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Professional and technological education and secondary education reform: an analysis of law 13,415/2017

Professional and technological education and the reform of secondary education: an analysis of law 13.415/2017

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SUMMARY

The present work aims, throughout its topics, to promote an analysis of professional and technological education applied in Brazil, considering mainly the process of reform of secondary education, with the objective of analyzing professional and technological education and the Reform of Secondary Education, through aspects relating to the implementation of this policy in public schools, facing the challenge of integral human formation. In the methodological process, a literature review was carried out, promoting an understanding of the main concepts, as well as measuring the analysis of renowned authors on the process of reforming secondary education and the introduction of professional education in Brazil. Based on articles, books and theses published over the last 10 years. It can be concluded that through the reform of secondary education there is an appreciation or need to include a new teaching methodology in Brazilian educational routines. **Key words:**High school. Professional education. Remodeling.

ABSTRACT

The present work aims, throughout its topics, to promote an analysis of professional and technological education applied in Brazil, considering mainly the process of secondary education reform, with the objective of analyzing professional and technological education and the Reform of Secondary Education, through related aspects to the implementation of this policy in public schools, facing the challenge of integral human formation. In the methodological process, a literature review was carried out, promoting an understanding of the main concepts, as well as measuring the analysis of renowned authors on the process of reforming secondary education and the introduction of professional education in Brazil. Based on articles, books and theses published over the last 10 years. It can be concluded that through the reform of secondary education there is an appreciation or need to include a new teaching methodology in Brazilian educational routines.

Keywords: High School. Professional education. Remodeling.

1. INTRODUCTION

Throughout history, Brazilian education has undergone numerous reforms, with legislation that expanded access to education in school institutions. On February 8, 2017, a new reform of Brazilian education was approved in the Federal Senate, implemented by Provisional Measure nº 746, of 2016, which reformulated the legislation for Secondary Education in Brazil, being later consolidated in Law 13,415/2017, which amends Law No. 9,394, of December 20, 1996, which establishes Guidelines and Bases for National Education (LDBEN); Law 11,494, of June 20, 2007, which regulates the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals (FUNDEB), the Consolidation of Labor Laws, and establishes the Policy for Promoting the Implementation of Schools full-time secondary education.

The article whose theme is "Professional and technological education and the reform of secondary education: an analysis of law 13.415/2017", aims to analyze professional and technological education and the Reform of Secondary Education, through aspects relating to implementation of this policy in public schools, facing the challenge of integral human formation. Checking how the reform was designed, especially for schools public; through the identification of strategies used for professional qualification and infrastructure structure of schools.

For the development of the work, bibliographical research was carried out with relevant literature. tes and relevant to the object of study. The survey of books, dissertations, theses and articles followed some criteria, such as a time frame of 2012-2022, listing the most consistent and coherent references for investigation and the proposed analysis of the article.

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2. EDUCATION AND PROFESSIONAL QUALIFICATION IN SCHOOLS

The origin of Professional and Technological Education (EPT) in Brazil has as its starting point the creation of Schools for Apprentices and Craftsmen, through Decree 7,566/1909, established in all states of the country, with the purpose of "training workers and foremen, providing practical education and the necessary technical knowledge to minors who wanted to learn a trade". (VIEIRA E SOUZA JUNIOR 2016, p.156).

It is important to highlight that this decree was implemented after the end of slave labor in Brazil and also due to the advent of factories, where the workforce required did not burden the production of the industries at the time, but responded to the needs and interests of the owners of the means of production with qualified and low-cost labor.

In 1996, with the promulgation of the National Education Guidelines and Bases Law (LDBEN) No. 9,394, EPT was placed as an independent part of basic education and secondary education, however with the implementation of Decree 2,208/97, which amended LDBEN , the EPT curriculum became part of secondary education, thus being offered in a subsequent or concomitant modality, enabling broader and more comprehensive training for students.

Promoting professional education is one of the ways governments find to promote the development of individuals, as well as contributing to minimizing possible sources of social inequality present within countries and some regions. Through professional education, basic concepts, analyzes and observations of how the labor market works are obtained, as well as highlighting some of the most common work activities within the country. (SAVIANI, 2020)

According to Freitas (2020), there are three levels of professional education, they are: the basic level (it can be developed by anyone, regardless of their training, there is no precise regulation for the institutions that carry out this procedure), technical level (aimed especially at high school students, has regulations to be followed and is generally based on practices aimed at the main activities developed within the active labor market in the country) and the technological level (applied at higher education, presents some activities in which people must present some basic requirements and knowledge so that the activities can be properly carried out. In general, upon completing their technological training, students earn a diploma and license so that the activity in which they graduated can be developed positively).

