

Teacher formation in the *Revista Educação em Questão*: an integrative review

Gilvan Luiz Machado Costa

Carla Gonçalves Pereira Matiolla

University of Southern Santa Catarina (Brazil)

Abstract

The objective of this article was to analyze the studies published between 2020 and 2025 in the journal *Revista Educação em Questão*, seeking to identify perspectives that point to overcoming tensions between structural limitations and teacher formation committed to social transformation. An integrative review was used as the method. Among the main theoretical references adopted are Saviani (2021), Mészáros (2005), and Silva (2019). The research, conducted with five articles, concluded that it is imperative to analyze the concrete effects of critical teacher formation proposals on pedagogical practice, teacher autonomy, and the transformation of school reality. Thus, the study pointed to the urgency of expanding empirical investigations that accompany formative processes in real teaching contexts.

Keywords: Teacher formation. Pedagogical practice. Integral Human Formation. Integrative review.

Formação docente na *Revista Educação em Questão*: uma revisão integrativa

Resumo

O objetivo do artigo foi analisar os estudos publicados na *Revista Educação em Questão*, no período de 2020 a 2025, buscando identificar perspectivas que apontem para a superação das tensões entre os limites estruturais e uma formação docente comprometida com a transformação social. Como método, foi utilizada a revisão integrativa. Entre os principais referenciais teóricos adotados estão Saviani (2021), Mészáros (2005) e Silva (2019). A pesquisa, feita com cinco artigos, concluiu que é imperativo analisar os efeitos concretos de propostas críticas de formação docente sobre a prática pedagógica,

autonomia docente e transformação da realidade escolar. Dessa forma, o estudo apontou para a urgência em ampliar investigações empíricas que acompanhem processos formativos em contextos reais de trabalho docente.

Palavras-chave: Formação docente. Prática pedagógica. Formação Humana Integral. Revisão Integrativa.

Formación docente en la *Revista Educação em Questão*: una revisión integradora

Resumen

El objetivo de este artículo fue analizar los estudios publicados en la *Revista Educação em Questão*, en el período de 2020 a 2025, con el fin de identificar perspectivas que apunten a superar las tensiones entre los límites estructurales y una formación docente comprometida con la transformación social. Se utilizó el método de revisión integradora. Entre las principales referencias teóricas adoptadas se encuentran Saviani (2021), Mészáros (2005) y Silva (2019). La investigación, realizada con cinco artículos, concluyó que es imperativo analizar los efectos concretos de las propuestas críticas de formación docente sobre la práctica pedagógica, la autonomía del profesorado y la transformación de la realidad escolar. De este modo, el estudio señaló la urgencia de ampliar las investigaciones empíricas que acompañan los procesos formativos en contextos reales de trabajo docente.

Palabras clave: Formación docente. Práctica pedagógica. Formación humana integral. Revisión integradora.

Introduction

Teacher formation is one of the main structuring axes of Brazilian educational policies, crucial for facing the social inequalities that mark the school system. Teacher formation policies need to be intrinsically anchored to other dimensions that permeate the teaching work, such as education funding and teacher appreciation policies.

In a scenario of constant tensions between technical formative models and critical pedagogical proposals, the debate about the quality, purpose and foundations of teacher formation gains centrality (Dourado, 2015).

In this context, the initial and continuing formation of teachers is crossed by disputes of corporate projects and theoretical conceptions sometimes aligned with the neoliberal logic and the commodification of education, sometimes linked to human emancipation, social justice and the construction of a democratic public school. Thus, understanding the meanings attributed to teacher formation in contemporary Brazil requires an analysis of the policies, practices and assumptions that support it, especially in light of the demands for a socially referenced education.

For the purposes of this research, we delimit as a theme: teacher education in Brazil and its perspectives for a pedagogical practice committed to social transformation. Thus, the research is guided by the following question: what perspectives have been pointed out for the construction of a transformative pedagogical practice that promotes integral human formation and the overcoming of social inequalities?

This article aims to analyze the studies published in the *Revista Educação em Questão* (Education in Question Journal), from 2020 to 2025, seeking to identify perspectives that point to overcoming the tensions between structural limits and a teacher formation committed to social transformation.

The choice for the *Revista Educação em Questão*, a journal of the Education Center and the Graduate Program in Education, of the Federal University of Rio Grande do Norte (UFRN, acronym in Portuguese), was due to the recognition of its important contribution to the area of education. In addition, it is a journal with more than 30 years of circulation, with indexation in national and international databases, open access and continuous flow, classified in Qualis/CAPES as A1.

The integrative review method

With the expansion of graduate programs in the area of education, the production of research and scientific publications has intensified in recent decades, accompanied by the growth in the number of journals and academic

events (Vosgerau; Romanowski, 2014), making it necessary to use methods capable of gathering, systematizing and analyzing the results of these researches, identifying recurrent themes, predominant theoretical references and more frequent methodological approaches.

The integrative review, motivated by an initial concern of the researcher (Rodrigues; Sachinski; Martins, 2022), aims to identify, analyze and synthesize results of independent studies, offer a comprehensive view of the knowledge already produced and indicate possibilities for new investigations (Souza; Silva; Carvalho, 2010; Rodrigues; Sachinski; Martins, 2022). The studies selected to compose the *corpus* of analysis of an integrative review should contribute directly to the construction of answers to the guiding question of the research. As Vosgerau and Romanowski (2014, p. 179) point out, "[...] the qualitative results and the conditions for acquiring these results need to be grouped and regrouped in an interpretative way, by similarities, so that they can answer the central question of the proposed research".

