



Technical psychopedagogy in the training of shooting instructors as a tool for autonomy

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Summary

The training of firearms and shooting instructors must go beyond operational techniques. It's necessary to develop a professional approach focused on the clear transmission of knowledge, building student autonomy, and the constant pursuit of development. This article proposes a practical reflection on the instructor's role as a technical educator, not a central figure of personal reference. Based on pedagogical foundations and observations of real teaching scenarios, the text discusses the risks of training focused on vanity, performance, and authority, advocating instead a practice focused on study, purposeful repetition, constructive feedback, and the encouragement of research. A good instructor doesn't seek to be followed, but to be surpassed. They teach so that others can do better. The objective of this study is to foster a new generation of instructors who think, teach, test, and develop based on solid knowledge, didactic ethics, and a technical commitment to the field of security.

Keywords: instructor training; technical education; firearms; autonomy; applied pedagogy; professional development; critical education.

Abstract

The training of firearms instructors must go beyond operational technique. It requires a professional mindset focused on clear knowledge transmission, the development of student autonomy, and a continuous pursuit of personal and technical growth. This article offers a practical reflection on the role of the instructor as a technical educator, rather than a central figure of authority. Based on pedagogical foundations and real-world teaching experiences, the text examines the risks of instruction centered on ego, performance, and control. Instead, it advocates for an approach grounded in study, purposeful repetition, constructive feedback, and encouragement of critical thinking and research. A skilled instructor does not aim to be followed, but to be surpassed. They teach so others can do better. The goal of this study is to inspire a new generation of firearms educators who think, teach, test, and evolve with solid knowledge, ethical teaching practices, and true commitment to the technical field of security.

Keywords: instructor training; technical education; firearms; autonomy; applied pedagogy; professional development; critical education.

1. Introduction

Teaching firearms is more than just passing on a technique. It's training someone to deal with risk, decide under pressure and act responsibly. Therefore, the role of the weapons instructor

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and shooting carries a weight that goes beyond operational practice. He is, above all, an educator technical. And as such, you must be aware of the impact of what you teach, the way you teach it and, mainly, the mentality it transmits.

In recent years, it has become common to see training focused on the instructor. Appearance, performance, authority and recognition began to take up too much space in the process formative, while the construction of student autonomy was left in the background. The risk of this is clear: instead of forming conscious operators, followers are formed. It generates dependence, not technical mastery. And when this model replicates, it creates a culture of repetition without reflection, where instruction becomes a spectacle and not a real educational process. This article aims to provoke a change of mindset among instructors who wish to evolve. The proposal here is not to impose a new model, but to open space for reflection, updating and responsibility. Technical training requires teaching methods, structure, ethics, and study continuous. A good instructor is one who transmits clearly, teaches humbly, corrects with precision and forms professionals who think for themselves. He does not seek to be imitated, but overcome.

Through concepts of applied pedagogy, learning psychology and experience practice accumulated in real training, this study presents ways for the instructor shooting technician acts with more awareness and commitment to what really matters: transmit knowledge responsibly and prepare others to walk firmly, without depend on the shadow of the one who taught.

2. The instructor as a technical educator, not as an absolute reference

In many training courses, the instructor takes precedence over the content. The student learns to respect man, but does not always understand the technique. Personal authority, when poorly conducted, it can silence questions, inhibit doubts and limit the learning process. This happens when the instructor positions himself as an absolute reference, and not as a transmitter of knowledge. The problem is not the professional's experience, but the use he makes of it of this experience inside the classroom and on the shooting range.

A good instructor needs to recognize the difference between teaching to be followed and teaching to form. When the technical content depends on the personality of the educator, the risk of generating dependence is high. The student performs, but does not understand. He reproduces, but does not reason. This model can produce good performers, but it does not form conscious operators, much less future multipliers.

In the book *Science of Weapons*, Bearare (2023) highlights that "the technique that cannot be explained clearly has probably not yet been mastered by those who teach." This statement goes to the meeting the central idea of this chapter: the instructor must have control over what he transmits, but also humility to recognize that the center of training is knowledge, not him same. Its function is to facilitate the process, guide the student to technical mastery and, above all, open space for the student to surpass his own teacher.

