

CAREER: A Society in Transition and The Prospects For Future Work by The Teaching

Alberto Costa

Abstract— This research aims at analyzing the future teachers of a full degree in mathematics course, with reference to the attractions to a teaching career when the internship supervised elementary school. By analyzing the resulting lines of the semi structured interviews with the students of the last year of the course, it is possible to conclude that all of them present a report showing difficulties to carry out the course of teacher training by several factors, including their own refusal to be a teacher. In this sense, might also note in comments from some students that the teachers who work in schools discourage students to devote themselves to their career.

Keywords: *Teaching career, teaching conditions, education, students.*

I. INTRODUCTION

The society and the schools moving the knowledge society confront a series of elements that makes us ask: how are professors of mathematics in this world in crisis? This question is notorious, because we are living at a time of transition in all areas of the social layers. Democracy and impartiality in Brazil are often parts of a hidden curriculum in the field of educational work. This event brings tiredness to any worker, and workers, who are starting or not their careers, even the profession of teaching aims to hope for a better world.

In the cases, mainly of basic education, we have experienced long ago, a cycle of tensions, in the prospects of violence, interruptions, among others. "The school is not justified by the presentation of knowledge obsolete and outdated and often murdered. It will be essential to stimulate the acquisition of school, organization and dissemination of knowledge alive, embedded in the values and expectations of society"(D' Ambrosio, 1996, p. 80).

We know that the parity between the social classes is ambiguous; the capital of culture is rooted in the school system. For Bourdieu (2015, p. 229) "the hierarchy observed in the universe of the virtues of professorial, i.e., in the universe of the ways of achieving excellence, corresponds closely to the hierarchy of possible races, i.e., the hierarchy of educational institutions". As well, the appeal, the teaching or not, it is an unique case in our culture, because we know that the prestige of the profession is considerable, in some areas of knowledge.

Alberto Costa, - Department of natural sciences, mathematics and Education, Federal University of Triangle Mineiro, MG, Brazil

II. PROFESIONAL TEACHING

The initial training of teachers teaching profession is a very interesting topic to explore in the search. We understand that the degree courses are subject to appropriate times of reflection especially that most did not find the theme dedicated to doing a course that is carrying out a career as a teacher. Many courses are on the verge of closing. Maybe this problem is facing the conditions of the teachers we are today. Some situations include concepts put by you (1994); Several factors have contributed to the emergence of this new vision of the teacher as a professional in constant development. First, increasing changes in social conditions, by dragging the changes in the educational system (in the aims of education, study, students, the very concept of school curriculum). Secondly, changes in educational content provide new educational guidelines and new perspectives to support the actions of the teacher. And, finally, his vision of the role as a teacher changes, recognizing now much better the complexity and difficulty of their function (Ponte, 1994, p. 4).

These conditions lead to a series of factors that make teachers have multiple skills and abilities for their performance in the school environment, but it is a requirement for teachers and the workload is huge, and the salary is not rewarding. In basic education, the National Conference, held in 2008, under the auspices of the Ministry of education, has discussed this issue.

Creating a career plan that covers the national wage floor for professionals in education, working in a single shift, with time for planning and training, recognition of the length of service and training is a condition for the improvement of education systems. In this perspective, the question of training and professionalism, for almost all other global issues, has generated numerous debates on the Brazilian educational stage; establishing policies, as well as the mobilization of different educator agents [...]. "These discussions have been clear that both facets - professional assessment and training - are inseparable" (Brazil, 2008, p. 43).

"The motivation is General by future teachers or instructors of action and usually relates to the non-recognition of the teaching work and wage conditions. [...] for a long time there has been little progress in the conquest of wages and conditions and raise the quality of education, especially public education offers the population, makes teachers unmotivated to do their job" (Pavanello, 2002, p. 70).

This fact was also verified in the speeches of future teachers, about the category that matches the evolution and recognition. "It is in this sense that the class must prioritise the commitment of permanent training of the pictures of the

Magisterium as task highly policy and rethink the effectiveness of strikes" (Freire, 1996, p. 68). In this way, we can highlight:

III. THE TEACHER JOB PREVIEW

We seek to discuss in this text questions relating to the initial training, in a degree course in Mathematics. We will try to present some concerns cited by future teachers, who lived during the supervised training in schools that worked. In addition, through some discussions that were made in groups and individually, in supervised training discipline, we present what graduate students think about the teaching work and what the reason for other people do not want to do an undergraduate course in nowadays.

This work was developed in a Higher Education Institute of São Paulo, the investigated group being the last year of the degree course in Mathematics. Several were the reasons given by students regarding revulsion for teaching. Among them, we highlight the following: low pay, violence in the classroom, overcrowded rooms, the lack of interest of students, lack of incentives, among others.