4 To ensure rigor in the process, it is essential to explain the methodological path, including the inclusion and exclusion criteria, the collection procedures and the criteria used in the categorization of the data (Carvalho, 2020). This methodological care ensures consistency in the stages of analysis and interpretation, as guided by Souza, Silva and Carvalho (2010). Based on the studies of Kramm (2019), the present research was structured in six stages of the integrative review: 1) definition of the theme and elaboration of the guiding question; 2) establishment of the research criteria and sources; 3) identification of the pre-selected and selected studies; 4) categorization of the selected studies; 5) analysis and interpretation of the results and 6) presentation of the review and synthesis of knowledge.

The first stage of the research consists of outlining the theme and formulating the guiding question. These actions direct the next stages of the research and are fundamental for its development (Silva; Carvalho, 2017).

For this work, we delimit as a theme teacher formation in Brazil and its perspectives for a pedagogical practice committed to social transformation. As a point of inquiry, we question: what perspectives have been pointed out for the construction of a transformative pedagogical practice that promotes integral human formation and the overcoming of social inequalities?

Thus, in light of the issues raised, we established the following guiding question: what do the studies published in Revista Educação em Questão, from 2020 to 2025, point to as perspectives for a teacher formation committed to social transformation and overcoming social inequalities?

Based on the theme and the guiding question, we chose the following descriptors: "teacher formation" OR "professor formation". The Boolean operator OR was used to qualify the search processes, since the chosen descriptors are often understood as synonyms.

The second stage, establishing the criteria and the search sources, is characterized by the definition and explanation of the inclusion and exclusion criteria of the studies, as well as the definition of the source in which the searches will be carried out.

The criterion for the selection of the Revista Educação em Questão as a source of research was the consolidation of the journal in the area of education, because its evaluation process is carried out by peers and because it is an open access and continuous flow journal. In the Journal's search platform, it was possible to insert the descriptors and delimit the time frame between March 1, 2020 and March 31, 2025. In the table below, we explain the research protocol of this integrative review.

Table 1 – Research protocol

Type of review study	Identification of the topic of study	Research question	Definition of descriptors	Database used
Integrative review	Teacher formation in Brazil and its perspectives for a pedagogical practice committed to social transformation.	What do the studies published in Revista Educação em Questão, from 2020 to 2025, point to as perspectives for a teacher formation committed to social transformation and overcoming social inequalities?	"Teacher formation." OR "Professor formation"	Search platform of the Revista Educação em Questão (UFRN)

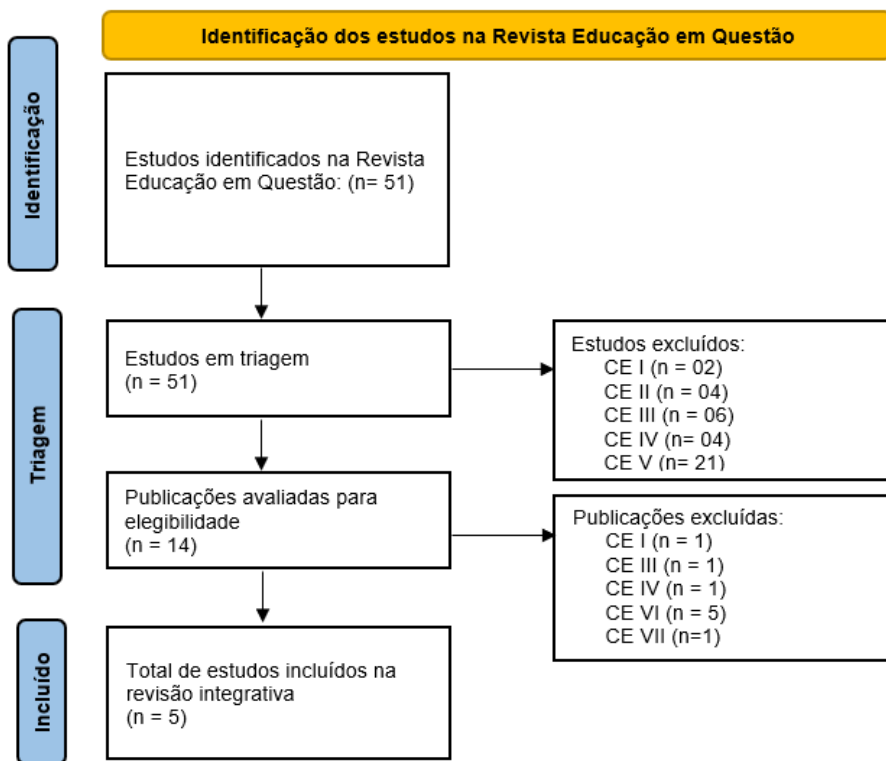
Source: prepared by the authors (2025).

The main criterion for inclusion of the studies was their linkage to the descriptors "teacher formation" or "professor formation". To this end, we read the title and keywords of each article. In addition, another inclusion criterion was the linkage of the research with teacher formation or professor formation to work in Basic Education.

The exclusion criteria were: I) articles that dealt with teacher formation, but not with formation for Basic Education teachers; II) research carried out in foreign countries; III) literature, systematic, bibliographic and state of knowledge review articles; IV) reviews; V) studies that did not contain the descriptors "teacher formation" or "professor formation" in the title and/or keywords; VI) texts that did not deal with the theme "teacher formation" or "professor formation" as the central focus of the research; VII) research that did not contribute to the elaboration of the answer to the guiding question.