An instructor's authority should not lie in the figure he represents, but in the quality than it delivers. When the training environment values the instructor's image more than the content, technique loses ground, and teaching ceases to fulfill its role. Training shooters requires much more than having been one. It requires knowing how to teach clearly, without vanity and with focus total in the student's result.

2. The pedagogy of autonomy in firearms training

Teaching the use of a weapon is, by definition, an act of enormous responsibility. It is not enough demonstrate movements, correct grip or repeat commands. The real challenge is to develop in the student the ability to act independently, with security, clarity and awareness of the consequences. This is only possible when teaching is based on a pedagogy focused on autonomy.

In practice, this means training people who know how to identify errors and make technical decisions. under pressure and continue to evolve after the course. The opposite of this is to create dependents — students who only function on command, who expect constant validation, or who are afraid of act without the instructor's approval. This dependence, although silent, is one of the greatest obstacles in technical training.

In the book *Education in Conflict – Artificial Intelligence: Evolution or Revolution?* Bearare (2025) states: "The true educator does not program minds to follow, but prepares consciences to decide." This idea applies directly to the training of armed operators.

Teaching should not condition, but liberate. The instructor's role is to create an environment in which the student feels safe to make mistakes, reflect, correct and build their own technical base, without fear of not pleasing.

Autonomy does not arise from the absence of guidance, but from its quality. The clearer for the teaching process, the more the student will be able to walk on his own two feet. This requires the instructor to relinquish excessive control and assume the role of facilitator, not

commander. A good instructor trains people who no longer need him—and that is the greatest sign that the job was well done.

3. Teaching requires method — organizing, demonstrating, correcting, reviewing

Being a good shooter doesn't guarantee someone will be a good instructor. Technical skill doesn't automatically translate into teaching ability. To transform knowledge into learning, you need a method. It's not enough to repeat what you know. You need to structure what you know, organize the content, demonstrate it clearly, correct it accurately and review it whenever necessary.

The common mistake many instructors make is relying too much on improvisation. They believe that experience is enough. But without organization, teaching becomes a mess. The student doesn't understand logic, does not see the sequence, does not assimilate the reason for each step. When the content is transmitted in a disorganized way, what the student absorbs is fragmented. And knowledge fragmented does not sustain action under pressure.

The instructor needs to know what he or she is going to teach, in what order, and why that order matters. You need to demonstrate clearly, with accessible language and an objective stance. You need to correct the error by focusing on the cause, not just the effect. And you need to review the critical points until the student is firm. Clarity, simplicity and logical sequence are the pillars of a good technical education. Those who master this teach well. Those who ignore this teach poorly—even if they are excellent at what he does.

An often-overlooked essential point is the use of briefing and debriefing. The briefing it is not just a moment of initial instruction, but an opportunity to align expectations, anticipate common mistakes and mentally prepare the student for what will be taught. The debriefing is where the real learning happens. It is at this moment that the instructor assesses whether the content was truly understood, identifies flaws in the teaching method itself and gathers impressions that would normally go unnoticed during execution. This sincere exchange allows the instructor to evolve, adjust their approach and understand the real impact of what was taught. Those who ignore debriefing teach in the dark.

4. Practice as a means, not as a stage

The practical part of the training is undoubtedly the most anticipated by many students. This is where applies what was learned, corrects what was wrong and solidifies the skill



technique. But it's also the moment where the instructor's ego can creep in unnoticed.

When practical teaching becomes a stage for demonstrations of superiority or display of skill, the student's focus is lost, the pedagogy dissolves and the environment of learning becomes contaminated.

Practice should be treated as a construction tool, not as a showcase of performance.

The instructor is not there to show how much he knows, but to ensure that the student learns how to do it safely, autonomously and technically. The demonstration is important, but it must be

Objective, clean, and direct. The focus belongs to the student, not the instructor. Training is about testing, correcting, repeating, and refining. It's a process, not a spectacle.

