

## HISTORICAL-CRITICAL PEDAGOGY AS A GUIDE TO THE EDUCATIONAL PRACTICES OF ADMINISTRATION PROGRAMS

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### ABSTRACT

*This work seeks to demonstrate the possibility of implementing historical-critical pedagogy (HCP) as a guide to the educational practices of administration programs. HCP represents one possibility for dialectical synthesis between the pedagogy of competencies and the critical pedagogy that currently guides these courses. This synthesis is constructed from a detailed examination of the precepts and characteristics of each of the pedagogies cited, which ultimately establishes the conditions necessary for structuring an HCP-based training for administrators.*

**Keywords:** *Higher Education, Administration Course Management, Graduation in Administration, Historical-Critical Pedagogy*

### 1. INTRODUCTION

Training in administration, particularly from the 1970s on, has gained relevance both worldwide and specifically in Brazil. For this reason, Vergara (2007) and Lopes (2002) tell us that there has been an unprecedented proliferation of administration programs resulting from an increase in the country's industrial activity, an expansion of its economy and markets, a sudden rise in new companies, and first and foremost a governmental policy aimed at stimulating higher education.

Despite the success of administration programs, different problems have emerged to challenge the relevance of their educational products and their effects on students' performance, without any "appearance of forces or actors that could be reasonably expected to overcome the inertia that the current research model and teaching of administration maintain" (Pfeffer & Fong, 2004, p. 25). What can be observed are criticisms, the fruits of various studies that deal with these programs' perspectives, methods, material, organization, and didactics. All of these arise in direct relation to the increase in the field's valorization and importance (Plutarco & Gradwohl, 2010).

The criticisms that permeate the research and teachings in the field of administration, although they agree about the crises that the training of an administrator presents, structure their arguments around a dichotomy that is represented by the opposition of those who believe in the idea of *senso lato* who desire training to be aligned with market demands and by the opposition of those who, to the detriment of this alignment, are primarily concerned with creating conditions for educating engaged citizens who are aware of their own political roles.

Among the first group, as Fonseca et al (2007, p. 1) state, there is an ongoing complaint that "higher education institutions (HEIs) are producing knowledge inadequate for current markets." This discussion verifies the ineffectiveness of management training (Antonella & Ruas, 2005; Mintzberg & Gosling, 2003; Ruas, 2005) and guarantees that teaching-learning processes are not appropriately responding to the job market's demands (Skora, Mendes, & Souza, 2006). In the second group, we have authors who state that in addition to having failed with respect to their performance as educational and research institutions, business schools can be criticized for being predominantly focused on instrumental and market interests rather than pedagogical objectives (Aktouf, 2005; Maranhão, 2010; Nicolini, 2003; Pfeffer & Fong, 2004).

As can be observed from a perspective aligned with market demands, the existing criticisms and resulting studies point to the inadequacy in the training that is provided to administrators training because it is anchored in mainly irrelevant practices (Nunes, 2008; Ruas, 2005; Rodrigues, 2006). Furthermore, the criticisms also unanimously denounce the crisis in administrator training and teaching methods, thus verifying the studies that have a political and humanistic dimension as their epistemological perspective, rather than a direct alignment with business needs (Maranhão, 2010; Paula & Rodrigues, 2006; Tordino, 2004).

Considering the inabilities of these two perspectives to respond to the teaching of administration, since they materialize through the pedagogies of competencies and critique, it thus becomes necessary to propose a new attitude towards the difficulties of administration training. Despite the antagonistic viewpoints posed by competency pedagogy and critical pedagogy, these studies showed that it is not possible to train a complete professional who is prepared for all current management demands by only teaching business practices and technologies, nor is it reasonable to train administrators who, even with a solid humanistic education and awareness of the world's ills, are unable to effectively and efficiently manage organizations.

This new attitude necessary for teaching administration may arise through adopting a new pedagogy, whose precepts could direct the educational practice aimed at training an administrator who dominates business actions and technologies, understands the conditions that face him, and realizes the possibility of being a reality-transforming agent.

To satisfy these conditions, it is essential to form an understanding of the possible path toward adopting an HCP to guide the educational practices of administration courses that, from our view, detain the possibility of representing a dialectic synthesis among the precepts of the critical and competence pedagogies. This is what we expect to show in this work.

