

The understanding and construction of competences in the teaching action of the law from the complexity and the transdisciplinarity

A compreensão e construção de competências na ação docente do professor de direito a partir da complexidade e da transdisciplinaridade

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Abstract

The purpose of this paper is to analyze contents of some reports from a group of professors, which allows us to think on the formation of the Law professor, under the ideas of complexity and transdisciplinary. The research problem identifies the constituent poles of the teaching activity that bring the complexity underlying the forming action. It addresses the issue of inequality and development, given the different dimensions of opportunity reflected in the development of a society based on a rule of Law. It addresses the development and the involvement of the research activity focused on a reflexive practice, based on the transdisciplinary epistemology and the subsequent transformation of the subjects of the discussion group.

Keywords: Competencies. Teaching-learning. Educational Practice. Content Analysis. Complex Thinking. Transdisciplinarity.

Resumo

O presente artigo tem por objetivo analisar conteúdos de relatos de um grupo de professores, os quais possibilitem pensar sobre a formação do professor de Direito, sob as ideias de complexidade e da transdisciplinaridade. O problema de pesquisa identifica quais os polos constitutivos da ação docente que trazem a complexidade subjacente à ação formadora.

O trabalho perpassa o tema da desigualdade e do desenvolvimento, haja vista as diversas dimensões de oportunidade refletidas no desenvolvimento de uma sociedade respaldada em um Estado de Direito. O texto aborda o desenvolvimento e o envolvimento da atividade de pesquisa voltada para uma prática reflexiva alicerçada na epistemologia transdisciplinar e na conseqüente transformação dos sujeitos do grupo de discussão.

Palavras-chave: Competências. Ensino-aprendizagem. Prática Educativa. Análise de Conteúdos. Pensamento Complexo. Transdisciplinaridade.

1 Introduction

In this paper, it is proposed to analyze the formation of Law educators from the epistemomethodological inferences of complexity and transdisciplinarity. We are based upon the complex thinking of Edgar Morin, and the theoretical teachings and reinforcements of the ecology of knowledge and ecosystem thinking of Maria Cândida Moraes were also considered.

There is certainly an understanding of complexity as a process of integral formation of a transdisciplinary nature. This results in the recognition of three formation poles: self-training, hetero-training and eco-training. All of them are part of the personal and professional life of the Law professor, with special regard on the anthropogenic process that transitions between self and ontoformation. In this case, the psychological Self, the social Self and the teaching Self influence both Being and Teaching.

To that extent, it is important, as a research problem, to recognize the constituent poles of teaching action that bring the complexity underlying the training action. This is revealed at a level of the subject's action in a multidimensional format, in an open dynamic and in a constant and open process that involves uncertainty, emergencies, changes, recursion and transformation. This requires a commitment from the Law professors that permeates their transdisciplinary consciousness.

The objective of this study is to analyze the formation of the Law professor from the complexity and transdisciplinarity. Our intention is to substantially think about the social function of legal education, inserting the dynamics of liquid modernity present in the 21st century, as presented by Bauman, and the interface between Education and Law in the systemic strategy to know and build knowledge.

The various dimensions of opportunity are reflected in the development of a society supported by the rule of Law, whose intrinsic component is in the disciplinary matrix of Law, as explained by Teubner. Thus, the autopoietic system allows the operator of the Law, in consolidated legal training and strengthening practices, to handle the normative complexities and their interpretations with sufficient skill in order to support equality, equity and justice. In this way, a parameter for sustainable development is promoted in all its nuances, including from institutional arrangements and public policy implementations. Thus, our work goes through the theme of inequality and development.

The article, as result of applied research, was conceived in a methodology developed from bibliographic research. This research involved the understanding and application of the concepts of levels of reality, complexity and inclusive logic, based on an analysis of texts based on the formation of the professor.

In this paper, semi-structured dialogues were also used. They were elaborated in a systematic procedure of qualitative research with the objective of revealing the

constitutive poles of the teaching action that bring the complexity underlying the training action of the professor of the Law course. The variables were the frequency of words within the description synthesis of the contents produced and the presentation of inference of the participants' behavior in the dialogical process of knowledge construction. Thus, there was a cross between the content produced in the dialogues and the macro-concepts that structure the theoretical foundation. This made it possible to highlight what was explored and the field of possibilities of the theory of complexity and transdisciplinarity applied to curricular issues of formation of the professor.