Thus, we realize this fact in the report of an undergraduate student in mathematics, then.

"For me, it is the fact that the bad pay, it is a difficult profession, is exhausting and requires much study (teacher never stops studying), I know that every profession has its difficulties, but certainly the pay is higher. Today violence in the classroom is also growing, often in the news we see teachers being victims of students, and nothing happens, there is no justice. This and many factors contribute to the teaching being devalued "(student of the final year of degree, commenting on the teaching).

It is explicit that graduate students have a determined vision referring to teaching, many students want to go to college, but are aiming for a public tender in another area of expertise, this lead to take a degree course, especially in exact sciences but many of them do not want to act in teaching. On the account of another student, it is commented that the very teachers who are working in schools discourage trainees to continue their careers. Let us look at this comment:

"When you go into a school to the stage, in addition to students and working conditions, there are also the teachers have formed who say there's still time to change jobs. This discouraged me a lot, despite already being in the degree course. Moreover, sometimes these same teachers say the same things for their students, and they are not as interested in the profession, or passes through the head such a possibility to be teaching. They want to work in anything but in a classroom "(student of the final year of degree in mathematics, pointing out that the very teachers of elementary school discourage trainees). Through the quote, we realize the importance that the teacher has on a student's education, especially elementary school teachers. The student said that it was experienced by her in a public school at the time of their training. The speech of the teacher does not express a favorable feeling for work, when speaking to the intern - still time to change profession - I believe this indeed may not occur at this time with the trainees, because as pointed out by (Pimenta, 2004), regarding the time of the stage for future teachers.

"Therefore, at the stage of teacher training courses, it is possible that future teachers understand the complexity of institutional practices and actions conducted there by its professionals as an alternative in preparation for their professional insertion" (Pimenta, 2004, p. 43).

In this sense, often trainees are teachers wanting to demotivate them from the profession, perhaps these teachers themselves are not sufficiently prepared to continue in the office, or maybe the neglect is so much that many teachers no longer believe in improving the school. However, as Paulo Freire says, "sometimes barely imagine what it can spend to represent the life of a student with a simple gesture of the teacher" (Freire, 1996, p. 43).

In the next report we have a student of a final year degree in Mathematics, denouncing his arrival to the school environment, see it:

"When I entered the school as an intern was a dilemma, because first I saw the garbage brass facing the courtyard, and the boys running, making wafer little war. The sputum was trying to calm things down, but did not have much energy to accompany the teens through the halls. The educational coordinator asked to wait as he ran from one side to another, from one room to another, the director met parents, and I thought, how would I do my observation, my regency, my report? Because I had to report my experience to stage teacher, and found it all very confusing "(student describing his arrival at the school and his despair when faced with the recess).

IV. CONCLUSION

This work intended to present a report on a bachelor's degree course in mathematics, with students who will later work in education. They present themselves as backing off from the teaching profession, because, as mentioned previously, the issues with work, material, wages, violence, discussions without references to the subject, and the neglect of the public power relating to their work.

REFERENCES

- [1] BRASIL. Ministerio DA EDUCAÇÃO. In: *Congresso Nacional de Educação básica*. Brasília: MEC, 2008. Disponível In: <http://www.mec.gov.br>. Acesso: 04 de marzo de 2009.
- [2] BOURDIEU, P. *ESCRITOS DE EDUCAÇÃO*. TRAD. NOGUEIRA, M. A.; CATANI, A. (Eds.). 16 ED. PETRÓPOLIS, RJ: VOZES, 2015.
- [3] D'AMBROSIO, U. *EDUCAÇÃO MATEMÁTICA: DA TEORÍA À PRÁTICA*. CAMPINAS, SP: PAPIRUS, 1996.
- [4] FREIRE, P. *PEDAGOGÍA DA AUTONOMÍA: SABERES NECESSÁRIOS À PRÁTICA EDUCATIVA*. SÃO PAULO: PAZ E TERRA, 1996.
- [5] PAVANELLO, R. M. FORMAÇÃO DE PROFESSORES E DIFICULDADES DE APRENDIZAGEM EM MATEMÁTICA. IN: MACIEL, L. S. ET AL. (ORGS.). *FORMAÇÃO DE PROFESSORES, E PRÁTICA PEDAGÓGICA*. MARINGÁ: EDUEM, 2002, p. 65-80.
- [6] PIMENTA, S. G. ; LIMA, M. S. L. *ESTÁGIO E DOCÊNCIA*. 2. ED. SÃO PAULO: CORTEZ, 2004.
- [7] PONTE, J. P. DESARROLLO PROFESIONAL DEL PROFESOR DE MATEMÁTICAS. IN: *EDUCACIÓN Y MATEMÁTICA REVISTA*, NÚM. 31, p. 9-20, 1994.