## **2. PEDAGOGICAL FOUNDATIONS OF THE PROJECTS FOR TRAINING ADMINISTRATORS**

Pedagogy's fundamental problem is the variables that arise within teacher-student interactions (Saviani, 2010). In order to balance these variables, pedagogical theories anchored in prior principles, notions, and guidelines propose ways to structure the teaching and learning process through methods that materialize in educational practice. Thus, the choice of a particular pedagogy carries with it particular epistemological foundations aimed at particular objectives.

This finding stems from the need to understand the context, concepts, premises, and methods of pedagogy used in a particular training as a way of subsidizing the evaluation and understanding of the teaching that is provided. Since the educational action of teaching administration is structured either under the guidance of the pedagogy of competencies or from a critical pedagogy perspective, these are the focus of the following discussions.

### *2.1 The pedagogy of competencies*

The notion of competencies emerges in response to the need to overcome the gap between educational training and new workplace demands; i.e., the organizational conditions put in place beginning in the 1970s as a way to adapt to significant changes occurring on a global scale—in the political, as well as the economic and technological arenas (Nunes, 2007). Within the context of workplace changes and expectations, the subject of training becomes central insofar as education and the educational system increase its relevance as an essential economic issue. Such a position is easily seen in Amatucci's (2000, p. 59) statement that "organizations should compete not through products but through (organizational) competencies, and they should attract and develop people with specific combinations of complex skills to serve their *core competencies*." Similarly, Andrade (2001) determined that the workforce is the key factor in improving organizational quality and productivity.

Along with valorizing training, education is then taken as fundamental to organizational survival and development, which demands the expansion of schooling coupled with the reorganization of the educational system in order to prepare people for using, spreading, and producing the scientific knowledge necessary for organizational competitiveness (Mendes, 1995). There has been a recent flurry of initiatives to improve education based on competencies, mainly in France and the United States (USA), which reinforced the need to guide instruction through organizational and market demands. This revealed what Nunes (2007, p. 32) defined as a "close connection between education and work." Opting for this perspective guarantees that the educational action, along with the student, acquires contours that are closer to job market demands. In organizing all of these applications in the teaching/learning process, one thus arrives at a systematized corpus guiding the educational practice, which is called the pedagogy of competencies.

As is the case with all pedagogies, the pedagogy of competencies aims to propose conceptions, formulas, and methods that guide educational practice. However, its specificity resides in its guidance, which is based on the development of abilities necessary for exercising the profession (Araújo, 2001). The fact that this pedagogy aims to respond to a market-created social demand corroborates this view (Perrenoud, 1999). In this method, the training process is structured according to the competencies that will be checked at the end of each teaching stage, through pre-defined and structured criteria. These competencies, in turn, should be formalized through their descriptions and detailing in terms of expected actions and knowledge (Araújo, 2001; Nunes, 2007; Tanguy, 2003).

This training process obeys a circular organization structured from previously identified competencies that are standardized in such a way that the arising standardized definitions articulate the construction of programs that can enable skills and attitudes that are always related to business objectives or the objectives of economic activity sectors (Nunes, 2008). This process has a modular organization, since the module is believed to be more appropriate for allowing a delimitation of one or more functions that the individual should perform (Araújo, 2001).

The curriculum in this case is aimed towards valorizing professional experience coupled with the general knowledge that constitutes the subject's concrete experience in order to enable problem solving. Such a position is consistent with the maxim that at the heart of curriculum, "there is no transmission of knowledge but rather a process for constructing, improving, and mobilizing this knowledge" (Nunes, 2008). This curriculum demands the incorporation of elements of both know-how and know-how-to-be, thus broadening theoretical knowledge by incorporating an individual's concrete experience, as long as it is directed and used in specific contexts (Araújo, 2001; Nunes, 2007). Insofar as one seeks to verify acquired knowledge and abilities, this verification will be given by evaluating the student in practical situations in order to understand what the individual is capable of doing.

In addition to defining the training process, the curricular organization, and the material and evaluation, pedagogy is also materialized by methods of action in educational practices, which we commonly call didactics. In this sense, the pedagogy of competencies basically makes use of four methods called: problem-based learning, methodology of questioning, alternating practices, and group work.

Problem-based learning is characterized by elaborating problems linked to previously defined themes that the students should study. According to Nunes (2007), this method involves a sequence of problems to be studied. When one ends, the study of another begins. At the end of each module, the knowledge acquired in each theme is evaluated based on the learning objectives and scientific knowledge.

