

The Teaching of Journalism in Brazilian Amazon: To Think about the Formation and Teaching Performance from the Perspective of Interdisciplinary

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Abstract

This study analyzes the didactic-pedagogical organization of journalist training at the Federal University of Amapá (Unifap), located in the city of Macapá, in the northern region of the Brazilian Amazon, through a theoretical and methodological approach of the Communication and Teaching in Higher Education. The problem lies in knowing how the work of Social Communication teachers, from the interdisciplinary movement, contributes to the humanistic formation of new journalists, entrepreneurs and autonomous. The research seeks theoretical support in the studies of Ruellan (2006), Traquina (2005), Figaro (2013), Travancas (1992) and Adghirni (2012) on journalist training, besides Veiga (2005) and Raitz; Silva (2014) regarding the Theory of Teaching. The analysis corpus consists of the 2015-2019 Pedagogical Course Project (PPC) and the Lattes Curricula of the Unifap Journalism Course teachers. The methodology is structured in two parts: obtaining and processing data (which includes the organization and processing of information). The reflection points a new look at the role and commitment of the teacher in the interdisciplinary formation of graduating in journalism, for the World of Work in transformations.

Keywords: Journalism, Teaching, Training, Interdisciplinary, World of Work.

Introduction

The Journalist's World of Work¹ has undergone profound changes since the introduction of the digital technologies connected in its processes of making and distributing informative content of social relevance. Brazilian and foreign newsrooms live a moment of recycling in their physical and human capital structures, which mainly modifies the news production process. This reality can be confirmed by the waning of the structures, resulting in the loss of the employment of experienced journalists, who migrated to other organizations and / or created new companies - startups², or even left the activity in the area of communication.

The unparalleled years of 2016 and 2017 were marked by the closure of communication vehicles and the migration of journalists from print to online, with more than 1,400 professionals fired. The data are based on the information from the General Register of Employed and Unemployed (Caged³) of the Ministry of Labor and Social Security.

In this context of crisis, new business profiles emerge. In the next 20 years, digital entrepreneurship, such as startups, will lead to a major global socioeconomic transformation, according to the International Research on the 69 journalistic pure players and their business models⁴, conducted by the Tampere Research Center for Journalism, Media and Communication), Finland (Europe). The study pointed out that journalism startups in the medium term will show potential for innovation in terms of sustainability, technology, revenue source and other resources.

Technological innovations and the reorganization of the productive process of journalism have modified the conditions of the journalist's activity that are organized into alternative 'economic arrangements', according to the studies of Figaro (2012, 2013) and Lima (2015). A recent study by Roseli Figaro and Cláudia Nonato (2015) deals precisely with the new alternative economic arrangements' for journalistic production. It is in this context of changes and technological rise that it is necessary to rethink the formation of the future professional journalism, guided by an academic trajectory illuminated by the interdisciplinary of knowledge. Here is the question: who is the journalist of the 21st century?

It is from these motivations and concerns that this research is born, in order to understand this communication phenomenon under the bias of the formation of new journalists in the Federal Universities and the reorganization of journalistic work in the market of Amapá - macapaense Amazon region. The problem lies in knowing how the training of teachers of higher education in Social Communication, from the movement of Interdisciplinary, focuses on the training of graduates in Journalism. The focus is on the investigation of the didactic-pedagogical and curricular organization in the teaching of Journalism at the Federal University of Amapá (Unifap), having as an analytical focus the current Pedagogical Course Project (PPC).

¹Concept used more than 10 years in the studies of Roseli Figaro of USP.

²The term began to be used in the USA several decades ago. It meant a group of people who started a company and put it into operation to make money. Today indicates new business profiles.

³Available at: <http://pdet.mte.gov.br/> Accessed on: August 30, 2017.

⁴Available at: <http://urn.fi/URN:ISBN:978-951-44-8967-9> Accessed on: Sep 20, 2017.

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The research is supported by the theoretical studies of Ruellan (2006), Traquina (2005), Figaro (2013), Travancas (1992) and Adghirni (2012) on journalist training, besides Veiga (2005) and Raitz; Silva (2014) regarding the Theory of Teaching.

The corpus of analysis consists of the New Pedagogical Course Project (PPC) - 2015-2019⁵, and the Lattes Curricula of 13 faculty members of the Unifap Course of Journalism. The methodology is structured in two parts: obtaining data collected from the PPC (disciplines and menus) and Lattes Curricula (training, acting, teaching / research / extension); besides the treatment of the data, from the quantitative and qualitative analysis.

The objective of this study is to study Journalism at the Public University, seeking to understand the conditions of journalist training and teaching practice in higher education, based on data collection and corpus analysis. Therefore, when looking at teaching in Journalism at Unifap, we seek to understand the journalist's interdisciplinary and professional training as a subject of communication in work activity, which plays a fundamental role in transforming the environment in which he lives. That is, the research was not limited to understanding the academic formation of the new journalist, but to problematize the relationship of this subject with his activity inserted in a social, cultural and political context, which is the World of Work.

