

DIDACTICS AND RESEARCH IN THE CURRICULUM OF THE UNDERGRADUATE COURSE OF PEDAGOGY AND TEACHER'S HABITUS IN BOURDIEU

Abstract

Teacher training for the initial years of Elementary School has as one of its functions the preparation of these professionals for the development of an interdisciplinary practice, within the reach of the curricular requirements that pervade their practice. The main goal of this research is to discuss the place of didactics and research in the formation curriculum of this professional, specifically in the undergraduate course of pedagogy. Therefore, the documental research method was used based on a qualitative approach, applying the following documents: “matrizes curriculares e projetos pedagógicos de (7) cursos de Pedagogia presenciais de uma universidade multi campi do Estado do Ceará”. Our conception is supported on the studies made by Bourdieu, focused on the methodology of praxeological knowledge. The analysis of those documents shows us the need to understand the training process related to habitus, in which knowledge of the pedagogical and scientific fields, that is, didactic and research knowledge, are articulated in order to strengthen scientific and curriculum formation; as well as to obtain a greater coordination between the theoretical and the practical dimensions in the undergraduate course.

Keywords: *Teacher Training. Research and Didactic. Curriculum.*