The methodology of questioning begins at a similar conceptual foundation. The problems are extracted from reality, through student observations (Nunes, 2008). This method is, therefore, differentiated from problem-based learning because it guides learning through problems that are created by a committee in order to illustrate certain material.

The third method, based on alternating practices, seeks to bring theory and practice together through the inclusion of training periods in companies combined with regular training periods in educational institutions. This practice is justified by the possibility of adjusting learning according to specific contexts, as well as by establishing the company as a valid place for competency training (Araújo, 2001).

The group work method seeks to stimulate autonomy and work ability in addition to enabling the exchange of experiences and construction of learning among the students and professors. In the pedagogy of competencies, they both have specific roles. The professor is expected to play the role of a stimulator, rather than merely a retainer and transmitter of knowledge. It is necessary for these professionals to prioritize learning instead of focusing their teaching on transmitting knowledge, thus placing greater responsibility on the student in terms of their development (Nunes, 2008). In this sense, the students are expected to have an awareness of their responsibility in the learning process and the influence of the same on their successes and failures.

## 2.2 *Critical pedagogy*

The critical pedagogy perspective began with the rise of essays, books, and theories that questioned the educational structures in effect from the mid-1960s on. At that time, there were large movements and global transformations, such as the movement of the old European colonies, the student protests in France and various other countries, the continuation of the civil rights movement in the United States, protests against the war in Vietnam, the sexual liberation movement, and the struggles against the dictatorship in Brazil. Within the context

of education and the school system, there was a major compartmentalization into traditional and technical schools. In these schools, despite divergence on various issues, educational practices were mainly concerned only with the actions and effects of training on society, with little concern being given to the social determinations of the educational phenomena (Saviani, 2008a).

Despite the growing challenges, it was only during the mid-1970s that more organized movements aimed at demonstrating the real functions of the educational policy in effect despite the official pedagogical discourse arose (Saviani, 2010). According to Silva (2005, p. 30), these movements “challenged the status quo, making them responsible for inequalities and social injustices.” The traditional educational theories were said to take adaptation, adjustment, and acceptance as their precepts, and that these could only be overcome by attitudes of distrust, questioning, and radical transformation.

There were different proponents of this movement. According to Silva (2005), English literature highlighted education’s sociological call, and this movement was led by Apple (2006). In Brazilian literature, this was represented in the works of Paulo Freire. Among the Académie Française, certainly the works of Althusser (1998), Bourdieu and Passeron (1977), and Baudelot and Establet (1971) are representative. Dermeval Saviani considers the latter to consist of theories that “had greater repercussions and that reached a higher level of elaboration” (Saviani, 2008a, p. 12). Silva (2005) reinforces this view by saying that this set of texts built the foundation for the critical theory that developed in the following years.

These theories, despite their differences, all sought to show “the real functions of the educational policy that were, however, covered up by the traditional pedagogical discourse” (Saviani, 2010, p. 392). Considering this similarity, Saviani (2008a) calls them critical-reproductive theories. They are critical because they postulate an understanding of education based on social constraints, explaining the educational problem through its particular objectives, as represented by the economic structure. They are reproductive because they characterize the reproduction of current social conditions as a basic function of education. The merit of these theories resided in the fact that they theoretically sustained resistance to authoritarianism and traditional and technical pedagogy, thus ending the idea of education’s autonomy in the face of social relations (Saviani, 2010).

Given the previous considerations, the critical position regarding teaching and training in general is apparent. However, with regard to educational practice as marked by these precepts, a systematized *corpus* that could characterize a critical pedagogy is not seen among the existing literature. In light of this limitation, the position of Fischman and Sales (2010) was chosen as the best reference to critical pedagogy. It deals with a conglomeration of perspectives that borrows principles and guidance from authors who deal with different models applied to analyses of educational institutions.

These analyses are based on a character that is closely related to the goal of seeking a project with which to work toward a more just and equal society through the articulation of teaching practices. This articulation occurs insofar as it undertakes efforts against the structure of established teaching and leads the subjects “to overcome the force of the immediate, the naturalization of human life, and the commercialization of a person at work through the commodification of social relations and the degeneration of critical awareness” (Maranhão, 2010, p. 110). Nascimento (2006) allied himself with this movement and explained the search to produce structural changes and permit the emergence of subjects, who will be agents of their own values, aspirations, and identity and will lead to a new solidarity.