From the object of study, the following research problems are raised:

How to think about the performance of higher education teachers of Social Communication, from the Interdisciplinary movement?

How is the didactic-pedagogical organization for the training of journalists at the Federal University of Amapá (Unifap)?

The justification for this research is mainly based on the confirmation of the changes in the World of Work of Journalism, with the advent of digital media and bankruptcy of large media corporations in Brazil and in the world. We are in the fourth Industrial Revolution and the capitalist business of Journalism is changing profoundly.

Therefore, the university's quality trajectory of the Communication student is decisive for the professional entrepreneurship that goes through the interdisciplinary work and vision of the faculty of Journalism, in view of the humanistic, interdisciplinary and technological training of the new journalists, who can create their own companies such as startups.

Teaching in Higher Education

In the context of academic education, Veiga (2005, p.2) recalls that to be a university professor, pedagogical and scientific skills are necessary. In other words, in addition to vocation, a solid and integrated formation is necessary and, therefore, "teaching requires professional training for its exercise: specific knowledge to perform it adequately or, at least, the acquisition of knowledge and skills linked to the teaching activity for improve its quality".

However, this improvement in the quality of teaching performance does not depend only on the goodwill of teachers. Raitz and Silva (2014), in a study on the "Identity trajectories and meanings of teaching work for university professors", found elements for reflection on the changes that occurred and that directly impacted teaching in higher education.

The social, political, economic and cultural transformations that took place in the last thirty years - from the 20th century to the 21st century - imposed a new organization of the work of university professors, provoking, consequently, changes in the identity trajectories of these subjects based on requirements based on technical rationality (RAITZ, SILVA, 2014, p.205)

Latin America was overwhelmingly affected by the adoption of neoliberal policies, focusing on the instrumentalisation of services and public policies. Here in Brazil, the 1990s are marked by a series of reforms in the state - haunted by the start of the great privatizations. The reflexes of these reforms are felt even today, mainly in education. According to Raitz and Silva (2014), these changes also imposed a new organization of the work of university professors and impacted on the training of students.

In the context of changes in the career of journalism, is it possible to think of higher education in Communication, from the Interdisciplinary movement? According to Morin (2010) it is necessary to overcome the paradigms of domination, starting from the cognitive plane and the complexity of knowledge, that no society can be autonomous, without the reconnection of knowledge involving educational institutions, from elementary to university.

As Morin (2010) observes, the autonomy of subjects and society depends on the reconnection of knowledge, based on a broad and integral formation. In this way, the interdisciplinary composition of a faculty in undergraduate courses becomes decisive for the training of new professionals. That is, the diversity of knowledge impregnated in teaching practice - in the classroom, in research and extension, can contribute to the expansion of the vision / positioning and independence of the student, who must build his own path - to be autonomous.

In view of this market scenario, the question is: How does teaching activity in higher education contribute to the formation of independent professionals and protagonists, in view of the challenges of the local context of the labor market and of employability? In the next topic, we will deal with teacher training from interdisciplinary.

Faculty of Journalism

Created in 2011⁶, the Unifap Bachelor's Course in Journalism - classroom and lasting 8 semesters, according to its PPC, has the mission of "training journalism professionals with theoretical, technical, ethical, technological and aesthetic skills".

⁵Available at: <http://www2.unifap.br/jornalismo/projetos-pedagogicos> Accessed on: Jan 13, 2018.

⁶Legal acts of creation: Resolution Consu 021/2007; Resolution 019/2011 of 11/11/11. Date of Publication: 21/11/2007.

The Pedagogical Course Project (PPC) - 2015-2019 emphasizes the importance of the training of journalists with an interdisciplinary vision, reinforcing the concern of this present analysis in discussing the interdisciplinary movement, through the theoretical and methodological approach of the binomial Communication and Teaching in Teaching Higher. That is, the PPC is the main guiding instrument to strengthen and qualify the conditions and didactic-pedagogical organization of the training of journalists in the Federal Universities. In the PPC of Journalism is highlighted:

The understanding of this Pedagogical Project is that interdisciplinary is a perspective capable of reviewing crystallized logics - inherent in the processes of institutionalized teaching, research and extension, allowing the annoyance for permanent revision of the didactic and pedagogical, theoretical and epistemic dimensions that guide the formation, the production of knowledge and extensionist actions (PPC, 2015, page 44)

It is visible the concern of this collegiate in conducting its practices from the paradigm of interdisciplinary, since it is what is stated in the Pedagogical Project. But, it is necessary to question: this interdisciplinary practice has been adopted by teachers in teaching, research and extension? In Santos' view (2007), interdisciplinary is a paradigm for thinking the University in the context that involves teaching, research and extension for local and regional development requires dialogue and relationship between knowledge beyond an abyssal logic. Currently, the faculty of the actual staff, currently has 13 teachers, being a teacher with full leave for training. The college also has two substitute teachers. Below in Table 1 present the list of teachers. For this selection, the following criteria were sought:

- 1) faculty members,
- 2) above 1 year of performance, and
- 3) with masters and / or doctorates.