Within the Brazilian Law courses, as well as in other areas of education, pedagogical training is not a requirement for the exercise of the profession of undergraduate and graduate professor. The Law of Directives and Bases of Education does not provide such a requirement. Most graduate courses do not have within their curricula disciplines that involve concepts of didactics and pedagogy. The result of this is insufficient training for the professor's performance.

In general, the approaches to pedagogy for Law professors occur in two ways: a generic approach in Higher Education Methodology, in graduate courses; the teaching internship, which is summed up in substitutions and aids in the practice of the guiding professor (such professor also does not have the pedagogical training as mentioned).

Therefore, there is a hypothesis that the Law degree does not qualify the pedagogical performance of the professor and it is a common student speech to affirm that the most academically qualified professors are rarely among those with better didactics in the classroom.

The hypothesis mentioned in the previous paragraph allows us to say that, in general, didactic performance is not the most relevant aspect; the main factor is the recognition of relevant legal knowledge. Thus, it is necessary to rethink a view that the teaching of Law would not urgently need information on Pedagogy, to rethink the belief that only the content to be worked on does not consider the process for this realization.

In this article, we intend to warn that we need, not only on time, but in a broad, institutional and normative action, to take a new and important step in legal education in terms of pedagogy.

2 Theoretical reference

Currently, the Law course is in over one thousand and three hundred Brazilian colleges and universities in Brazil. As we have already seen, professors, as a rule, do not have pedagogical training. In this context, our research problem corresponds to the necessary and urgent analysis of the training of Law professors and the identification of weaknesses, based on complexity and transdisciplinarity.

In this problem, there is no exclusive attribution of responsibility to the professor in the educational process. In fact, a process of complexity is understood that involves the learning subjects and the different levels of reality and perception in a multidimensional action (Moraes, 2007)

Otherwise, the choice of the lens based on the pedagogical training of the university professor of the Law course delimits the research. The proposal is to recognize the necessary skills and contribute to the dissemination of theoretical knowledge that provides, in addition to the content domain, possibilities for actions, in order to strengthen the educational process and the professional training of the Law student.

Many professors have a special tendency and taste with a natural vocation that guarantees a certain satisfactory performance. However, Hiroschi quotes Libâneo (1994, p.28) to remind that the mastery of the theoretical-scientific and technical bases and the concrete articulation of teaching confer greater professional security in order to allow an improvement in practice and quality of teaching.

Hiroschi, (2011, p. 65) reproduces that for a long time being a Law professor was a *status* and this qualification conferred a search for renowned professionals in the legal area, producing a feeling of *competence transmitted*. This is a serious problem in the various undergraduate courses in the country: the pedagogical resistance of professor from high-strung legal careers who combine their technical-professional function with teaching.

There is a false assumption that the exercise of the profession in positions of high legal stratum, such as judge, attorneys, renowned lawyers or even of high academic education transforms that individual into an efficient professor. Aguiar (2004, p. 211) states: such individuals are thrown into the classroom for an action via *empiria*, improvising, without a technical perception of their mission as an educator. So they become, over time, discursive people who pass on refined and repetitive information.

There are different types of knowledge involving the technical content to be developed in the classroom and the process of knowledge construction. Teaching requires competence in both areas for effective training, or with the minimum of didactic tools available in the learning process.

It is reiterated, as Hiroschi (2011, p.72) did, that the absence of formation does not imply professional incompetence, but that pedagogical formation, even coming from continued formation, makes it possible to recognize which actions generate certain results, providing greater efficiency in educational action.

Francisco Raimundo Alves Neto's research (2011, p.118) brings, from the analysis of the application of a semi elaborated questionnaire, that, among common elements, the perception of the teaching practice itself in the Law course brings a centralization of the teaching-learning process for the professor; so, there is a clear recognition that there is not much space for the planning process, lacking even the pedagogical knowledge to a more consistent educational practice.