Thus, critical pedagogy is essentially, in most cases, based on proposals that aim to establish how education should be in relation to social processes (Fischman & Sales, 2010). In this sense, McLaren (2003) agrees with the understanding of schooling as a process that allows for explaining the construction of subjectivities by examining the impact of dominant ideas, values, and points of view in an individual’s training.

Still, with respect to the objectives, we can say that this pedagogy seeks to focus on specific sectors, like the poor, workers, women, etc. to, as Dewey (1956) mentioned, help in the construction and organization of transformative social and political movements aimed at constructing real democracies that exist when there is “a life of liberty and enriching communion” (Dewey, 1956, p. 184). In the search for these objectives, it is necessary to organize teaching practices. In this sense, critical pedagogy seeks curricula that are shaped in a reflexive and active way with respect to the practices and knowledge of students and professors, not forgetting that their experiences should be particularly welcomed along with their expectations, even though they appear to materialize the contradictions of the system that they want to change. With regard to material, what can be perceived is the use of theoretical analyses consistent with a school education measured by critical ideas of justice and democracy (Fischman & Sales, 2010).

With regard to methods, there seems to be an emphasis on student awareness in relation to material conditioning. Such concern is justified by the belief in what Fischman and Sales (2010, p. 13) call a “connection between awareness and transformation.” Here, what is desired is to bring an understanding of the broader socio-political contexts to the educational practices as a way of enabling more encompassing social transformations and to look for ways to break with all forms of oppression (Fischman & Sales, 2010). There are also indications that programs are analyzed as a way of verifying a hidden curriculum. These are: thinking of pedagogical alternatives based on collectivist democratic social education, contextualizing the set of conflicts that are transmuted in contradiction, rescuing the possibilities of experience, rescuing the present as history, exercising immanent critique, inveighing against deformed images of reality as a function of serving power, and questioning the educational experience in regards to its submission to social demands (Giroux, 1986; Maranhão, 2010).

It is crucial for educators to understand the contextual meanings of learning so that they can become better critical thinkers. They must question the material and structure presented to them as a way of being able to denounce the inherent oppression and reproduction. In this process, according to Dewey (1956), the educator has a central role. Although this is not exclusive to the challenges of teaching, it is fundamental for them to be engaged in educational theory debates and in the investigation of their own praxis as a subsidy for acquiring critical postures (Giroux, 1993). Students, on the other hand, become the subjects of their own learning.

### 3. IN SEARCH OF A DIALECTICAL SYNTHESIS

What can be perceived, according to the theoretical discussion herein, is a concern with training administrators that are able to respond to the demands of the working world on the one hand, and the search for a comprehensive and political education on the other. It should be stressed that, in the context of training an administrator educational practice materializes these main training concerns or objectives, under either the precepts of the pedagogy of competencies, which seeks an individualized education that is continuous and adjustable to work demands, or under the foundations of critical pedagogy, which desires a broad training through verifying the conflict and contradiction that are inherent to the construction of reality.

In addition, this polarization between training projects for the administrator, which until now have seemed irreconcilable, does not result in advances in training, which can be verified by Tordino’s statement (2004, p. 11) that “in Brazil, criticism gains notoriety when judging the qualification of those graduating from higher education programs, with a special emphasis on those who come from an undergraduate program in administration.” Furthermore, various previously mentioned studies support this idea. There has been, as yet, no indication of the impossibility of reconciling, in our administrators’ training, meeting the demands of the workplace with developing engaged professionals/citizens who are aware of the contradictions of their time.

This panorama advocates the idea of guiding educational practice beyond the dichotomy of market or political training as a way to contribute to the search for advances in training administrators. Against this backdrop, HCP appears as a possible pedagogical model that permits a dialectic synthesis of the objectives set by the pedagogies that guide administrator training. It thus allows the characteristics of this model to be examined as a way of subsidizing the current thesis.

#### 3.1 Historical-Critical Pedagogy

HCP emerged in the 1980s as part of a set of pedagogical proposals that sought to overcome a scenario that, according to Saviani (2010), was polarized, with respect to educational practice, between the predominance of education’s technological tendencies and the existence of “studies committed to making educational criticism dominant, showing the real functions of educational policy that were, however, covered up by the official political-pedagogical discourse” (Saviani, 2010, p. 392).