Table 1 - Teachers of the Unifap Association of Journalism (prepared by the author, 2018)

| Name of teacher | University graduate | Specialization | Major Titling | Doctoral / Master's Area |
|---------------------------|---------------------|------------------------|----------------------|--------------------------|
| Aldenor Benjamim | Theology, Law | Education, Pedagogy | Doctor | Social Communication |
| Antonio Sardinha | Journalism | Law | Master* ⁷ | Communication |
| Claudia Arantes | Journalism | — | Doctor | Social Communication |
| Elisângela Andrade | Journalism | Social Communication | Master | Education |
| Ivan Carlo | Journalism | Visual arts | Doctor | Art and Visual Culture |
| Isabel Augusto | Journalism, History | Movies Regional | Doctor | History and Civilization |
| Jefferson Saar | publicity | Communication | Doctor | Social Communication |
| Luciana Macêdo | publicity | Marketing, Didactics | Master | Administration |
| Lilian Rodrigues | Journalism | MBA in Marketing | Doctor | Communication |
| Paulo Giraldi | Journalism | Education, Linguistics | Master | Media Communication |
| Roberta Scheibe | Journalism | Letters | Doctor | Sociology |
| Rafael Santos | Public relations | Movie theater | Doctor | communication Sciences |
| Walter Lima Júnior | Journalism | Internet Consulting | Doctor | communication Sciences |

Table 1 is very representative to understand the training of teachers of the Unifap Journalism Course. There are 9 doctors and 4 masters with specialization in several areas of knowledge such as Education, Pedagogy, Law, Visual Arts, Marketing, Technology, Letters, Regional Development, Cinema. In addition, teachers are trained in different universities in Brazil, such as USP, Unisinos, Unesp, UnB, UFF, UFC, UFG, UFES.

In the context of academic education, Veiga (2005) recalls that in order to be a university professor, pedagogical and scientific competences are necessary. In other words, in addition to vocation, a solid and integrated formation is necessary.

Teaching requires professional training for its exercise: specific knowledge to exercise it adequately or, at least, the acquisition of knowledge and skills linked to the teaching activity to improve its quality (VEIGA, 2005, p.2).

The diversity of journalism faculty at Unifap reinforces this quality and is a good sign to think about the interdisciplinary movement in the training of future journalists who enter the Unifap Social Communication Course annually. This potential of teacher education is a reality, but still to be better explored.

Journalism graduates could make better use of the diversity of faculty training. The diversity of teachers' knowledge ends up being little used of the curricular composition of the disciplines taught. The PPC, in item 5.1.1 specifies the "Hourly Load per Axis and Semestered Matrix". Only the 1st semester students are considered with disciplines with interdisciplinary bias, totaling a 360 hours workload. The remainder of the course, that is, three and a half years, the journalism graduate will attend exclusive discipline in the field of journalism.

⁷Teachers in training: attending doctorate - professor Antônio (UNESP) and Paulo Giraldi (UnB) in Communication, and professor Luciana in Urbanism (UFF). The teacher Elisângela (Universidad de La Empresa, Montevideo) holds a master's degree in Education.

The axis denominated "Fundamentação Humanística" includes the following disciplines: Cultural Anthropology, Sociology of Communication, Philosophy of Communication, Political Communication, Amazon Formation, Social Research Methodologies. The journalism curriculum of Unifap is the reverse of what Morin proposes (2005), that is, the disciplinarization - to form the student only with limited vision of his professional area. For the author, there is still a need to strengthen the model of fragmentation, specialization and disciplinarization in university education, assuming that only techno scientific skills are enough to solve the contradictions of an increasingly globalized and transnational world. Morin (2010: 187) points out that the "knowledge of the whole needs the knowledge of the parts, which need the knowledge of the whole." The author makes it clear that there are no magic solutions to so many challenges, but it is necessary to move knowledge, expand it.

[...] We are in a time of extraordinary inequality of development, where there are those who are below and beyond the problems, that is, their movement, their evolution ... At the same time, we can see that there is no answer magic for the contradictions of existence that are in motion, and this movement can create responses that are also in motion (MORIN, 1997, pp. 183-184).

Morin's "Complex Thought" is guided by the perspective of an approximation and combinations between disciplines, not a closure in isolated knowledge. For the theorist, complex thinking - based on interdisciplinary, aspires to a non-fragmented, non-reducing knowledge; eliminating pathologies that can be dangerous for the development of an autonomous and innovative knowledge.