The identification of the pre-selected and selected studies make up the third stage of the integrative review. After the search, a table was prepared with the 51 studies found that contained *a priori* the theme, the guiding question, the descriptors and met the inclusion and exclusion criteria. 14 studies were pre-selected from reading the title and keywords. After reading these studies in full, we concluded the third stage of the research in which 5 articles were selected to compose the *corpus* of the analysis of the integrative review. In the figure below, we demonstrate the stages of selection of the studies through a flowchart.

Figure 1 – Flowchart of article selection steps



Source: prepared by the authors (2025).

The articles selected to compose the *corpus* of analysis of the integrative review research were organized in the following table:

Table 2 – Articles selected for integrative review

Nº	Title	Authors	Year
01	Teacher research and formation: possibilities of self-confrontation	Maria Vilani C. de Carvalho; Wanda Maria J. de Aguiar; Raquel Antônio Alfredo	2020
02	Teacher formation in the realistic-reflective model: an approximation of the Brazilian context	Jefferson Rodrigues Silva; Ángel Alsina	2021
03	Psychology and teacher formation: evoked memories about the discipline of educational psychology	Maria Fernanda Diogo; Charles Augusto Christ	2022
04	Mbo'ehára rembiapo beyond alignment to the logic of capital	Adriana O. dos Santos Siqueira; José M. N. da Silva	2023
05	Teacher practice and formation: challenges and resistances in the context of covid-19	Renata Helena Pin Pucci; Kauany C. Ferreira Bezerra; Luciana H. Ferreira	2024

Source: prepared by the authors (2025).

The categorization of the selected studies makes up the fourth stage of the research. Based on the full reading of the studies, emerged the categories of analysis that will support the elaboration of the answer to the guiding question of the research in the stage of synthesis of the knowledge produced. The categories of analysis were described and organized in the table below.

Table 1 – Analysis categories

Article	Formative models and critical conceptions of teacher formation	Contradictions and structural limits to teacher formation	Possibilities and paths for a transformative teacher formation
01	X	X	X
02	X	X	X
03	X	X	X
04	X	X	X
05	-	X	X

Source: prepared by the authors (2025).

The analysis matrix, illustrated in table 1, shows us the frequency with which the categories of analysis emerged in the scientific productions analyzed and reflect, even if in a preliminary way, what the studies pointed out

about teacher formation and/or professor formation. In the next session, after we have completed the process of search, selection and categorization of the sample, we will present the critical analysis of the selected studies.

Analysis of the results

In view of the guiding question, the fifth stage consisted of the analysis and interpretation of the results. Here, we will emphasize the main contributions and conclusions of the selected studies, highlighting the aspects that will help in the elaboration of the answer to the guiding question of the research.

Carvalho, Aguiar and Alfredo (2020), from historical-dialectical materialism and historical-cultural psychology, argue that the processes of teacher formation and advances in pedagogical practice could achieve better results if self-confrontation were used as a procedure in research. They understand that the relationship between individual and society is mediated by the concept of work, in which the process of historical-social transformation is the result of multiple determinations, detailed by a continuous becoming. Thus, the authors propose that the methodological procedures of educational research, as well as the proposals for teacher formation, are based on processes of self-confrontation, mediated by criticism and self-criticism, in order to enable the individual to apprehend the multiple determinations that surround the school and promote the transformation of teaching practice and school reality.

Based on the Neovygotskian approach, Rodrigues-Silva and Alsina (2021) present as a proposition for teacher formation the realistic-reflective model, which is composed of the reflective cycle, ALACT model – action, looking back, awareness, create and trial. As an evaluation instrument, they propose the portfolio and self-regulation marks. The authors aim to bring this model closer to the Brazilian educational context, especially in the distance education modality, however, they point to the need to expand and deepen the studies about the proposed model.

Diogo and Christ (2022), anchored in historical-cultural psychology, investigated the contributions of psychology teaching to the formation of education program students with the objective of measuring the contributions of the discipline Educational Psychology to the achievement of a teaching praxis

committed to human emancipation. The authors justify that memory and human activity make up a fundamental intrinsic relationship for the elaboration of theoretical-reflective thinking and, consequently, contribute to the elaboration of pedagogical practices contextualized with social reality. The analysis of the results showed that the teaching of Psychology in education program courses collaborated, in a positive way, in the initial formation of future teachers in a perspective of human emancipation. Likewise, it pointed to the need to overcome the dichotomy of form and content.

Based on the qualitative approach and dialectics as a reference for analysis, Siqueira and Silva (2023) carried out an investigation of the trajectory of teacher education policies, from the 1990s onwards, and evaluated the perspectives of teacher formation for human emancipation. To this end, the authors analyzed the National Curriculum Guidelines for the Formation of Basic Education Teachers, which were proposed in 2002 (CNE/CP Resolution No. 01), 2015 (CNE/CP Resolution No. 02) and 2019 (CNE/CP Resolution No. 02), and pointed out that, under the influence of international organizations, educational policies for teacher formation in Brazil were permeated by advances and setbacks and were distant from a perspective committed to integral human formation. Although the authors point out advances in the specificities of education program courses, the guidelines of 2002 and 2019 showed alignment with the dictates of capital, overvaluation of economic aspects and precariousness in teacher formation.