The core of the research problem now exposed is the competence as a core prescription of the organization of the Law curriculum, understood in a system of self-support and a human formation committed to social transformation, not only to skills for professional training, know-how, compromising the vision of complexity in the formation of the individual while being.

It is possible to affirm that there is in Brazil a structural crisis resulting from several epistemological paradigms in which legal knowledge is centered on technical knowledge of legal dogma and the manipulation of norms and laws. Such crisis is the historical framework shaping the Law course in the country: the guarantee of intellectuals to act in the State bureaucracy, serving as a basis for keeping Elite in power. This fact can be exemplified in Francisco Neto's Thesis (2011, p. 134):

It is important to highlight that higher education in Acre began with Law school. Although the state presented educational data of almost 80% of illiterate people, elementary school was access to a minimum portion of the population, there were no secondary schools for those who finished elementary school, investment in education was around 5% for the whole state and teachers received their salaries once a year. Within this critical framework of basic education and closing its eyes and ears to the demands of acrean society, which demanded a higher education course for teachers and focused on agronomy, the state government approved the creation of the Law Course, which began in precarious situations, since there was no library with a minimum collection. It worked with the good will of those who had every interest in the course moving forward.

(...)

The Acre teaching model reproduced the same model of national legal education, the traditional one, which since imperial times was guided by the legal formation of Coimbra. The emergence of higher education in Acre met mainly the elitist projections of the ruling classes and the particular political interests for the region¹.

The structure of the curricular matrix of the Law course does not reveal the legal evolution necessary for self-poiesis verified by Teubner (1989), which brings the sense of a system that builds itself from its own components and in this perspective the process of knowledge and the dynamics of its organization involving the multiplication of its own relationships, structures and evolutionary processes.

The analysis of the need to rethink the legal teaching model and the role of the professor evokes Boaventura's thought. It can be seen within this curricular matrix and this self-poiesis of a self-evolving legal system, when talking about the emerging

1 Free translation.

paradigm in which all scientific-natural knowledge is scientific-social, all knowledge is local and total.

Paradigms are defined by Kuhn as a universally recognized scientific achievement that for some time provides model problems and solutions for a community of practitioners of a science (KUHN, 2001, p. 13). And social complexity alters such scientifically constructed patterns and generates crises that produce revolutions that originate new paradigms, new discoveries.

Morin (2000, p. 25) defines as the collapse of an idea structure that selects and determines the fundamental categories of intelligibility operating the control of the function of the paradigm, thus individuals know, think and act according to paradigms culturally inscribed in them.

In education, the reductionist paradigm proposes a disciplinary and disciplined, specialized and authoritarian education and training, revealing the difficulties of understanding and applying the concepts of levels of reality, complexity and inclusive logic. The result is the fragmentation of human knowledge and difficulty in understanding complex relationships in today's world.

The emerging paradigm or complexity comprises a vision of the complex being. The proposal is to think the subject in an integral way, to reintegrate the whole, previously fragmented. Maria Cândida Moraes states that the relationships that involve connections, movements, interrelations. Such happens in a constant process of change and transformation and follows a notion of a network that verifies the universe as a whole, undivided, uninterrupted and conceived in terms of movement, flow of energies and processes of change (MORAES, 1997).

In this sense, interweaving the perception of each of mentioned authors, it is possible to understand that although knowledge can be used outside its original context, knowledge is self-knowledge. The scientific knowledge aims to constitute a dialogue with other forms of knowledge in order to perpetuate itself by such forms. This translates the transition movement, explored in the work of Boaventura Santos, into an orderly, predictable, quantifiable and testable rationality. It is a new paradigm that approaches common sense and the local, without losing sight of scientific discourse and the global.

Moraes (1997) states that educational phenomena must be perceived as processes, in the complexity of their interrelationships, being at the same time determining and determined, in movement and in a permanent state of change and transformation. Knowledge requires a process of construction and reconstruction through an action of the subject on the environment. The processes of assimilation, accommodation and self-organization presuppose an interactive and dialogical relationship that involves student, professor and environment as active, creative subjects, endowed with multiple skills having the vision of the person as a complete subject as a highlight.