Faced with these theoretical reflections, we see a limitation of journalism teaching at Unifap and a Curricular Matrix (2015) that is far from the current needs and facing the challenges of training the new professional journalist for a market in social, economic and technological transformations. As pointed out at the beginning of this article, with the labor market crisis, hundreds of seasoned professional journalists have migrated to other organizations or created new businesses - the startups. The professional future must be prepared to reinvent itself at any moment, overcome crises and review its practices and identity in the Labor Market. But for this, he needs the help of the University and its teachers.

The Market and Journalism Work in Amapá

The work can be considered the main mediation in the communicational processes in which the journalists are inserted. The Ergological perspective (Schwartz, 2007) goes beyond, understanding work as human activity and transforming the environment. The market and the work are also results of the local reality and strength of the context, as in the case of the cultural, economic and social specificities of the North region of the country.

The population of Amapá grows every year, which also requires a new employment structure to welcome new professionals trained annually by local universities, public and private. The Federal University of Amapá (Unifap), for example, has 27 undergraduate courses, including a

bachelor's degree in Journalism, Medicine, Law, Physiotherapy, Civil Engineering, Environmental Sciences, Physics, Computer Science, among others. These courses leave qualified professionals for different areas of the labor market.

In 2010, the amapaense population was of 669,526 inhabitants. Already the last IBGE Census (2017), the estimate is 797,722 inhabitants; a growth of almost one hundred thousand inhabitants in less than ten years. This increase in population is also a reflection of the increase in contracting in the local public service and also of the academic formation of new professionals by the universities. Many students from the North and other states come to Macapá to study and, after graduating, they remain here.

The local labor market - largely made up of public offices, has still been considered expansive and provides opportunities for migrants and immigrants. Even with many structural deficiencies, the demand for public tenders in the state is great. In relation to the journalism market in Macapá, it can be said that, it is still in the process of expansion and professionalization. Among the older professionals who work in the local media, many do not have the academic training in journalism. This change has been occurring mainly with the installation of Social Communication courses in the universities and universities of Macapá, in the early 2000s.

Graduation in journalism until then was offered only by a private institution. The first and only public course of Journalism in Amapá was opened in 2011 at the Federal University of Amapá (Unifap), as well as the first public contest for teachers of Social Communication in the state. Two classes have graduated from the course and most graduates work in the local media, on TV, radio, portals, news agencies, newspapers and magazines, as well as starting their own businesses in the journalism market.

Based on Pesquisa Brasil Conectado (2016)⁸, Amapá has a total of 29 communication vehicles, as described in the table below.

As we can see, Macapá has 12 radio stations, two of which are state-owned and 10 are private. Of this total, 5 are of an educational nature. There are nine TV stations, all of them privately owned. The printed newspapers represent 6 privately managed vehicles, and two privately run magazine essays. It is these vehicles that are absorbing the specialized workmanship coming from the Social Communication Courses of the Macapense capital. But, as we said at the beginning of this article, other business initiatives such as startups have been emerging, such as Communication, Marketing and Design Agencies.

In the context of academic training, today, Unifap, through the DIVAE (Internship Division), maintains dozens of agreements with private and public companies, to carry out compulsory and non-compulsory Curricular Internship. These partnerships foster the student's entry into the job market, thus enabling the future professional journalism to extend the teaching and practice in an interdisciplinary perspective. As foreseen in the PPC, the Journalism Course seeks to guarantee to the graduate,

⁸Available at: <https://redebrasilconectado.wordpress.com/> Accessed on: Oct 20, 2017

[...] *humanistic / interdisciplinary training and in the area of communication to a broader body of journalism training that highlights theoretical and practical training from an interdependent perspective involving research, teaching and extension (PPC, 2015, p. 7)*

However, with regard to the labor market of amapaense journalism, there is a communication phenomenon that goes through the economic, social, cultural and technological changes in the environment and in the communication relations that operate in the Journalist's World of Work.

According to IBGE Survey (2017)¹², in 2015, the average

monthly salary of the amapaenses was 1.8 minimum wages. A total of 8,069 people were heard, and the proportion of employed workers in relation to the total population was 8.3%.

The figures also show that in the comparison with the other municipalities of the state, it occupied positions 12 of 16 and 7 of 16. In the same year, the per capita GDP (2015), reached the mark of R \$ 15,535.58, placing the Amapá in 5570th position in the country, in 16th place in the state, and 3rd in the micro region.

This economic reality, of work and income, directly affects the local labor market.