Pucci, Bezerra and Ferreira (2024), having as a theoretical-methodological reference the historical-cultural and enunciative-discursive perspectives, carried out a narrative research with teachers from the first years of the public network in order to understand how the process of teacher formation and practice occurred, in the context of the covid-19 pandemic, from the change from in person teaching to emergency remote teaching. The teachers' testimonials were apprehended considering the social, cultural and historical aspects and from the understanding that knowledge occurs in the individual-object interaction. Although the research addressed a specific context, the authors showed realities that deepened during the pandemic period, such as: teacher disqualification, precarious working conditions for teachers, streamlined teacher formation, and self-responsibility for educational processes. In the face

of adverse contexts in which educational policies are crossed by neoliberal political-social ideology, Pucci, Bezerra and Ferreira (2024) characterized the teachers' insistence on qualifying their pedagogical practice during the pandemic period as a resistance movement. The authors propose a permanent teacher formation that transcends the neoliberal logic.

The analysis of the selected studies showed the presence of different formative models aligned with critical conceptions of teacher formation, anchored in the commitment to social transformation. The articles also revealed persistent structural limits, such as the precariousness of teaching work, the streamlining of formative processes and the influence of neoliberal educational policies. On the other hand, they pointed out potentialities and paths that value praxis, criticality and the link with school realities.

Synthesis of the knowledge produced

The sixth and last stage of the integrative review method is the presentation of the knowledge produced synthesis, based on the elucidation of the categories of analysis that emerged from the selected studies: the first category, "Formative models and critical conceptions of teacher formation"; the second category, "Contradictions and structural limits to teacher formation"; and, finally, the third category, "Possibilities and paths for a transformative teacher formation". The main purpose of this stage of the research is to highlight elements that help in the elaboration of the answer to the guiding question: what do the studies published in *Revista Educação em Questão*, from 2020 to 2025, point to as perspectives for a teacher formation committed to social transformation and overcoming social inequalities?

11

Formative models and critical conceptions of teacher formation

The analysis category "Formative models and critical conceptions of teacher formation" was evidenced in four of the five articles selected for the study by Carvalho, Aguiar and Alfredo (2020), Rodrigues-Silva and Alsina (2021), Diogo and Christ (2022) and Siqueira and Silva (2023). Based on their propositions, the authors presented conceptions of teacher formation

anchored in perspectives that go beyond mere reflection and that incite the transformation of teaching practice and school and social reality.

Carvalho, Aguiar and Alfredo (2020) argue that the processes of teacher formation must, from criticism and self-criticism, promote self-confrontation. According to the authors, the conditions of confrontation were provided by the video recording of the research participant's activity "understood as a real activity, that is, an activity performed" (Carvalho; Aguiar; Alfredo, 2020, p. 15). The authors point out that the objective of the activity was "[...] the promotion of critical thinking, always emotional, in the direction of the reality of the activity, that is, one that does not necessarily correspond to what was done, but to the tensions, affections and thoughts that constitute it" (Carvalho; Aguiar; Alfredo, 2020, p. 15). They also argue that self-confrontation promotes transformation in teaching practice, since it occurs intentionally, that is, "as we favor the production of criticism about education, school and teacher formation" (Carvalho; Aguiar; Alfredo, 2020, p. 16). However, the authors show that this movement will only be possible if "teachers are considered in their multiple determinations, always in a movement full of contradiction, in the moments of conduction of confrontations" (Carvalho; Aguiar; Alfredo, 2020, p. 16). They also emphasize that self-confrontation "[...] advances in defense of teacher formation in the condition for itself, breaking with the proposition of reflection as an end in itself" (Carvalho; Aguiar; Alfredo, 2020, p. 18).

Rodrigues-Silva and Alsina (2021) state that the realistic-reflective model "[...] is characterized by learning from practice symbiotically with theory, considering previous knowledge and experiences, various ways of acting and the physical and social context in which the teacher is inserted" (Rodrigues-Silva; Alsina, 2021, p. 7). The realistic-reflective model is also known as the soccer field, since it is in the center of

[...] professional and personal identity and the mission of the individual [...] that is permeated, in a non-hierarchical way, by [...] internal aspects: theoretical knowledge (descriptive and normative), skills, beliefs, values and affective domain; [and by] externally visible aspects: context, resources, behavior and discourse (Rodrigues-Silva; Alsina, 2021, p. 5).

The authors indicate that the process of realistic-reflective formation begins by exploring the three stages "[...] of deconstruction, co-construction and reconstruction [...] within a process of transformation of knowledge, beliefs and values to professional competence" (Rodrigues-Silva; Alsina, 2021, p. 7). Next, they expose the ALACT model – action, looking back, awareness, create and trial – reflective cycle and correlate it with these three steps. They propose the portfolio as an instrument for self-regulation of learning in which activities are recorded, "[...] including skills, objectives, evaluation and bibliography (...) allowing adaptable and synchronized learning to the rhythm of students" (Rodrigues-Silva; Alsina, 2021, p. 7). They emphasize that the marks of self-regulation are data from the "[...] formative process that must be treated explicitly, as they allow 'to assume goals, plan their performance, observe it with a critical view and evaluate their own strategies to formulate new improvement actions'" (Rodrigues-Silva; Alsina, 2021, p. 12). Another strategy used is the Assessment Rubric for a Narrative Reflection (NARRA), which is configured "[...] as a structure in which the marks of self-regulation are expressed" (Rodrigues-Silva; Alsina, 2021, p. 13).

Diogo and Christ (2022) carried out a research with education program students and questioned whether the discipline of Psychology taken during the course "[...] achieved contributions to the formation of teaching praxis" (Diogo; Christ, 2022, p. 7). This research proposition was based on the conception that "[...] teaching praxis is a product of the relationships and mediations experienced by teachers and that constituting it is a complex, long-term activity that requires criticism and reflection" (Diogo; Christ, 2022, p. 17). According to the authors, far from "empirical thinking, which is immediate and sensory, theoretical thinking is mediated and operates with concepts – these extrapolate the extrinsic and observable properties of phenomena, going beyond appearance" (Diogo; Christ, 2022, p. 6). They argue that

[...] the contents, concepts and themes worked in the discipline of psychology need to be remembered so that they can support teaching praxis [...], since non-memorization prevents "[...] theoretical-reflective thinking and [the generalization of] concepts from the field of psychology to teaching activities, aiming at planning actions with pedagogical intentionality (Diogo; Christ, 2022, p. 6).