This new paradigm for responses to society is considered, aware that there is always a possibility of crisis and chaos that allow a rediscussion and a reconstruction of new possibilities. Complexity means dealing with something that is indeterminate. It is embodied in non-linear dynamics, which needs further clarification and cannot have the simplistic and reductionist approach.

The concept of complexity is associated with uncertainty, where the observer may have a different point of view about the object (subject/object). Complexity is present in the complementarity of processes that run at the same time. Complexity is a systemic property, where a system cannot be reduced in its parts and its exchanges allow internalizing everything it needs for the maintenance of life.

Emergencies, bifurcations, circularity and recursiveness are present in the concept of complexity. Complexity is manifested in the relationships between subject/object, order/disorder, unexpected and uncertainty, duality of the human being. Complex thinking sees reality as always moving, which differs from something static, still and immobile.

Nicolescu (1996) states that transdisciplinarity is what lies between the disciplines, through them and beyond when it understands the world whose one imperative would be the unity of knowledge. In this sense, from the epistemo- methodological foundations of complexity and transdisciplinarity, the curricular reflection of time and space involves self-training, hetero-formation, complexity, logic of the 3rd included, levels of reality and eco-training (PINEAU, 2005; NICOLESCU, 1996).

Complex thinking lies in dealing with something that is indeterminate, of non-linear dynamics, that needs greater clarification and cannot have the simplistic and reductionist approach, associated with uncertainty, in the complementarity of processes that run at the same time, of systemic property, of emergencies, of bifurcations, of circularity and recursiveness, the complexity in the relations between subject/object, in the order/disorder, in the unexpected and in the uncertainty and duality of the human being.

Transdisciplinarity is beyond the disciplines. It is an exercise of dialogue in a ternary logic that makes it possible to emerge an alternative that is not foreseen and sometimes built from contradiction. Its principle is dialogicity in its multiplicity of dimensions, dialogue with art, with the imaginary, with spirituality and with intuition. It is about the conception of education imbricated with life at different levels of perception and reality, from an epistemological, methodological, and ontological approach.

3 A semi-structured dialogue and the multiplication of a teaching perspective

There is a reflection on the concept of knowledge. It can be given by a circumstantial and structural experience of the properties necessary for the adaptation, interpretation and assimilation of the interior and exterior environment of the being. This is what Tartuce states (2005, p.5) when he puts as a starting point for understanding how the construction of knowledge is given as the manifestation of the consciousness of knowing.

The diverse progressive experiences of the human being in living promote relationships between sensation, perception and knowledge. In this aspect, perception has a mediating function between the chaotic world of the senses and the organized world of cognitive activity. The act of knowing proposes to solve common problems, in a dynamic process, unfinished, which serves as a reference for research both qualitative and quantitative.

In the search for knowledge, the truth becomes a target, but a method and a cutout are necessary to reach it. Dutra (2001, p.119) elaborates four moments in the investigation for the effectiveness of knowledge, which are the placement of a problem, the elaboration of a hypothesis, the constitution of a database and the finding of an agreement between the hypothesis and the database, can be called verification.

For Dutra (2001, p.119), the placement of the problem is the first step, as it reveals the conceptual elements and determines which expectations are violated. The author states that the problem is formulated through the observation of a protruding or unexpected phenomenon. In our case, a phenomenon is highlighted: Law faculties are producing thousands of professionals below the market. The faculties have multiplied, but the result of teaching does not respond to social demands in a satisfactory way. In addition, common sense states that professors have no technicality in didactics and pedagogy acting more by instinct than technically in the process of teaching. The contents do not enable the students, future professionals, to have the necessary expertise for liquid modernity and its incongruities.

Thus, the elaboration of a hypothesis emerges as a possibility of resolution from an initial context with relevant and irrelevant assumptions, until the plausibility of a certain assumption can be confronted and investigated with fulcrum in a database, which is the third stage of research proposed by Dutra (2001, p. 119). In this way it is allowing the evaluation and verification of the hypothesis, considered the fourth stage of the mentioned research.