Table 2 - Communication vehicles in Amapá (prepared by the author, 2018)

| Media | NATURE ⁹ | | | VEHICLE | | |
|----------------|---------------------|-------------|---------|---------|-------------|-----------|
| | Total | State-owned | Private | Public | Educational | Community |
| Radio Stations | 12 | 2 | 10 | 0 | 5 | - |
| TV stations | 9 | 0 | 9 | 0 | 0 | - |
| Newspapers | 6 | 0 | 6 | 0 | 0 | - |
| Magazines | 2 | 0 | 2 | 0 | 0 | - |

Still, according to the Institute, in the same year, the unemployment rate in Amapá also increased, from 14.3% to 18.5%, a growth of 4.2 percentage points or 36.8%. The number of amapaenses, above the age of 14, outside the labor market (unemployed) jumped from 48 thousand to 66 thousand. In the national ranking, the state ranks second in the country with the highest rate of unemployed, the Bahia front, with 18.6%.

The current scenario of the labor market, with crises and unemployment also affects the area of Communication. The professional activity of Journalism is undergoing restructuring, advances in production processes and new communication practices. It is necessary, therefore, to rethink the work of Social Communication teachers, starting from the interdisciplinary movement in the communicational studies. Much of the training of these professionals occurs in the direct contact with the teacher in the classroom, in the research and in the extension of the academic practices. Perhaps this is the time to reinvent the profession and propose niche markets.

Reinventing the Profession of Journalism

Faced with the changes in the labor market, new and integrated training of new professionals is urgently needed, starting from the tripod: humanistic / interdisciplinary, technological and entrepreneurial. Based on the assumption that the World of Work has a central dimension in the process of building the identity of professionals, it is observed that work is considered the main mediation in the communication processes in which journalists are inserted. As Lima (2015) points out,

Communication and work is a binomial created to emphasize the ontological aspect that both concepts share, and to enable researchers in the field of Communication to investigate how economic,

technological and cultural changes are identified by the communication relations in the world of work (ibid. page 20, emphasis added)

In this perspective, Wolf (2005) believes that the activity of journalism can be understood from the triptych: the professional culture of journalists, the organization of journalists' work and production processes. However, Fíguro (2011, 287) goes on to say that "studying communication as an aspect of human work activity gives the concept an ontological character, in the sense of the social being's ontology." Also, according to the researcher, in the work activity, in the case of the World of Work of the communicators, are implicated "ethical values that allow to make choices, adopt criteria, establish procedures and productive routines that become rules, manuals, techniques" (Ibid., 292, emphasis added).

Author of several studies on journalism and the profession of journalist, researcher Thaís de Mendonça recalls that "Communication and Journalism have been the subject of study since at least the seventeenth century, and gather a collection of research that tries to understand how these sciences act in society" (JORGE, 2007, p 114). Adensando, Morais (2007) also extends the study of the media as being 'companies'. It should be remembered that until the mid-1980s and 1990s, the labor market for journalists was restricted to conventional media such as print newspapers, TV and radio broadcasters (MARQUES DE MELO, QUEIROZ, 1998).

This expansion of journalism began in the nineteenth century parallel to the development of the press, conquering other spaces in society, from the emergence of these new media in the twentieth century (TRAQUINA, 2005).

⁹The distinction between nature / bond follows the methodology used by the research project "The Owners of the Media", closed in 2016. Nature refers to the relationship with the state, private or public structure. Already bond relates to the character of the vehicle: educational, community, free distribution, etc.

The concept of journalistic enterprise has also changed radically in recent decades. It is in this indefinite scenario of the professional career that the journalist feels challenged to find new workspaces. This dispersion of the journalistic market seen by Ruellan (2006), results in the fragmentation of the journalist's identity and in the constitution of other segments for the exercise of the activity; challenging an understanding of this reality by the studies of the Sociology of Journalism.

The new professional action arrangements are emerging along with the market demands, and with this, one can perceive a problem in the construction of new identities of the journalist and his academic interdisciplinary and transdisciplinary education. The Media Culture, described by Jenkins (2009), has contributed to the reconfiguration of the journalist's work, which he understands as 'convergence of modes'.

The disappearance of a series of functions from the scenario of the productive routines of journalists is visible. The workplace has also changed, the newsrooms have shrunk, and the production model has been changing, with the creation of new techniques and technologies. The journalist is working in different places, not only on TV and radio stations, in press offices and newspaper and magazine newsrooms. Other fields of action are emerging, "for the defense and survival" of the journalist, as Fígaro (2005) states. They are reactions of competitiveness in the labor market, changes in the profile of the professional, their relationship with work and journalism. "The turbulence verified in the space of professional identity can be interpreted by the criterion of social mutation, a transformation of professional profiles and spaces provoked by socio-economic and cultural conjunctures" (ibid., 75)

About these changes in the World of Work, RAIS¹⁰ data confirm that the vast majority of journalists are performing activities other than common areas, such as newsrooms or journalism companies. In 2012, there were in Brazil 20,961 journalists working in formal jobs, registered in the portfolio. Of this total, 36.4% of the professionals worked in print journalism (newspapers, magazines and news agencies); and almost half, 42.87%, worked in the so-called 'extra-editorial' sectors (new newspaper companies, press agencies, public sector, universities, public companies, mixed-economy companies, class entities and NGOs, among others).