In this context, HCP regenerated itself, according to Saviani (2010), according to the discussions structured in the first term of the Ph.D. in education program at the Pontifícia Universidade Católica de São Paulo (PUC-SP) in 1979. The synthesis of these discussions was produced in the article “School and democracy: beyond the bell curve theory,” published in *Ande Magazine*’s third issue in 1982. This article later became part of the book *School and Democracy* by Dermeval Saviani. In this work, Saviani (2008a) connects the main educational theories through the problem of marginality relative to educational phenomena. To this end, it presents educational theories through their contexts and founding characteristics and groups them into two large sets called non-critical theories (traditional pedagogy, new pedagogy, and technical pedagogy) and critical-reproductive theories (theory of the teaching system as symbolic violence, theory of the school as an ideological device of the state, and theory of the dualistic school). Having created the panorama of these theories, the author concludes that they are inefficient in guiding educational practice toward advancement and improvements in

teaching quality and in preparing students to go out into the real world. According to him, “non-critical theories naively intend to solve the problem of marginality through schools without ever being successful” (Saviani, 2008a, p. 24), while critical-reproductive theories, in turn, “explain the reason for the failure” (p. 24), without being able to move forward with solutions.

Such findings present questions on the need to advance—to seek a guide to educational practice in the sense of conceiving of a theory in which the duty to “overcome both illusory power (which characterizes non-critical theories) and impotency (which arises from critical-reproductive theories), [thus] placing a weapon for the struggle in the educators’ hands” (Saviani, 2008a) is imposed. Thus, HCP is greatly concerned with popular emancipation as a way to subsidize a transformation of society as guided by its interests. In this sense, this pedagogy is structured towards understanding the limits of current education and seeking to overcome these limits by formulating principles, methods, and practical procedures linked to both the organization of the teaching system and the development of pedagogical processes that set the schools’ professor-student relationships into motion (Saviani, 2008a).

This structuring aims to identify the forms of expressing historically produced objective knowledge in such a way that the conditions of its production and its principle manifestations and current transformational tendencies can be recognized (Saviani, 2008b). These objectives move in the direction of defining training through what Saviani (2008b, p. 13) calls “the act of producing, directly and intentionally, in each individual, the humanity that is historically and collectively produced by mankind.” In this way, the goal of education relates to identifying the cultural elements that need to be assimilated by individuals.

Such objectives appear to be articulated within the material’s centrality, as this pedagogy involves the notion that only the domain of historically built knowledge is capable of creating conditions for changing a society through education, which could be verified by Saviani’s (2008a, p. 55) statement that “without relevant material, significant material, learning stops existing and is transformed into a mockery, a farce.” In this way, the material should be handled with excessive concern with respect to quality and obligation. Such a condition is the fruit of the notion that, through the profound teaching of the material, it is possible for the dominated to dominate what the dominant dominate, which is one condition for liberation (Saviani, 2008a; Saviani, 2008b). In this sense, Santos (2005, p. 6) observes that “liberating the popular classes presupposes an educational action that goes beyond the repetition of political refrains or orthodox and extremist ideological positions.” He defends the instrumentalization of the citizen so that, through education and training, they gain the conditions with which to act for themselves, as a way to strengthen their group and decrease the weight of oppression on their shoulders (Santos, 2005). Similarly, in this context Steimbach (2008, p. 2) argues that it is necessary to “engage oneself in the effort to guarantee workers an education of the best quality possible under the current historical conditions.”

Considering the relevance of the material, which has already been explained, we come to its organization. According to this perspective, therefore, curricula should build from a new form of pedagogy that privileges contradictions, doubt and questioning, which should all be materialized through a logical, ordered, and gradual systematization of knowledge for the effect of processing the transmission-assimilation of cognitive material (Saviani, 2008b). Added to this is the need to question certainties and uncertainties, removing the material’s naturalized, ready, and immutable form (Gasparin, 2011). Thus, each grouping of material should be “analyzed, understood, and learned within a dynamic totality” (Gasparin, 2011, p. 3) in the educational learning process. These guidelines come from the need to show that this material retains what Gasparin (2011, p. 2) determines as “conceptual, scientific, historical, economical, ideological, political, cultural, and educational dimensions.”

Still, with regard to the curricula covered by this pedagogy, Saviani (2008a) warns that constant work is necessary to distinguish the curricular activities from those that are extracurricular. This distinction is important in order for the school to pay attention to what is fundamental to its function, independent of the level of teaching: to socialize systematized knowledge. Saviani verified this statement by noting that “the school is concerned with produced knowledge, rather than spontaneous knowledge; with systematized knowledge, rather than fragmented knowledge; with classical culture, rather than popular culture” (2008b, p. 14).