The authors conclude that

[...] the teaching of psychology presented itself, in general, with a positive connotation [...] and highlight that [...] by presenting theoretical knowledge of the psychological field (...), the discipline worked on human emancipation in initial teacher formation (Diogo; Christ, 2022, p. 16 and 17).

14 Siqueira and Silva (2023, p. 3), when analyzing the trajectory of teacher formation in Brazil since the 1990s, reflected "[...] on the development of a broad formation, in the sense of rupture with the alignment with the logic of capital". The authors argue that, when committed to integral human formation, *mbo' ehára rembiapo* (actions of teaching practice) meets the recognition of the "[...] right to education of all individuals, namely, the working class, and leads to the emancipation and transformation of society" (Siqueira; Silva, 2023, p. 20). The authors emphasize that it is necessary to provide undergraduate students with "solid theoretical and methodological knowledge in their specific area, as well as in the field of education as a whole [...]" so that the future teacher is able to continuously [re]think educational action [...]" (Siqueira; Silva, 2023, p. 17). The authors state that it is essential that teacher formation, in addition to being anchored in the teaching, research and extension triad, must be "[...] developed in appropriate material conditions and conceived from the social function of education: the full development of students, through socialization of historically accumulated knowledge [...]" (Siqueira; Silva, 2023, p. 20).

Based on these studies, it was possible to perceive that the models of teacher formation presented meet a formation committed to the transformation of school reality and social reality. Considering that "[...] educational work is the act of producing, directly and intentionally, in each individual, the humanity that is produced historically and collectively by the set of men" (Saviani, 2021b, p. 13), it is concluded that formation cannot be restricted to isolated techniques or skills, but must enable the critical appropriation of historically systematized knowledge. In this sense, Ciavatta (2004, p. 43) states that "[...] professional formation must consider the human being as a historical totality, produced by the social relations of production and by the concrete conditions of existence". Thus, the models analyzed reaffirm the need for a critical, historically and socially compromised teacher formation.

Contradictions and structural limits to teacher formation

The analysis category "Contradictions and structural limits to teacher formation" was highlighted in all the articles selected for this integrative review: Carvalho, Aguiar and Alfredo (2020), Rodrigues-Silva and Alsina (2021), Diogo and Christ (2022), Siqueira and Silva (2023) and Pucci, Bezerra and Ferreira (2024). The authors point to the necessary overcoming of the theory-practice dichotomy, as well as to formative models that reduce the teaching work to an instrumental activity.

Carvalho, Aguiar and Alfredo (2020) assert that the movements of formation and transformation, from self-confrontation, must be based on robust questions, such as: "[...] who is this individual; how is he constituted; how do the movements of formation and transformation take place; and, finally, how can self-confrontation contribute to this process" (Carvalho; Aguiar; Alfredo, 2020, p. 3). However, the authors warn, based on Mészáros, that the understanding of historical events does not guarantee the individual to understand "[...] their true function within the historical set to which they are part" (Carvalho; Aguiar; Alfredo, 2020, p. 8). In this sense, it is relevant that the peculiarities arising from historical transformations "[...] are apprehended so that the complex relationship between particularity and universality is not disregarded, in its reciprocity, with regard to the individual of historical action" (Carvalho; Aguiar; Alfredo, 2020, p. 9). More than that, the authors emphasize that "[...] the formation of the human being for themselves necessarily implies the struggle against the exploitation of the human being by the human being himself" (Carvalho; Aguiar; Alfredo, 2020, p. 11). Likewise, the authors point out that "[...] criticism and self-criticism about these determinations depends on the material conditions of existence, as well as the possibilities that one has of appropriation of human-generic objectivations for oneself" (Carvalho; Aguiar; Alfredo, 2020, p. 12).

Rodrigues-Silva and Alsina (2021) argue that there are some obstacles to the implementation of the realistic-reflective model in Brazil, not necessarily impeding, but issues that deserve to be considered. Among them, the attribution "[...] only to the teacher [of] all responsibility for their behavior, disregarding their formation, the context in which they are inserted and the resources offered

to them" (Rodrigues-Silva; Alsina, 2021, p. 19). Another issue refers "[...] to the exemption from power and individual responsibility and blaming of extrinsic conditions: students, school management, the school system, lack of resources, government, etc." (Rodrigues-Silva; Alsina, 2021, p. 19). The authors point out that "[...] it is pertinent to think about an initial realistic-reflective formation, but also continued, because [...] not all teachers have adequate pedagogical formation to act" (Rodrigues-Silva; Alsina, 2021, p. 23).

Diogo and Christ (2022, p. 3) point out that "[...] the teaching of psychology fails when it is restricted to the foundations of science and presents theories in a out of context way, based on an instrumental rationality". Likewise, the authors warn that "[...] the teaching of psychology must be attentive to the content-form relationship, refuting methodological postures based on the transmission-assimilation of contents" (Diogo; Christ, 2022, p. 4). They emphasize that "[...] teacher formation must confront the problems originated in teaching situations, establishing theoretical-practical relationships through the problematize of reality" (Diogo; Christ, 2022, p. 4). Otherwise, it becomes unlikely that future teachers will develop practices in this perspective, since they have no formation to do so.