The research on the "Profile of the Brazilian journalist" (Mick, Lima, 2013) presents data that reinforces our hypothesis of research on the emergence of 'alternative arrangements' for the professional journalist. Of the 2731 journalists interviewed by the study, 40% do not work in large media corporations, but in other activities (press / media relations or actions that use journalistic knowledge); 55% work in communication vehicles and content producers and 5% in teaching (in the training of journalists or other areas of knowledge).

In a timid way, the legitimization of other fields of professional journalism has taken place, in addition to the traditional media corporations, in view of the need for new markets. This field, based on the understanding of Bourdieu (1997, apud PEREIRA, MOURA, ADGHIRNI, 2012, pp. 69-70)

is a relatively autonomous space, structured by games of rivalries whose limit is a common adhesion of the participants to what it implies and its values. "The changes in the labor market profile suggest possible transformations in the ideology that defines the profession" (ibid., 72).

In Amapá, for example, young newly trained professionals are starting their own businesses like Rex Communications, Pulse Communication, Amapá Creative Sustainability. In 2017, the local Sebrae started a project dedicated to startups, which aims to 'support the creation and development of small (digital) startup businesses in Amapá through management tools aimed at access to national and international markets and financial investments in the solutions developed by the company'¹¹.

For this reason, it is also essential that journalism undergraduates, in addition to the fundamental disciplines for their training, should be able to think about new products, scale ideas and take part in other markets. The PPC (2015-2019) lacks subjects of "Entrepreneurship in Communication and Journalism", "Human Resources and People Management in Journalism", "Administration in Journalism", "Creative Media", "Development of Digital Media", among others. In the next topic, we will discuss the importance of Interdisciplinary Scientific Research and University Extension in the training of new professionals.

Interdisciplinary Journalist Training

A highlighted by the PPC of the Journalism Course, for a new perspective on the interdependent functioning of research, extension and teaching, interdisciplinary is a way to qualify the interdependent and critical relationship between teaching, research and extension. We can also say that this tripod of academic life will be decisive for the humanistic and interdisciplinary training of professional journalists. However, it is necessary to break with certain paradigms present in the academy. It is noticed the difficulty of teachers in discussing and proposing joint projects with other collegiate, the limits and barriers in developing joint research with other areas of knowledge. What prevents, for example, journalism teachers from carrying out teaching, research and extension activities involving other courses? Interdisciplinary practice may be the way to rethink university education, somewhat obsolete.

In the XXI century, the sciences fight each other, instead of proposing joint paths; result of a dualistic view that constitutes barriers. Knowledge does not advance, it is only fragmented and reduced. There are many areas of knowledge - with their peers (researchers), who resist any kind of dialogue, bound to fixed determinisms.

Overcoming the paradigms of domination is to think from the cognitive plane and the complexity of knowledge, that no society can be autonomous, without the reconnection of knowledge (MORIN, 2010), involving educational institutions, from elementary to university.

¹⁰ Available at: <https://goo.gl/D3YWsL> Accessed on: Jan 22, 2018.

¹¹ Annual Report on Social Information of the Ministry of Labor and Employment (MTE). Available in: Available at: <http://www.rais.gov.br/sitio/retificacao/anterior.jsf>

¹² Accessed on: Sep 19, 2016so

Available at: <https://cidades.ibge.gov.br/brasil/ap/amapa/panorama> Accessed on: Jan 31, 2018.

Ensuring the strengthening of the field of studies of communication and journalism at the local level enables interdisciplinary dialogues and, consequently, contributes with an epistemically oriented communication perspective in the scientific production around issues prioritized by the Federal University of Amapá, such as the understanding of socioeconomic dynamics, political and cultural development and processes of regional development of the Amazon (PPC, 2015, page 44)

[...]a system of intelligibility capable of bringing out what is humanly implied in the world of life and of a planet governed by instantaneous and global connections, as well as by predominantly sensitive cultural strategies: solidarity and cooperation - not only between men, but equally between men and things (Sodre 2014, 186).

The production of knowledge goes beyond the disciplinary dimensions and limits. It is the result of dialogue between sciences and world experiences. The path presented here to find the 'common' place, and to make advances in Communications Research, and consequently the academic formation in Journalism (Graduação), is illuminated by the idea of complexity, of interdisciplinary, from a common / of a "Common Science". For the definition of the concept of "Science of the Common", it is used to the studies of Sodré (2014). The Brazilian researcher believes that a global science that takes care of thinking about life (virtual bios) - subject, object and processes of knowledge - is necessary through a post-disciplinary science, based on the thought of..

