. From these, 10 (ten) acted in a public federal university and the other 13 (thirteen) work in two private university centers. The criteria which guided the choice of the subjects were the following: (a) acting in a bachelor course – face-to-face modality and (b) the course in which these professors work is offered in three major higher education institutions in Rio Branco, Acre, just to know: the only public university and two university centers.

The data which constitute the empirical corpus presented in this text were gathered through a form developed in Google Forms, and it is based in two parts: Part I: objective questions to underline the research subject's profile; Part II: with descriptive questions to answer the study question. From the gathered material in Part I of the research instrument, it was possible to identify that 78% of the research subjects are male; 74% hold an initial training in a bachelor course, only 5% made a choice for training at strict sensum graduate program, in the area of Education.

Still in relation to training, it is important to consider that 87% declared to have at least one specialization, among these only 5% have a specialization course in Teaching in Higher Education. The others, 95% hold a specialization in specific course in the field of Technology. In relation to a Master degree, 74% declared themselves to have a Master degree, but only 5,88% hold a Master degree in the Education field, while 94,12% chose training courses in their specific area of performance, and in terms of Doctorate degree 26% are Doctors with training in specific subareas of Technology. Furthermore, it is crucial to emphasize that the great majority 65% are professionals who share their time of professional acting between teaching and other specific activities in the training area in the market place.

On the other hand, the questions presented in Part II of the instrument aimed at building information that helped to analyze and reflect upon how to answer the question designed in the study: "How the professors' discourses are built, those who teach in the Information Systems Courses, around the processes of teaching and learning for which they are responsible and their possible articulation with their training trajectories? In order to do

that, the gathering data instrument presented the following questions a) In your opinion, what is the meaning of teaching and learning? And b) How do you perceive the articulation between the process of teaching and learning?

The data was systematized through the analysis of similitude, with the help of the program *IRaMuTeQ* (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires), which is an open code and free software which allows us to perform several kinds of textual analysis. The similitude analysis is based on the graph's theory – Maths area that study the relationship between systems of objects – and allows us to identify the structure of a textual corpus from the analysis of combined occurrence of words, that means, how words are connected to one another. Each word is represented as a vortice graph and its size represents the frequency in which the word appears in the text (CAMARGO; JUSTO, 2013).

Moreover, the data were analysed under the Analysis of Discourse, a methodological and theoretical approach from the 1960s undertaken by Michel Pêcheux in France, who has been contributing to the comprehension of discourse beyond the single meaning of words, because he considers that “the Analysis of Discourse is not about language, not about Grammar, although all of them interest to it” (ORLANDI, 2009, p. 15).

According to Pêcheux, “the discourse is a place where it can be observed this relation between language and ideology, understanding that language can produce meaning by/for the subjects” (PÊCHEUX, 1975, p. 10). Based on the above, in this work the empirical corpus is organized in cloud of words, being analyzed in order to consider that:

Discourse analysis, as its name implies, is not about language, it is not about Grammar, although all of them interest to it. It is about speech. And the word discourse, etymologically, has in itself the idea of course, of trajectory, of running through, of movement (ORLANDI, 2003, p. 15).

At last, it is vital to highlight that “the word is treated in movement, as language practice, in the study of discourse one observes a man speaking” (ORLANDI, 2003, p. 15). In summary, it was used a systematization/presentation tool and another one of analysis, recognizing, at last, that we did not judge out subject, we did not even propose to make a value judgement, because what interests us “are not the traits themselves, but their functioning in speech. It is this functioning that we searched to describe and understand” (ORLANDI, 2009, p. 65).

FROM THE DISCOURSES THAT CIRCULATE IN THE CLASSROOM TO THE CONSTRUCTED MEANING FOR THE TEACHING AND LEARNING CONCEPTS AND ITS POSSIBLE RELATIONS WITH THE ACADEMIC PROFESSORS' TRAINING

From now on, it will be presented the gathered data, which constitute the empirical corpus of the research, considering the following questions: a) What does it mean for you to teach and learn? And b) How do you perceive the articulation between the processes of teaching and learning? Our analysis will be developed bearing in mind that, as stated Orlandi (2003), we are not judging the subjects, because in discourse analysis we are concerned with the meaning, that is, with the ideology and the social interests which found them, since language is not transparent. So,

It is important to say that the playful, authoritarian, polemic denomination should not lead us to think that the subjects in these discourses are being judged; it is not a value judge, it is a description of the discursive functioning in relation to its ideological, social and historical determinations (ORLANDI, 2009, p. 87).