Siqueira and Silva (2023, p. 19), when analyzing the trajectory of teacher formation since 1996, state that it is marked "[...] by advances and setbacks [...] and, therefore, does not follow a linearity in the sense of strengthening a conception of teacher formation from the perspective of an integral human formation". The authors also state that when teacher formation is linked to the logic of capital, it is evident the

[...] streamlined character of courses that require reduced financial resources, making formation precarious, [...] denying the teacher's access to historically constructed social and cultural goods and to a solid, integral formation " (Siqueira; Silva, 2023, p. 19).

Pucci, Bezerra and Ferreira (2024, p. 11), when analyzing how teacher formation and practice occurred in the period of the covid-19 pandemic, ensure that the formations were based on "[...] streamlined, prescriptive, punctual solutions that quickly become outdated, being insufficient to ensure the development of a pedagogical work of socially referenced quality". The

authors state that teacher practice and formation were "[...] linked to survival, to a streamlined, solitary and pragmatic formation and a self-responsibility for putting the teaching and learning processes in progress for students" (Pucci; Bezerra; Ferreira, 2024, p. 21). Still as a limit to be overcome, the authors point out "[...] the lack of formative support and working conditions, revealing how teaching was even more romanticized and, with that, disqualified in its professionalism during the period of emergency remote teaching" (Pucci; Bezerra; Ferreira, 2024, p. 21).

The contradictions and structural limits to teacher formation presented by the authors highlight the effects of the subordination of education to the demands of capital. According to Silva (2019, p. 133), the approximation between professional formation systems and formal education systems produces a reductionist conception of teacher formation and work, "[...] either by the primacy of practical knowledge, to the detriment of the articulation between theory and practice, or by the emphasis on performance, making the process secondary, essential in the composition of a solid formation path". Thus, the precariousness of education program courses, the streamlining of continuing formation and the individual responsibility of the teacher for school failure reveal, according to Mészáros (2005, p. 87), that "[...] the education system is organically subordinated to the reproductive requirements of the social metabolism of capital". Therefore, thinking about teacher formation from the concrete totality of social relations is a condition for overcoming such historical and political limits.

Possibilities and paths for a transformative teacher formation

All five selected articles include discussions that align with the analysis category "Possibilities and paths for a transformative teacher formation": Carvalho, Aguiar and Alfredo (2020), Rodrigues-Silva and Alsina (2021), Diogo and Christ (2022), Siqueira and Silva (2023) and Pucci, Bezerra and Ferreira (2024). The authors elucidate perspectives on teacher formation that oppose the logic of capital and emphasize the urgency in enabling the apprehension of the multiple relations of social practice.

Carvalho, Aguiar and Alfredo (2020, p. 7) point out that the purpose of teacher formation is to make "[...] research processes constitute a means of promoting criticism of the multiple historical-social determinations that constitute the school reality". In addition, the authors argue that "[...] knowledge about the studied reality returns to itself as a transforming force, so that the activities developed by the researchers and the individuals do not fall into a presentism" (Carvalho; Aguiar; Alfredo, 2020, p. 9). Self-confrontation, mediated by criticism and self-criticism, must promote possibilities for participants to "[...] understand, appropriate, criticize and self-critique and also face the challenges of the social and political structure that prevent the achievement of the most noble objective of education: the omnilateral development of the human being" (Carvalho; Aguiar; Alfredo, 2020, p. 18).

Rodrigues-Silva and Alsina (2021, p. 3) point out that the realistic-reflective model starts "[...] from previous knowledge and experiences, and belief system for professional transformation". In this sense, the authors show that "teacher formation must be aligned with the reality and culture of the country in which this teacher will act" (Rodrigues-Silva; Alsina, 2021, p. 22). They indicate that the realistic-reflective model is appropriate to the Brazilian context and warn that due to the "[...] large number of teachers and continental size of the country, it is pertinent to study the possibilities of the realistic-reflective model in the modality of Distance Education, in initial and continuing formation [...]" (Rodrigues-Silva; Alsina, 2021, p. 24). In addition, the authors emphasize that the realistic-reflective model, in the Brazilian context, requires "[...] empirical studies, advances in transposing identified and future limitations, with analysis of tools and strategies that make it possible to improve it" (Rodrigues-Silva; Alsina, 2021, p. 24).

Diogo and Christ (2022, p. 10) state that "the discipline of psychology needs to debate the emerging problems in the Brazilian educational reality in the face of the different views or interpretations of each theoretical framework". The authors emphasize that the knowledge of Psychology in "[...] human development must support the understanding that individuals live constant transformations and these depend on socially experienced encounters – including in the school context" (Diogo; Christ, 2022, p. 14). Likewise, the authors highlight the "[...] need to reflect critically on the education we have and the education we want" (Diogo; Christ, 2022, p. 18).

Siqueira and Silva state that *mbo'ehára rembiapo* should include in the curriculum matrix

[...] the triad of teaching, research and extension; social practice as a starting point and social demands as a point of arrival; inter-disciplinarity in the ethical-political-methodological dimensions; contextualization as a relationship between the part and the whole; and the exchange of work as an educational principle, science, technology and culture as foundations for the integral formation of education program students (Siqueira; Silva, 2023, p. 16).