The hypothesis of the present work, from the necessary qualification within the graduated studies suggested by the Law of Directives and Bases of Education, is that the titles in Law do not qualify the pedagogical performance of the professor. As was stated

before, it is a common student speech that the most academically qualified professors are rarely among those who have better didactics in the classroom.

The database used will be the theoretical reference mentioned, which brings the emerging complexity or paradigm, transdisciplinarity, ecology of knowledge and ecosystem thinking, autopoiesis and the distance between academia and the application of Law.

To evaluate and verify the hypothesis, considered the fourth stage of the mentioned investigation, the semi-structured dialogue was used as a method to bring an experience of exchanges, which is usually determined by a script of questions that would be basic to the theme, focused on a subject on which a script with main questions is elaborated, complemented by other questions inherent to the momentary circumstances of the interview (MANZINI, 2003).

Among the data on the researched subjects, two are mentioned at the beginning of the teaching career in Law, one male and the other female, both in the range of 30 years and only with a Master's degree; and three teaching subjects, doctors, two female and one male, with some teaching distance already covered, aged between 40 and 55 years.

In this format, based on the experiences of the subjects in the area of Law and the learning of one of the subjects with doctoral degrees in education, the perspective on teaching is changed. The result is the transmission of knowledge from the recognition of the other; this really transforms and widens the field to be sown.

The questions that directed the dialogues are within the divisions of those proposed by Triviños (1987, p. 151), which distinguishes four categories: 1) questions called consequences; 2) evaluative questions; 3) hypothetical questions; and 4) categorical questions.

It is important to emphasize that the interview was used to understand the phenomenon studied, seeking opinions, expectations and conceptions about objects and facts, in order to complement information about facts that occurred and the diversity in the lenses of those subjects inserted in the proposal of information collection.

Perpetual (2005) states that the younger the teaching age group, the greater the content concern and as time passes the concern is transferred to the professor and the student. This was verified in the younger male professor. In addition, the dialogues revealed that the model of performance in class was mostly based on the individual trajectory and on the references of pedagogical practices of professors that each subject had as a student. All subjects comply with the recommendation of the Law of Directives and Bases of Education with graduate degree for the exercise of professor, but it should be noted that none of the subjects have specific training in didactics. Regarding teaching time, the subjects have, respectively, 2 (two), 5 (five), 7 (seven), 13 (thirteen) and 15 (fifteen) years of teaching practice.

Technological innovations were not a point observed by any of the professors; the inference is that the subjects are not prepared to act with the use of technology

pedagogically in the classroom. The search for knowledge is based on experiential knowledge, because there was no training for teaching, how to carry out teaching practice in higher education.

Among the researched subjects, there is a difficulty regarding the time of dedication to teaching, the motivation can be glimpsed in the following findings: all the subjects are involved with the classroom and dedication to graduation concomitant with research and study/teaching groups in the graduate besides exercising another activity outside the teaching, either as a lawyer or as public servants in positions of high relevance.

As for the closed issues, we worked on the pedagogical improvement, continuous training and pedagogical qualification in university teaching with specific training, including the use of new technologies or didactic improvement focused on the new formats of exposure to content.

Almeida (2012, p.74) states that specific training is one of the dimensions of professional training, referring to training for an activity that requires knowledge and specialized skill. If the professor's field of work is teaching, it follows that his or her training must also be the process by which he or she learns how to teach and understand how to do it.

This opens up the need to rethink the training of professors, because universities act in an omissive way regarding the professors who will act as professors. Pedagogical preparation, even in undergraduate courses, is focused on basic education (elementary and high school). Thus, because of a legal omission in the requirement of specific teaching formation to act in the university, the realization of courses that pedagogically improves the professors. Among the proposed dialogues, the result was that although they considered professional training to be important, few were willing or with time available to do so.

Teixeira (2009, p.32) states that it is essential to break with the culture of: "teaching because I know", to "teaching because I know and I know how to teach", in a perspective that promotes the training of professors based on different knowledge, self-training and training by institutional initiative. This proposal was exemplified with study meetings through readings and discussion of texts; meetings between professors to report experiences; collective elaboration of research-action projects that have as themes questions related to the teaching-learning process.