Moreover, discourse analysis becomes crucial, because the teaching and learning processes promote a direct relation between who teaches and who learns, and in a certain way, these roles are mixed during the process, according to the dialogue that is established between the parts, and about what was mentioned, we can guarantee that

There is no teaching without students, and the two explain themselves and their subjects, in spite of the differences, which qualify them, they cannot be reduced to the condition of object, one from another. Who teaches also learns while teaching and who learns also teaches while learning, who teaches, teaches something to someone (FREIRE, 1996, p. 25).

Thus, if on one hand the pedagogical discourse, reproduced or produced by the professor, is strongly influenced by ideologies, actions, reflections and it is charged with several historical circumstances experienced. On the other hand, not always the meaning of the word reproduces effectively what he meant. For this reason, the professor's discourse regarding his/her practice assumes meaning from his/her ideologies and historical constitution, showing his/her function "an institutionalized discourse on things, which is guaranteed, guarantying the institution where it is begotten and for which it tends. This is the domain of its circularity" (ORLANDI, 1996, p. 23). Given the above, we highlight what Orlandi (2003) classifies in at least three ways of the pedagogical discourse, accordingly:

Authoritarian: that one in which polysemy is restraint, the referent is erased by the relation of language, that is established and the speaker is located as an exclusive agent, also erasing his relation with the interlocutor.

Polemic: that one in which polysemy is controlled, the referent is disputed by interlocutors and these are held in presence, in a tense relationship of dispute by meaning.

Playful: that one in which polysemy is open, the referent is present as such, being that the interlocutors are exposed to the effects of this presence entirely not regulating his relation with meanings (ORLANDI, 2003, p. 86).

According to the author, the trajectory of the pedagogical communication, when authoritarian, it may occur that a professor over whom lays all the responsibility of inserting in students' heads the scientific knowledge, for one student who apparently does not know anything. The polemic discourse, in its turn, allows a dialogic action among the subjects in which students are not in a position of mere receptor, for he can question, disagree and contribute, once there is an open space for the relationship. However, a voice will always win the other and the student is the weakest part, prevailing, in most of the times, the professor's voice. The playful discourse is charged with polysemy, that is, with the several meanings around what is being discussed in the classroom. There is not an owner of truth and the only source of knowledge, but different positions, perceptions that make emerge different meanings and it results in the construction/appropriation of knowledge.

After presenting the initial elements to clarify the theoretical and methodological procedures which sustain the empirical corpus analysis built based on the answers obtained from the questions: What does it mean teaching and learning? Thus, when analysing figure 1, it can be noticed that the subjects' discourse on the meaning of teaching and learning focuses, specially, in the transmitted words, knowledge and content.