In line with the already-explained precepts and complementary to the curricular organization and perspective of the material, Gasparin (2011) believes that evaluation should establish indicators that permit the theoretical domain of the material to be evaluated through its use by the student, along with the function of the social needs to which it should respond.

With regard to those involved in the educational process, the teacher is expected to have clarity regarding the social determinants and historical constructions that permeate the material, as a way to favor dialogue with the

historically accumulated culture, taking the students' interests, learning rhythms, and psychological development into account but without losing sight of the logical systematization of knowledge. In turn, the students are expected to be involved and to take the initiative in perceiving changes brought on by the domain of historically accumulated knowledge. Saviani, upon capturing the historical-critical perspective, proposes an overcoming through incorporation, with regards to the experiences accumulated by previous pedagogies.

#### **4. HCP as a possible dialectical synthesis between the pedagogy of competencies and critical pedagogy**

Once the concepts, premises, and characteristics of the pedagogy of competencies, critical pedagogy, and HCP have been explained, it is time to examine the possible convergences and divergences among these practices. With regard to the *context* in which each of these pedagogical theories arose, both the pedagogy of competencies and critical pedagogy emerged in the 1970s. Both perspectives flourished in the same environment of profound changes on a global level. Among other influences, they came to question education and training in terms of their effectiveness and adherence to the transformations of the time. Such convergence, however, is limited to temporal similarity, since despite being from the same context, each pedagogy seeks to respond to current changes and questions with differentiated views. The pedagogy of competencies focuses on the need to think of education as an economic issue; therefore, it guides school and training programs in the sense that it responds to the demands of the working world, based on a close connection between education and work. On the other hand, critical pedagogy opts for criticizing the current *status quo* and denouncing schools and training programs as prescribed by and subservient to the interests of those who own the production methods. Such complaints determine administrators' focus on verifying the conflict and contradiction inherent in constructing a reality.

It is also worth emphasizing that the pedagogy of competencies is anchored in our *pedagogical assumptions* of the technical school, which is based on an interest in determining the best structure for guaranteeing assimilation of the established material (Saviani, 2010). However, critical pedagogy is structured according to what Saviani (2008a) calls critical-reproductive theories, which denounce school training as an instrument of class domination.

Until now, what was observed in the literature was that each aspect sought to respond to the transformations and questioning that were presented to the education and training systems in opposite ways, and these forged the rise of an antagonism between the two possibilities. This antagonism was embodied by the idea that meeting the demands of the productive world, which is fundamental to maintaining the existence of the people, at least in the capitalist system, guarantees the reproduction of the established conditions. On the other hand, the complaint about this reproduction and its institutionalization in training proved unable to produce practical and variable effects or alternatives, even those committed to this criticism.

Considering the contradictions that permeated this research field in the 1970s, it seemed that a convergence or harmonic co-existence of such diverse perspectives would be impossible within educational practice, which ultimately would lead to choosing one position or the other. In this sense, by verifying such difficulties, HCP seems to provide a path toward conciliation. It is worth emphasizing that this does not indicate an integration of these two orientations, but rather a moving beyond seeking to overcome the injustices of the capitalistic system of production through the educational route, which is well anchored in the domain of knowledge and techniques and is historically systematized. This movement has traditionally been denied by critical pedagogy under the pretext of reproducing the current system. In the context of administrator training, this possibility could materialize insofar as there is an educational practice oriented towards training professionals that dominate all the techniques and knowledge necessary for an efficient and effective performance of their function to, through these instruments, implement changes in the direction of significant transformations that promote more social justice and equality.

With respect to the objectives of these pedagogies, we know that they are conditioned by their focus. Thus, the pedagogy of competencies is concerned with structuring training around adapting the graduate to the needs of the work market as best as possible by seeking objective, practical results. Critical pedagogy, once again moving in a different direction, is structured to enable an understanding of humanity's trajectory in order to raise the graduate's awareness about reality's contradictions, as well as the submission of their training to economic variables. Once again, HCP seems to unite objectives insofar as it looks for paths to align the school, as a locus of training, with transformations of reality imposed by identifying and valorizing the objective knowledge that is placed by reality.