Like Sodré, Raynaut (2015) argues that the interdisciplinary practice requires an in-depth epistemological reflection, in order to be able to position this thought in the context of scientific research.

The sciences and their disciplines - their researchers, must 'undertake' the interdisciplinary to be able to dialogue among themselves, to engage "a collaboration that knows the specificity and pertinence of several scientific looks directed at the same reality - without intending to establish a hierarchy between them" (RAYNAUT, 2015, p.7).

Initially, there is a diversity of lines and objects of research of the journalism professors of Unifap, which corroborates for the humanistic and interdisciplinary formation of the graduate in Social Communication. See the table3 below.

Table 3 - Research Lines of Journalism Teachers at Unifap (prepared by author, 2018)

| Name of teacher | Research and Extension Lines |
|---------------------------|---|
| Aldenor Benjamim | Radiojournalism, Journalism Anthropology, Sociology of Communication, Law, Ethics, Philosophy of Communication. |
| Antonio Sardinha | investigation of phenomena on new technologies, massive and segmented communication and social phenomena, writing, production and journalistic reporting. |
| Claudia Arantes | journalism and public communication, public policies, participation and democracy. |
| Elisângela Andrade | Telejornalismo; Webjornalismo; Social Media in Journalism; Digital Information and Communication Technologies, Educommunication; Community Radio; Press office; Ethics in Journalism. |
| Ivan Carlo | Comics, Movies, Serials, Cartoons; Discordant Proposals in Journalism (Gonzo, New Journalism, Infotimento); Hyper-reality and Simulacrum; Cyberculture; Chaos Theory. Preference in Experimental Projects for Proposals That Present Differentiated and Innovative Formatting. |
| Isabel Augusto | Communication and Art, History-cinema, Media History, Cinema and Audiovisual, Modern and Contemporary Narratives, Remake, Criticism, Neo-realism, New Cinema, Cultural Identities and Landscapes, the Construction of Brazilian Identity, Hybrid Languages and Image Studies, the Audiovisual Sector and Education. |
| Jefferson Saar | Marketing Communication; Sports Journalism; Strategic Business Communication; Sports marketing |
| Luciana Macêdo | Photography, Photojournalism, Graphic Planning, Semiotics in Media, Institutional Communication, History of Cinema and Cyberculture. |
| Lilian Rodrigues | Communication, Culture and Politics, Political Communication, Gender. |
| Paulo Giraldi | Media and Religions; Radiojournalism; Journalist's work; Communication, Gender and Sexuality; Media Analysis in Latin America; Folkcommunication; Educommunication. |
| Roberta Scheibe | Literary Journalism; Book-report; Narratives; Memory; Social Practices; Subjectivities; Violence. |
| Rafael Santos | Semiotics of Culture; Semiotics in Media; Cinema and Audiovisual; Analysis of Visual Images. |
| Walter Lima | Connected Digital Technologies; Contents and Multimedia Formats; Cognition. |

The different areas and research axes of Unifap journalism professors portray an interesting and quite broad panorama: anthropology, theology, philosophy, arts, cinema, economics, sports, education, technologies, culture, religions, media, and politics, among others. The student has the opportunity to study different objects within Communication Research,

from the guidance of teachers who travel through different objects. But beyond the diversity of thought and scientific research, the academic universe, as stated before, lacks "common" practices, that is, to unify studies - to involve researchers and researches in different areas of knowledge. The future journalist should not only know his area, his

universe of study, but have the capacity to dialogue through different paths of knowledge, from anthropology to physics. The Draft Course reinforces the need to foster.

[...] to think and do research from the perspective of local reality: to understand and analyze the articulation of media systems with other institutions and social instances, observing from the point of view of the symbolic the production of meanings by the media about the Amazonian communicational context, considers the discourses and practices of media products and processes (aesthetics, languages and media narratives) in a scenario structurally marked by the action of information and communication technologies (PPC, 2015, p.29).

However, these practices of social conversation and progress in communication research at Unifap imply a break with dominant paradigmatic thinking, which allows the researcher autonomy and entrepreneurial attitude. It is from research that come up with innovative ideas. In other words, TCC's, Scientific Initiation, in-room research productions should be the result of creative efforts, autonomous cognitive exercise and complex thinking, defended by Morin (2010), aiming at the reconnection of knowledge. In 2017, students of the Comparative Communication course produced papers on Local Media Analysis. Subsequently, presented at the 1st Comertec Jr, Scientific Conference organized by the Research Group, Communication, Market and Technology. As a final result, teachers were organized an E-book with all articles submitted, after evaluation of the reviewers. This example of scientific activity in the Journalism Course at Unifap reinforces the need to foster and expand knowledge beyond the classrooms and university walls.