The authors also emphasize the importance of "strengthening the relationship between public higher education institutions formation and public basic education systems", pointing out the Institutional Program for Teaching Initiation Scholarships (PIBID, acronym in Portuguese) and the Pedagogical Residency Program (PRP) as fundamental for teacher formation and prospect that, "[...] if consolidated as a State policy and expanded annually, they will contribute decisively to sustaining this relationship" (Siqueira; Silva, 2023, p. 17). Finally, Siqueira and Silva propose a conception of teacher formation that envisions

[...] the equalization of the curricula of education program courses, contemplating the connection between theory and practice, from the beginning of formation; the immersion of education program students [...] in public schools of basic education; the commitment to the mastery and integration of specific contents with the epistemological-didactic-pedagogical foundations; and the definition of a professional teacher identity profile (Siqueira; Silva, 2023, p. 20).

Pucci, Bezerra and Ferreira (2024), when seeking to understand the aspects of teacher formation and practice during the period of the Covid-19 pandemic, given the deepening of the conditions of teacher work, warn that teacher formation must "[...] go beyond utilitarianism, something that demands a formative movement that places knowledge at the center for valuing and uniting the scientific knowledge that guides teaching" (Pucci; Bezerra; Ferreira, 2024, p. 15). In addition, the authors warn that "[...] defending the need for initiatives that support the development of skills and the provision of digital

resources and tools does not mean a more complete formation, or a more assertive teaching performance" (Pucci; Bezerra; Ferreira, 2024, p. 14). On the contrary, Pucci, Bezerra and Ferreira (2024, p. 15) emphasize the need for teacher practice and formation to be carried out in a contextualized way, since they must be "[...] theoretically based and permeated by intentionality, as there must be planning and organization of social situations favorable to development for learning to occur".

The authors point out that the proposals for teacher formation must overcome the conception of education as an end and need to advance in the achievement of proposals that recognize teaching as a historically mediated social practice and knowledge as an instrument of human emancipation. Saviani (2021a, p. 61) warns us that "[...] if education is mediation, this means that it is not justified by itself, but has its reason for being in the effects that extend beyond it and that persist even after the cessation of pedagogical action". Corroborating the authors regarding the subordination of teacher formation to the demands of the market, Mészáros (2005, p. 111) states that "[...] education cannot be emancipatory if it remains subordinated to the logic of capital, since this logic imposes structural limits to the full realization of human capacities". Thus, the studies analyzed reaffirmed the urgency to consolidate formative policies and practices that promote individuals capable of critically understanding their reality and transforming it through education.

Final considerations

This article aims to analyze the studies published in the Revista Educação em Questão, from 2020 to 2025, seeking to identify perspectives that point to overcoming the tensions between structural limits and a teacher formation committed to social transformation. What do the studies published in Revista Educação em Questão, from 2020 to 2025, point to as perspectives for a teacher formation committed to social transformation and overcoming social inequalities?

The analysis category "Formative models and critical conceptions of teacher formation" showed the predominance of critical proposals based on the commitment to human emancipation, the appreciation of praxis and

the articulation between theory and practice. The four articles that contemplated this category conceive teaching as a historically situated social practice and understand that the search for human emancipation transcends the mere transmission of content. In this sense, the studies pointed to overcoming the traditional dichotomy between theory and practice, proposing that the teacher should not be a mere executor of curricula, but an agent who assimilates the foundations of his action that critically adapts them in order to promote social transformation.

The analysis category "Contradictions and structural limits to teacher formation," evidenced in the five articles analyzed, pointed out the prevalence of obstacles imposed by the neoliberal logic, which, according to the authors, treats education as a product and not as a social right. The authors also point out that the initial and/or continuous formations become superficial, streamlined, focused on quick solutions and ready-made pedagogical packages. The lack of a more systemic and integrated view of educational policies results in isolated initiatives that do not talk to each other and hinder the construction of a teacher formation committed to social transformation.

And, finally, the third category of analysis "Possibilities and paths for a transformative teacher formation," contemplated in the five articles analyzed, marked the work as an educational principle, and defended the articulation between research, teaching, and extension, ensuring that teacher formation relates to social needs and with the production of new knowledge. In addition, it explained the importance of dialogue with the context experienced by teachers and students, recognizing their stories, challenges, and potential.

In the articles analyzed, a strong and consistent critical theoretical defense stands out, with three of the five articles anchored in Historical-Cultural Psychology (or its variants) and two in historical-dialectical materialism. These references support the suggestion of reflective methods, such as the self-confrontation defended in one of the studies and the realistic-reflective model presented in another, which aim to overcome the traditional theory-practice dichotomy. However, this view is systematically confronted by the structural limits pointed out in all five articles, such as the precariousness of teaching work and the influence of neoliberal ideology on educational policies aimed at teacher formation.

The main conclusion that stands out is the clear empirical gap between the theoretical proposal and its practical materialization. Despite the conceptual richness and unanimity in the defense of formative models aimed at autonomy and reflection, the review pointed out that only one of the five studies presented data on the effectiveness and appropriation of these theoretical foundations in teachers' concrete pedagogical practices. This finding revealed that, although the area has a well-developed theoretical framework on how teacher formation should be, there is a lack of research that verifies how these approaches are really implemented and what are their concrete effects on the daily lives of schools. This gap drives the urgent need for more empirical investigations that follow the formative processes in real contexts, problematizing critical proposals and discussing their reflections on the transformation of the Brazilian educational reality.

References

CARVALHO, Agda Malheiro Ferraz de. **Psicologia sócio-histórica e formação continuada de professores em serviço: revisão integrativa de estudos de 2005 a 2020**. 2020. Tese (Doutorado em Educação: Psicologia da Educação) – Programa de Estudos Pós-Graduados em Educação: Psicologia da Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, 2020.