Regarding the structuring of educational practice, as materialized by the definition of curricula, material, and evaluative processes, we know that the pedagogy of competencies develops its curricula according to the

subject's concrete experiences and the need to appropriate and master knowledge. All of this is measured by a modular disposition of the material, which in turn finds itself grouped in disciplines that are conceived from previously identified and standardized competencies. Critical pedagogy structures a curriculum that is reflexive and active with respect to the practices and knowledge of the subjects involved in educational practice, without prescriptions for curricular organization, as long as it is guided by the use of consistent theoretical analyses based on ideas of democracy and justice, which aid in the understanding of the socio-political context that permeates a particular training.

Under these terms, HCP seeks curricula that take the material as their central concern but also value contradictions, doubts, and questioning, through an organization that allows for systematized, scientific, and classic knowledge to be delineated in a logical, orderly, and gradual manner. This type of pedagogy seems to be able to unite the desires for critical questioning and the concern about competency training in order to guarantee the mastery of the established material. Additionally, evaluation satisfies the conditions for synthesis, since it seeks to measure a student's mastery of a particular material through its use. This attends to the desires of the pedagogy of competencies and seems to conform to the critical desires, as the mastery described was acquired with a concern for understanding all the scientific, historical, economical, ideological, political, cultural, and educational conditions of the material.

With regard to the methods, it was observed that HCP serves the interests of the pedagogy of competencies by focusing on in-depth teaching of necessary material, and even critical pedagogy, after it is taken from the naturalized, ready, and immutable form of the material showing all of its dimensions. Furthermore, it considers the objectives of methods such as the analysis of hidden curricula, games of conflict, and the questioning of submission to social demands.

Finally, we have the subjects involved in educational practice. In HCP, we know that a professor should understand and show a profound mastery of the material's social determinants and historical constructions, as a way of guaranteeing they will be absorbed by the students. This profile combines with the idea of a teacher who engages in understanding the meaning that permeates their practice, which is so valuable to critical pedagogy, as well as to the stimulation of the teaching-learning processes, which is critical for the pedagogy of competencies. With respect to the student, when they involve themselves in verifying the changes brought on by the domain of historically accumulated knowledge, they also assume a role in their learning and become aware of their responsibility for failures and successes.

## 5. CONCLUSIONS

In view of the above, HCP is a viable alternative with which to guide the educational practice of training administrators insofar as it represents a possible dialectic synthesis between the dimensions that compose the pedagogy of competencies and critical pedagogy. Opting for HCP, in turn, implies that administrator training programs must satisfy some conditions that are grouped according to the following divisions: course conception and structure, and the agents involved in the educational process.

With regard to course conception, it is necessary to focus on the intention that the educational practice be guided in the direction of the interests of those who are dominated by mastering the conditions of the dominators. This guidance assumes that the student is guaranteed mastery of the historically produced knowledge so that they have the conditions necessary to change their realities. Thus, programs must seek out forms of intervention in higher education institutions that contribute to the transformation of the imposed social reality in order to recognize the production conditions, principle manifestations, and current tendencies of society's transformation. Along with the work described herein, the forms of expression for historically produced objective knowledge should also be identified in such a way that the program's structure is thus guaranteed a historical-pedagogical orientation.

Regarding the structure, the curriculum must be conceived with the material as its central element, combined with the stimulating of autonomy by giving value to contradictions, doubts, and questioning. These materials, in turn, should be founded on systematized, scientific, and classical knowledge, which are revealed through the mediation of a curricular organization founded on a logical, orderly, and gradual systemization. All this must occur along with a clear distinction between curricular materials, which constitute the focus of teaching, and extracurricular materials, which should be treated as accessories. Evaluation should be based on establishing indicators that enable the theoretical mastery of the material to be evaluated through its use by the student. Still, it is worth mentioning the methods that are characteristic of an educational process guided by HCP. Here, a focus on teaching and the profound mastery of the materials is coupled with the proof of its conceptual, scientific, historical, economical, ideological, political, cultural, and educational dimensions, which guarantees

withdrawal from its naturalized, ready, and immutable form. Concerning the appropriation of this knowledge, the stages defined by Saviani (2010) should be followed: social practice, questioning, instrumentalization, catharsis, and return to social practice.

Finally, with respect to the agents involved in the educational process, the teacher is credited with the need to completely dominate the material as well as to understand the social determinants and historical constructions that permeate it. It is also necessary to consider the interests of the students, as well as their learning rhythms and psychological development. In this way, the student is left with the duty of involving him/herself in the process and taking the initiative to verify any changes caused by mastering historically accumulated knowledge.

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