Almeida (2012, p.71 and 72) attributes meaning to what is practiced, articulating the teaching activity with the theory, anchored in the reflection and evaluation of the activity itself, but allocates it to be difficult to alter the teaching reference with which it coexisted.

In the dialogues it was possible to see how difficult it is to reflect critically on oneself and one's formative journey, to deconstruct the lived experience and to organize other references for teaching practice.

When it was assessed whether the professor should be concerned with the variety and amount of notions, concepts and information everyone said yes, but an interesting fact is the statement of two of the doctoral professors who had the professor as the center of the teaching-learning process.

All stated that teaching-learning is inseparable from research. At the same time checking for practical actions the five subjects interviewed work much more on teaching-learning with verbal actions and memorization of content. When a greater use of the research instrument was confronted, the concern of the students themselves with the external exams and their rejection to the research process was revealed, prioritizing a practice capable of training them for approval in the external exams and in the format of these exams.

It ratifies that oral exposure of content is prevalent, and, in the words of Bireaud (1995, p. 48), certain practices, which may seem new, fit perfectly into the framework of the traditional model.

At the same time, the agility of knowledge nowadays reveals that it is necessary to reorganize a proposal of dialogue between theoretical proposals and practice. It is because, traditionally, the classroom in higher education courses has been constituted as a physical space and a determined time during which the professor transmits knowledge and experiences to the students, sometimes with oral expositions and pictures, sometimes with the use of slides, in an almost continuous exploration of *PowerPoint*. This was an update of didactic resources, but which in the end, is the maintenance of the same epistemological principle of acquiring knowledge through the reproduction of information presented in class.

It is important to transcend traditional space and time, and bring to the professor the knowledge of transdisciplinarity and complexity, minimizing the concern with objective issues consistent with the subject and withdrawals from competitions. Summarizing, in this way, the transmission in an attempt, usually frustrating, of doctrinal content, jurisprudential and practical.

The five subjects of the dialogue proposed, they recognize that the mere transmission of knowledge is not a sufficient model for higher education today. However, many know of no other option and affirm the student's demand to maintain traditional teaching. Everyone's speech was that students reject, preliminarily, when any methodological innovation is put into practice in the university space.

According to one of the five subjects, when one tries to diversify the methodology, bringing experiences even of living in educational processes abroad, there is a rejection and a direct confrontation. So, it often tires and finally the oral exposure wins with a test based on exams of competitions and not on the construction of knowledge. In most of the classrooms, the Law students want the professor and the board. There is a difficulty of total or majority adherence in classes that involves direct participation and debates.

The few who are enthusiastic about debate are soon rejected and lose strength, beating a majority who prefer traditional teaching.

A practical experience would be that the insertion of a new methodology in the university would come as a curricular change, as a guideline of the course, coming at the level of direction/coordination remodeling and overcoming the tension between the possibilities of an innovative pedagogical practice in the teaching of Law. It would be in function of the student's expectation in fulfilling contents of contest, order exam or ENADE test that value code reading, memorization.

Carneiro (2011) states that the pedagogical practice which students prefer, they say they are tiring, insufficient, not very effective and discouraging. It occurs, mainly because of these external variables cited above, such as competitions and OAB. In any case, the perception in the dialogue that is now being used is that there is dissatisfaction among professors and students for remaining in the same traditional model of teaching and this worries the subjects of the teaching-learning processes.

Cunha (2004) states that the Law professor uses random teaching methodologies, such as teaching improvisation. Masetto (2010) states the use of teaching resources maintaining the same epistemological principle of information reproduction.

Masetto (2010) states that students in higher education are not prepared to assume the development of their learning, and they need to be introduced by their professors, but since there is no planning or proper knowledge to apply the techniques, the student rejects.

Using Bardin (2011, p.133), among the dialogue made by objective and subjective questions, in this second part there was a transcription, and the raw data was worked through cutting, aggregation and enumeration. Thus, they were separated into five categories that can contribute to new inferences about the pedagogical conception of the professor in legal education.