Through professional education, students can be given an opportunity to promote their development within the social context, highlighting some values and teachings that have been left aside over the years. Social development is one of the points that are most evident through professional training, as it expands the opportunity for students to get a job or even carry out activities with financial purposes through the lessons observed throughout their training.

Studies on professional training in different countries show that the main characteristic that stands out in the comparison between Latin American countries and developed countries, in developed countries, professional and technical training is based on universal, regular, primary and secondary education. It means that professional training occurs from a scientific and humanistic culture base, different from Latin American or developing countries. In these, this base has not yet been reached by everyone and especially by socioeconomically disadvantaged populations, for whom many of the training programs created are aimed (CIAVATTA, 2016).

3. HIGH SCHOOL REFORM

The Secondary Education Reform is based on a proposal to improve the quality of education, with the policy of expanding full-time schools and making the Curriculum more flexible, this law profoundly changes High School, the final stage of Basic Education. The proposal changes the minimum annual workload of High School to 1,400 hours, with the curriculum being divided into the National Common Curricular Base and the diversified part, made up of five training itineraries, in which the student can choose more than one training itinerary, if there is a vacancy available. on the network.

With this new law, Portuguese Language and Mathematics subjects will be mandatory, while subjects such as History and Geography will depend on the Training Itinerary offered by the educational establishment.

Furthermore, the areas of Sociology, Philosophy, Physical Education and Arts will no longer be disciplines

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mandatory in high school, to become “studies” and “practices” that will be diluted in mandatory subjects.

This reformulation of secondary education aims to build a curriculum that meets the needs of students, that prioritizes their interests, that is not content that is disconnected from the reality of their lives, but that is related to their identity and is integral, that has meaning for them. the desires and objectives, that is, education directly related to the life project of these young people. For the reform of secondary education (REM) to be carried out in fact and in law, it is important that the changes required at this stage to improve teaching are considered.

One of the many changes is the release of some educational subjects, a factor that occurred with the change in the secondary school curriculum, which for some experts could be something very hasty, generating major impacts on the educational development of students. Another point is the implementation of the comprehensive education system, where students are included in the job market through the teaching procedures applied in their educational routine. Through comprehensive education, the government mainly aims to provide employment opportunities to all high school students, this point is something that is highly criticized by some labor market scholars.

> Education serves market performance and its expansion enhances economic growth. In this sense, it is defined as the activity of transmitting the stock of knowledge that qualifies for competitive individual action in the economic sphere, basically, in the job market. (GENTILI, 2018, p. 104)

Until the ratification of law 13,415/2017, there was a minimum academic load of 800 hours per year in secondary education over three years (2400h) of general education in traditional subjects. After the reform, however, the time dedicated to areas of general knowledge was reduced from 2400h to 1800h, despite the minimum total academic load being increased to 3000h. The law before REM required that the remaining 1200 hours be dedicated to what were called “training itineraries”, that is, specialized fields that students, in theory, could choose (KUENZER, 2020).

Observing these aspects mentioned, it can be considered that through REM, it is important to tion, to what extent the freedom of choice of adolescents should be brought forward, while general education is reduced. They must decide their specialization at an earlier age, with less experience - both in life and at school - and less institutional time in general studies, lacking sufficient knowledge to choose these itineraries. (CONSED, 2020).

The availability of different training itineraries depends almost entirely on the conditions of the regional educational system, as well as availability in each particular school. In other words, many schools may only be able to offer one itinerary, clearly indicating that students' choice is actually determined by what is offered at their local schools. One of the main points observed by researchers, as well as scholars in the educational field, is to recognize that there is a concern, on the part of the REM authors, in training young people for the market since the country's social conception was drawn up based on a line that serves the market (KUENZER, 2020). Obviously, this is shown as a criticism of capitalism in parallel with the impoverishment and precariousness of thinking about the formation of “youth”, delegating to them a role of sustenance and service to the capital arrangement.