It is precisely at this point that the instructor can be put to the test. When there are students with more experience or prior knowledge, especially those with a more questioning or technical, the instructor may feel challenged. If he is unbalanced, he reacts with arrogance, raises the tone, hardens the rules, and turns training into a personal dispute. This is where many fall: pride takes the place of reason and the environment deteriorates. One

A good instructor needs to understand that maintaining professionalism is more important than maintaining authority. Being challenged is not disrespectful, it's part of the process. Knowing how to handle this type of situation with firmness and serenity shows real maturity — and guarantees everyone's respect.

Another essential point is to understand that mistakes are part of practice. The student needs to make mistakes to learn, and the instructor needs to know how to interpret these errors intelligently. Instead of pointing out flaws with sarcasm or disdain, a good trainer turns mistakes into opportunities of adjustment. He does not judge the execution, he corrects the origin. This is only possible when the practice is conducted calmly, without rushing for results, with a focus on creating consistency and not just speed.

A well-conducted practice also requires an environment free of unnecessary tension. Pressure the student, beyond what is necessary, does not form resistance, but rather blocks it. Technical training needs of careful accountability, not intimidation. The instructor who understands this creates a space where the student feels safe to evolve. Because, in the end, practical training should serve as a mirror. And a mirror only shows what is before it—not what it I would like to think.

5. Evolve to train — the instructor who studies, tests and transforms

The instructor who believes he already knows enough forever is stagnant. The area of weaponry and shooting, like any serious technical discipline, requires constant updating, review



of methods and willingness to test what is taught. Teaching is not the end of the line. It is precisely the moment when one should study the most. Those who teach must always be step forward — and not just in practice, but also in the way we think, organize, communicate and evaluate.

Technical evolution doesn't happen on its own. It depends on intentional study, comparison of approaches, participation in courses, critical analysis of one's own teaching methods and openness to review everything that has already been taught. An instructor who does not study becomes a repeater of himself. He recycles what he learned years ago and applies it in the same way, even when the context has changed.

This creates outdated students and outdated training. Those who want to train professionals truth, you need to continue being a student of your own profession.

More than that, a good instructor tests what he teaches. He doesn't settle for pre-packaged speeches. He checks, adjusts, measures results, changes approach when necessary and seeks evidence of what it transmits. This practice of constant review transforms the act of teaching into something lively, dynamic, adjustable. And this strengthens the student's confidence, because it shows that there is responsibility behind every command given in the classroom or on the firing line.

Evolution isn't a sign of doubt. It's a sign of commitment. It's easy to fall into the trap of repetition. automatic, especially for those who already have experience. But the true professional does not hides behind seniority. He puts his experience to work for continuous improvement.

The best instructor is the one who transforms himself while teaching, and who recognizes that his training is never complete. Because, in the end, whoever stops learning, stops really teach.

6. Final considerations

To impart knowledge, not to form disciples. That is, in essence, the mission of an instructor. who takes their role seriously. What is expected of a professional in technical weapons and shooting training is not charisma, fame, or personal prestige. It is responsibility, clarity, ethics, and mastery. about what he teaches. A mature instructor knows that his greatest legacy is not to be remembered as undisputed authority, but to train students who stand on their own two feet, think with clarity and make decisions confidently, even away from the training environment.

This type of training requires more than just technique. It requires attitude, method, and constant study. Those who want to educate others must, first of all, continue to educate themselves. And this process doesn't just happen with operational courses. It is deeply strengthened when the instructor seeks knowledge in areas such as **psychopedagogy, andragogy, neuroscience of**



learning, pedagogical communication and group dynamics. These are the fields in which the tools that make the difference between those who just transmit commands and those who really transforms the way others learn.

A shooting course may seem, at first glance, to be a purely technical environment. But what's at stake is much more than movement. It's decision-making under risk. It's reaction with control. It's maturity in the face of the unpredictable. And this can only be built with well-structured teaching, practice with purpose and a relationship of trust between those who teach and those who learn.

This article was written to provoke thought, to make you think, and to remind you that the instructor who teaches the most is the one who continues to learn. Teaching weapons isn't about showing off what you know. It's about build what the other needs to know. And do it with honesty, humility, and competence.

The instructor who seeks to evolve forms better students. And one day, inevitably, they will be surpassed by them. This is the ideal cycle. And the greatest sign that the job was well done.

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