

PNAIC CONTINUING EDUCATION: EVIDENCE OF PRACTICISM IN DEBATE

Abstract

As part of a research which focuses on the investigation of the continuing education in the National Pact for Literacy in the Right Age (PNAIC), that was implemented in 2012 as a formal agreement between federal, state and municipal governments aiming at the literacy of all children up to eight years of age, this article seeks to discuss points highlighted by teachers who participated in the PNAIC training course. Delimited in the qualitative perspective of research, the study was based on the analysis of the official documents that guide the training proposed by the PNAIC, as well as in the analysis of semi-structured interviews developed with municipal teachers of a southern city of the state of Minas Gerais. Data analysis showed that, in the teachers' speech, there is a strong feature of practicism, in which the action over reflection is emphasized, as well as practice over theory, against the principles announced in its design. The teachers prioritized practical aspects, preferring activities focused on "How to do" and the study of examples, in detriment of reflection moments that could allow a review of the practice itself by the teacher based on theoretical debate of concepts.

Keywords: Continuing Education. Practicism. PNAIC.