In terms of infrastructure, it is considered that the most important thing is to provide all public schools that offer secondary education with modern computer laboratories, with resources allocated for the maintenance of these computer laboratories, so that such maintenance, when necessary, is carried out quickly and continuously. Of course, a good multi-sports court, as well as a suitable space for the most diverse artistic manifestations (music, theater, dance, etc.), are also very welcome, as it is understood that the quality of teaching can also be measured by the quality of the spaces and equipment that surround and are part of this teaching.

4 CONTEXT OF THE RESEARCH OBJECT

The type of research carried out in this work was a bibliographic review, in which books, dissertations and scientific articles were consulted through a search in the following databases *Scientific Electronic Library Online*(SciELO),*Google*Academic, Journals Portal CAPES among others available online.

To achieve the proposed objectives, work carried out between 2012-2022 was taken into consideration, with themes related to the object of study, therefore works published in the last 10 years (except for classic books), with the languages being Portuguese and English. To search for information,

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The following terms were used: “Professional education in Brazil”, “Reform of secondary education and professional education”, “Introduction of professional education in Brazil”, associating synonymous terms and a list of sensitive terms for the search.

The inclusion criteria were: works that discussed professional education and secondary education reform. The exclusion criteria were: works that did not meet the proposed objective of the research; that did not adhere to the research area and that were unavailable at the time of collection and that, therefore, would not be relevant to this study. In total, 20 materials were selected. They were composed of: 6 books, 10 articles from scientific journals, 4 dissertations.

It is noted that the process of insertion of professional and technological education into Brazilian routines, the Law 13,415/2017, provides subsidies for the implementation of the reform and implementation of the National Common Curricular Base (BNCC), changing several articles of the National Education Guidelines and Bases Law (GENTILI, 2018). One of the points with the greatest impact on the processes established by law is the impossibility of outsourcing and privatizing investments, which will possibly considerably increase the application of public resources to private institutions. Furthermore, the flexibility of teaching and curricular reorganization tend to reduce historically systematized content that is extremely relevant in the educational act.

According to Larangeira (2012), he considers that establishing a single definition of professional qualification professional is a complex and controversial task, due to the lack of consensus on the subject, in other words, it is a polysemic subject. Some may consider that a person is qualified because of their skills, others because of the demands of the job they will occupy. However, in his opinion, objectively, the degree of qualification can be assessed by the time it takes the individual to learn a function as well as their degree of autonomy or level of knowledge.

Therefore, it can be said that the market is currently more favorable for people who demonstrate certain skills and who have broader professional training than other competitors (WITTACZIK, 2018). For the business community, knowledge and practice over the years has been an important foundation for professional development, since the visions currently developed by businesspeople are of people who can not only carry out activities but, over time, improve procedures involving such activities.

In this sense, it was observed from the research that educational institutions continue to be subordinated to the labor market, where the educational act of qualifying a specific hand to meet the demand of large capital, that is, the needs of production, the worker continues to adapt to the criteria established by the market. The owners of the means of production are those who hold scientific and technological knowledge and the resources for productive activities.

Given these facts, the need for teacher training that encompasses theory, practice, action, interaction and reflection, the search for professional and personal development, in addition to a clinical and special perspective on the student. The absence of such concepts has shown that some teachers, even those who have completed higher education, still continue to adopt repetitive, apolitical practices, without aiming for humanistic and social training, without considering aspects relevant to the teaching and learning process. (IRIGON, 2019).

It is pertinent to consider that continued training serves as a way of providing teaching professionals with an opportunity to further expand their knowledge, such as carrying out a differentiated visualization of instruments that can be inserted into the educational routine in order to obtain a better performance of the content presented.

5 CONCLUSION

From the study, it is possible to point out some extremely important aspects that the REM proposes, being approached as a reproduction mechanism to meet the needs of the labor market. Point- - there are also directions that seek to strengthen the resistance strategies of teaching professionals and the constant struggle for commitment to the popular classes and/or those who need to make use of Brazilian Public Education.

It is understood that professional education, based on the analysis of legislation and educational policies adopted, presents complex problems in relation to the role of the State in terms of supply and quality, in addition to perpetuating the historical dualism in education, it offers practical training for young people from the working class and provides a broader education for young people from the dominant classes

In this way, with the implementation of the secondary education reform, there is an appreciation or need for inclusion of a new teaching methodology in Brazilian educational routines, being inserted with the

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professional education. Providing students with a variety of content related to their life dynamics, a broad opportunity for knowledge about different areas that can be used or in which they can be inserted efficiently, considering the specificities of their political, social, cultural and economic context.

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