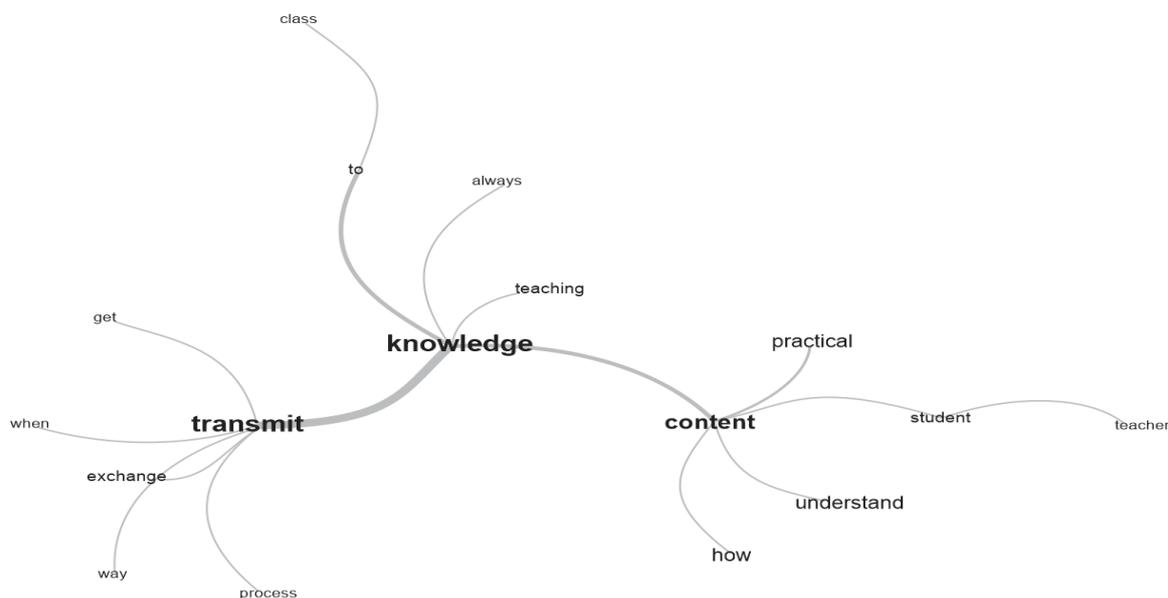


Figure 1 – Teaching and Learning Process
Source: Authors, 2019.

The presented meanings, in the similitude graph, on one hand, allow us to infer that the subjects' discourses of this research articulate the act of teaching with the mere transmission of content, or still, knowledge. On the other hand, they confirm the externalized concern by Masetto (2003), when he indicates that the way the professor performs, in higher education, is guided by the mere concern in transmitting something to the student, by fulfilling the task of teaching.

In doing so, on one hand, it is opposed to the ideas of Freire, when he states that “teaching is not transferring knowledge, but creating possibilities to its production and construction” (FREIRE, 1996, p. 47). On the other hand, it is closed to the analysis of Orlandi (2003), when characterizing the authoritarian discourse as being that appearing as transmitter of information and with the statute of scientific, in which the professor is the protagonist, because he is the one who hold all the knowledge, he is the center of the process and normally, he is the one who ignores the experience the student brings to the classroom.

In what follows, it will be presented the results gathered to the question on the perception about the articulation between the teaching and learning processes. Thus, in Figure 2 there is the similitude of words found in the answers, which denounces the centrality of the discourse in teaching, and from this it branches into form and from that to learn and the learning process.

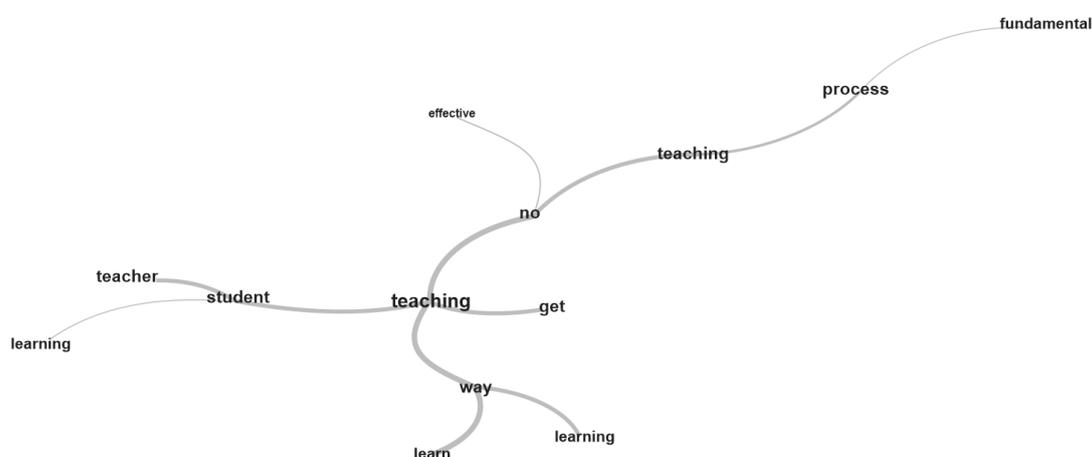


Figure 2 – Articulation between the teaching and learning processes
Source: Authors, 2019.

It can be highlighted in Figure 2 the existence of a bond between teaching, as a concern supposition with the way of teaching, and this, as supposition of learning, or still, of the learning process. Beyond the mentioned above, Figure 2 allows us to infer that, once more, it is not present in the professors' discourse the concern with the shared responsibility. On the contrary, the professor takes responsibility for the process, while the student appears in this discourse as a simple repository, given the impression that, in order to learn, it is only necessary a professor, who supposedly, teaches. By this way, it can be noticed a discourse with authoritarian traits, once the professor keeps on being the only the protagonist of the processes.