CARVALHO, Maria Vilani Cosme de; AGUIAR, Wanda Maria Junqueira; ALFREDO, Raquel Antônio. Pesquisa e formação docente: possibilidades da auto-confrontação. **Revista Educação em Questão**, Natal, v. 58, n. 58, 2020. DOI: 10.21680/1981-1802.2020v58n58ID21428.

CIAVATTA, Maria. **Trabalho e educação: a construção da pedagogia do trabalho**. Campinas: Autores Associados, 2004.

DIOGO, Maria Fernanda; CHRIST, Charles Augusto. Psicologia e formação docente: memórias evocadas acerca da disciplina psicologia educacional. **Revista Educação em Questão**, Natal, v. 60, n. 66, 2022. DOI: 10.21680/1981-1802.2022v60n66ID30005.

DOURADO, Luiz Fernandes. Diretrizes curriculares nacionais para a formação inicial e continuada dos profissionais do magistério da educação básica: concepções e desafios. **Educação & Sociedade**, Campinas, v. 36, n. 131, p. 299-324, abr./jun. 2015.

KRAMM, Daniele de Lima. **Políticas de formação de professores da educação básica no Brasil**. 2019. 222 f. Tese (Doutorado em Educação) – Programa de Estudos Pós-Graduados em Educação: Psicologia da Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, 2019.

MÉSZÁROS, István. **Educação para além do capital**. São Paulo: Boitempo, 2005.

PUCCI, Renata Helena Pin; BEZERRA, Kauany Cerqueira Ferreira; FERREIRA, Luciana Haddad. Prática e formação docente: desafios e resistências no contexto da covid-19. **Revista Educação em Questão**, Natal, v. 62, n. 71, 2024. DOI: 10.21680/1981-1802.2024v62n71ID35617.

RODRIGUES, Aline Santos Pereira; SACHINSKI, Gabriele Polato; MARTINS, Pura Lúcia Oliver. Contribuições da revisão integrativa para a pesquisa qualitativa em Educação. **Linhas Críticas**, Brasília, v. 28, p. 1-14, jan./dez. 2022. Disponível em: periodicos.unb.br/index.php/linhascriticas/article/view/40627/32871. Acesso em: 25 mar. 2025.

RODRIGUES-SILVA, Jefferson; ALSINA, Ángel. Formação docente no modelo realista-reflexivo: uma aproximação do contexto brasileiro. **Revista Educação em Questão**, Natal, v. 59, n. 60, 2021. DOI: 10.21680/1981-1802.2021v59n60ID24757.

SAVIANI, Dermeval. **Escola e democracia**. 44. ed. Campinas: Autores Associados, 2021a.

SAVIANI, Dermeval. **Pedagogia histórico-crítica**: primeiras aproximações. 12. ed. Campinas: Autores Associados, 2021b.

SIQUEIRA, Adriana Oliveira dos Santos; SILVA, José Moisés Nunes da. Mbo'ehára rembiapo para além do alinhamento à lógica do capital. **Revista Educação em Questão**, Natal, v. 61, n. 68, 2023. DOI: 10.21680/1981-1802.2023v61n68ID32167.

SILVA, Monica Ribeiro da. Impertinências entre trabalho, formação docente e o referencial de competências. **Revista Retratos da Escola**, v. 13, n. 25, 2019, p. 123-135. Disponível em: <https://retratosdaescola.emnuvens.com.br/rde/article/view/965/pdf>. Acesso em: 25 maio 2025.

SILVA, Naiane Cristina; CARVALHO, Beatriz Girão Enes. Compreendendo o Processo de Inclusão Escolar no Brasil na Perspectiva dos Professores: uma Revisão Integrativa. **Revista Brasileira de Educação Especial**, Marília, v. 23, n. 2, 2017.

p. 293-308, abr./jun. 2017. Disponível em: <https://doi.org/10.1590/S1413-65382317000200010>. Acesso em: 29 mar. 2024.

SOUZA, Marcela Tavares de; SILVA, Michelly Dias da; CARVALHO, Rachel de. Revisão integrativa: o que é e como fazer. **Einstein**, São Paulo, v. 8, n. 1, 2010, p. 102-106. 2010. Disponível em: <https://www.scielo.br/j/eins/a/ZQTBkVJZqcWrTT34cXLjtBx/?format=pdf&lang=pt>. Acesso em: 28 mar. 2024.

VOSGERAU, Dilmeire Sant'Anna Ramos; ROMANOWSKI, Joana Paulin. Estudos de revisão: implicações conceituais e metodológicas. **Revista Diálogo Educacional**, Curitiba, v. 14, n. 41, p. 165-189, jan./abr. 2014. Disponível em: <https://periodicos.pucpr.br/dialogoeducacional/article/view/2317/2233>. Acesso em: 25 mar. 2025.

Prof. Dr. Gilvan Luiz Machado Costa

University of Southern Santa Catarina (Tubarão-Brazil)

Graduate Program in Education

Leader of Study and Research Group on High School – GREPEM

Orcid id: <https://orcid.org/0000-0003-4882-6824>

Email: gilvan.costa@ulife.com.br

Master Carla Gonçalves Pereira Matiolla

Graduate Program in Education

University of Southern Santa Catarina (Tubarão-Brazil)

Study and Research Group on High School – GREPEM

Orcid id: <https://orcid.org/0009-0000-3891-2492>

Email: carlamatiolla@gmail.com

Translator's name and email

Affonso Henriques Nunes

affonsohnunes@gmail.com

Received on 28 Jul. 2025

Accepted on Sep. 29, 2025



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.