Complexity is a problem, not an answer. "The word complexus means what is connected, what is woven. And it is this fabric that must be conceived" (MORIN, 2010, p 564). However, this complex formation is also part of the teacher training and performance in the classroom, research and extension. The student is led to a certain extent by the teacher until he develops his autonomy of thought and action. The second scientific revolution occurred in the mid-twentieth century, with sciences operating in polydisciplinary dimensions. "It is the movement for interdisciplinary and transdisciplinary that, although with different proposals, seek as object of their practices the treatment of the complex phenomena that defy contemporary science" (ALVARENGA, ALVAREZ, SOMMERMAN, PHILIPPI JR.). Research and extension are ways to expand academic training and open new horizons for the student, and can collaborate to overcome the challenges of the market and local reality, such as unemployment, and boost employability in the Northern region of the country.

It is therefore a question of replacing what isolates and separates, by a complex thought that distinguishes and unites, leaving aside the 'isolationist' logic, in the attempt to build a 'Common Science' in Communication training of Journalism students, from the tripod: teaching, research and extension. Only in this way, we will start a course that is capable of breaking with the dominant paradigms, and strengthen the consolidation of the academic course in

Journalism, from the interdisciplinary movement, contributing to the humanistic formation of new journalists.

Considerations

The identity of the journalist undergoes transformations, thus requiring rethinking the training and cognitive development of these professionals. The reflection on the conditions and didactic-pedagogical organization of the training of journalists at the Federal University of Amapá (Unifap), point to the need for a greater approximation and integration of the teacher with the students, such as the revision of his Pedagogical Project of Journalism Course (PPC).

The didactic-pedagogical organization and the teacher's performance continue to be fundamental for the integral formation of new journalists, entrepreneurs and autonomous. This path is the result of the interdisciplinary movement between teaching, research and extension, which should be guided by an integrative and current PPP.

However, this study points to a new look at the role and commitment of the teacher in the interdisciplinary formation of the graduate in journalism, for the World of Work in structural and technological transformations. Thus, the teacher is a key part of the complex and integrated learning relationships, as the problem of this research indicates.

In this context of reflection on the role of the teacher in the training of journalists, we recall a thought of Paulo Freire: "Teaching is not transferring knowledge, but creating the possibilities for its own production or its construction". It is necessary to demystify the figure of the university professor and his role in the training of future professionals - to take this burden off the shoulders. Faced with neoliberal (re) constructions, the teacher assumes the condition of provider of an instrumentalized and industrialized knowledge. This is not the mission of the teacher.

The university has become a repository for the storage of laboratory-formatted knowledge, and often distant from dialogue and commitment to the life of society. This is an ideal of capitalism: to industrialize the knowledge - to put on the shelves of the market (of the universities), canned. It is a fact that many university courses of Public Universities are scrapped, with no minimum structure to train good professionals.

The tripod of higher education - teaching, research and extension are targets of a reform of the State and its privatization process that only inhibit the qualification and progress of the Brazilian University, scientific and technological production, the valuation of teaching work and the consummation of the true knowledge society. Education has become merchandise, unfortunately. The teacher product of this overwhelming market. The student, plus a number among others.

However, even in the face of this sad reality, the teacher continues to play an indispensable role as mediator, provoking conflicts, stimulating and facilitating resources. In this trajectory, the teacher performs an indispensable mission, being a stimulator of knowledge. We can say that

to be a teacher is to constantly live the web of human interactions, full of diversities, challenges, possibilities and potentialities. After all, the raw material of the teaching work is organic - life that pulsates, since the teacher works with human beings and, therefore, "the knowledge of teachers carry the marks of the human being" (Tardif, 2000, page 16). From the Latin, professor (*profiteri*) - declare or profess. To be a teacher is a vocation, a priesthood: it demands vows, renunciations, dedication and love for the cause. Without vocation one loses the essence of the 'being' teacher, in any dimension. It is necessary to profess, to be a teacher, to act with conviction and respect, to stimulate human relations, in the fabric of teaching-learning-to-live.

The partial results of this study point to the transformations of the Journalism Market, which result in the modification of the journalist's identity and in the constitution of other segments for the exercise of the activity; challenging an understanding about this reality, and also rethinking teaching performance in the student formation, from the interdisciplinary movement.

Therefore, new journalists need a formation committed to ethics and human rights, citizenship and the common good. Also, we verified that the teaching performance, from the perspective of interdisciplinary, widens the horizons of the graduates (new journalists) to the World of Work. Finally, we observe that new technologies such as digital media are changing the journalistic workflow, such as the professional use of the Internet - startups, modifying the way journalism is 'thought' and 'done', which implies to form entrepreneurial, technological and autonomous journalists for the global and local market of the Amazon Macapa.

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