In the given above, it is not taking in consideration that the professor in the construction of his/her practice, it is established a dialogue with his students and this, according to Freire (1987) in order to be effective needs to count with the commitment of one with the cause of the other, of feeling and knowing as man as the others, of understanding that the power of making and remaking is a right of all men and that the trust among the poles is established if the previous conditions were answered. On the contrary, the meanings emerging from the answers, leads us to consider the suppositions of "banking education", in which the professor is the only transmitter of information, and the student is the absolute receptor, once

In the education banking vision, knowledge is a donation from those who judge themselves as wise to those who think they know nothing. [...] In the Banking conception that we are criticizing, for which education is an act of depositing, of transferring, of transmitting values and knowledge, this overcoming cannot be verified and it is not verified. On the contrary, reflecting the oppressive society, being a dimension of the silence culture,

the banking education keeps and stimulates the contradiction (FREIRE, 1996, p. 19).

In this model, the student behaves as someone who simply receives something, as if the learner was a deposit, without autonomy to think out of the box. In this sense, we understand that it is necessary “to modify the way of teaching and learning. A more shared teaching, oriented, coordinated by the professor, but with deep participation of students” (MORAN, 2000, p. 2) it can represent a qualitative change that we hope in terms of teaching acting in Higher Education, for it will depict the professor's willingness of being with students and, from this premise, to think about his/her class in order to value learning more than teaching.

FINAL CONSIDERATIONS

We can start these final considerations by indicating that the professors, subjects in this research, in its majority are from bachelor's courses (74%) and they hold training at specialization, Master and Doctor degree, prevailing the training at Master's degree (48%). It is important to highlight the fact that 95% of the subjects had their training in areas of specific knowledge of the course in which they work and only 5% hold graduate program in teaching, more specifically, called Teaching in Higher Education. This situation denounces certain a formative frailty, because although the majority holds a strict sensum training and, therefore, meets the legal requirements to work in teaching in higher education, it is not enough for the egresses to understand elementary questions of teaching in higher education, in order to feel safe to speak about their profession.

Beyond this, resuming the question that this work set out to research: How are the professors' discourses configured around the teaching and learning processes and its possible articulation with the training trajectory of these professors? We believe that it is crucial to emphasize that the great concern that are highlighted in the professors' discourse and that is based on the search for a way to transmit content to students rise from formative vacuum denounced above, for it is about it that the main gaps of the profession and the training of the professor in higher education are established.

So, if on one hand we recognize that the training of new professionals takes place at the acting of the subjects with training and experience in the most diverse areas of knowledge and, in this specific case, mainly, in the courses of Information Systems or in a similar area, we want to propose some reflections on the impact of this dynamic aiming at rethinking such scenario in order that the professors, of diverse areas, feel comfortable when they have to deal with teaching or their pedagogical practices. On the other hand, it happens, in our

opinion, that although the initial training, essentially executed in the bachelor's courses, and the other titles obtained in strict sensum graduate courses related to the specific areas of knowledge are fundamentally important to qualify the performance of these professionals, for this reason it is necessary that such professionals acquire pedagogical training and understand the implications of a commitment with teaching, as another/new profession.

We do not defend training in a teaching degree and, much less, the frequency in Master or Doctoral programs of strict sensum graduate program, the main requirement to become a professor in higher education, and not to be able to perform in a balanced way the training based on teaching, research and community service, which characterize the triad of performance in the Brazilian universities. Moreover, it is emphasized that, in this case, the damage caused by the frailty in the pedagogical training, basic for the acting in teaching, main activity in all and any higher education institution. There is, in fact, a majority of professors working in higher education that are students at graduate programs and who become excellent researchers, but still couldn't give due attention to the necessary training to perform in teaching. By this way, there is, once again, the confirmation of the devaluation of pedagogical knowledge in training of university professor, which reveals, as Cunha (2016) indicates, how university pedagogy is an initial and yet frail epistemological field.

At last, it must be recognized that the required training of a university professor, although legally instituted, does not respond to what is required in terms of professor performance, especially, when we enter in the Brazilian universities. So, other questions emerge related to the difficulty of realizing as professor, and so, build an identity with teaching, and in the same way, the difficulty of understanding the act of assuming classes in higher education implies in the rise of the commitment with another profession that, as such, requires the mastering of other knowledges, especially, the pedagogical ones. Without this discernment, what can be seen, historically, is that the subjects who perform in teaching, but are not taken to understand teaching as a profession, for this reason, they deny that, as a profession, it requires the mastering of specific knowledge, with which we, as professors, have to lead.

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