Among the open questions, in an extremely cordial conversation, the question about the motivation that made the subjects inserted in the dialogue become professors, five answered that it would be to contribute to the formation of other people, three answers brought the vocation, two answers listed the academic interest in the research, four answers brought the sharing and improving knowledge and three answers listed it as an accomplishment and a personal interest.

Such affirmations make it noticeable that two of the categories of responses demonstrate an affective interest with the magisterium. It seems a conscious choice and not a chance. It is what some authors call teaching devotion.

4 Conclusion

The idea of this paper was to encourage the debate on teaching Law, with the intention of collaborating with its maturity. We sought to reconfigure the choice based on experiences in which the pedagogical issues, professional identity and involvement with students are linked to the exercise of higher education, enabling the emergence of a new approach in the Law course.

The construction of a semi-structured dialogue between selected subjects served to verify if there was the same perception, vision and perspective about the pedagogical setbacks. The objective was to know and analyze the pedagogical practice conceptions of the professors graduated in Rights and working in the courses.

The dialogue was a sample within a universe of professors, but it was useful to assess and correlate a degree of importance they attributed with an emphasis on issues involving professional training, teaching-learning processes and teaching knowledge.

It is noticed that there is a social transition within this context of liquid modernity, new pedagogical practices and the transition or reconfiguration of higher education. Today, the profession of Law professor requires graduate studies; it is no longer available to any professional in the legal field, even if renowned. However, it was found, by sampling, that a graduate course does not offer pedagogical training.

The freedom of professorship is placed on the agenda by institutions, students and peers in the academy. The expansion of the market in higher education realigns the appreciation of the career, the identity of the professor and specific training to work in higher education.

We still observe the pedagogical practice in the traditional conception, based on the overvaluation of the content, a unique methodology. Along these lines, professors, even though they have a reflective conception and are dissatisfied with their practice, retain their conservative posture. Few ones seek training, methodological diversification and development of the affective-emotional dimension with students. That is, the traditional conception is predominant.

Professors are not prepared for contemporary practice. However, a social transition appears that little by little, and, inevitably, reconfigures higher education and establishes a new conception.

It is important to emphasize that actions in the regulatory and institutional fields are essential. Legal support for activities is required. Regulation will bring teaching activities much more than a profession, but a profession with specific training for entering, with the right assumption and duties that identify its field of action. Standardization can bring an extension to the graduates studies or even undergraduate degrees, with a specific focus for those interested in higher education, including specific professor training courses.

In the institutional field, teaching investment should focus on possible and permanent training. Possible because many programs have good ideas but are either unworkable or impossible in the medium or even long term. In addition, it also refers to the necessary training and dialogue with all learning subjects, professors and students. The training actions will bring a teaching model institutionally stimulated and prepared to contribute to a collaborative legal education in a development environment, anchored in the approach of complex thinking and of a transdisciplinary nature.

The results of this article reveal the possibilities of applying the theory of complexity and transdisciplinarity in the training of professors requires an integral and integrating process, which allows the development of the processes of construction of knowledge, teaching and learning.

Traditional training models look at socio-historical moments, in a hetero and ecoforming dimension, but attention must be paid to self-forming processes, a dimension generated from interactions that occur in which the trainer will recognize, strengthen and qualify professional training processes.

The research made it possible to assess that the educator's level of consciousness in conceiving the joint use of the theory of complexity and transdisciplinarity could enhance the processes of knowledge construction.

The subjects participating in the discussion group, imbued with their life stories, experiences, beliefs and values, presented autopoietic contributions, as authors and co-authors of the proposed questions. These subjects, in the face of their professional experiences, trials and errors, insights and elements of self-organization, produced knowledge in a collaborative way.

In the scope of reflecting on the training of the Law professor, the preliminary analysis revealed how enriching the collective construction of knowledge based on dialogue was. At the same time a complex nature of thought was presented, where transdisciplinarity was presented in a contributory approach evolving in the discussion and hypothesis for solving common problems.

It was possible to recognize some constitutive poles of teaching action, focused much more on intuitive than on conscious and technical action, but that within transdisciplinary consciousness made it possible to think about changes in a common strategy for the construction of qualified knowledge in what concerns the Law professor's teaching.

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