**Challenges faced by the contemporary teacher: A look at the difficulties and strategies.**

*Challenges Faced by the Contemporary Teacher: Difficulties and Strategies in the Digital Age*

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**Abstract:**

Contemporary education is undergoing accelerated transformations, driven by technological advancements, increased student diversity, and new expectations regarding the role of the school. In this scenario, teaching goes beyond the simple transmission of content and demands pedagogical mediation, constant adaptation, and intentional didactic choices. This article analyzes the main challenges faced by the contemporary teacher and presents strategies to address them, with an emphasis on the digital age. Among the central challenges, the following stand out: the integration of digital tools without compromising the essence of the teaching-learning process; the promotion of diversity and inclusion, catering to students with different backgrounds, paces, and needs; maintaining student motivation and engagement in a context of multiple stimuli; investment in professional development through continuing education; and the improvement of assessment and feedback practices, in order to measure learning effectively, constructively, and formatively. As possible solutions, the article discusses teacher training and the gradual integration of technologies; the connection of content to students' interests and experiences; The adoption of inclusive materials and flexible classes; the use of descriptive feedback combined with self-assessment; and collaborative learning through study groups and online resources. It is concluded that effective teaching requires resilience and creativity, coupled with collaboration and a focus on student learning.

**Keywords:** Contemporary teaching; Digital education; School inclusion; Student engagement; Formative assessment.

**Abstract**

Contemporary education is undergoing rapid transformation driven by technological advances, expanding student diversity, and changing expectations regarding the role of schools. In this context, teaching extends beyond the mere transmission of content and increasingly demands mediation, adaptability, and intentional pedagogical decision-making. This article examines the main challenges faced by contemporary teachers and discusses strategies to address them, with emphasis on the digital era. Key challenges include integrating digital tools without compromising the essence of teaching and learning; ensuring diversity and inclusion by meeting students' different backgrounds, abilities, and needs; sustaining student motivation and engagement in an environment marked by constant stimuli; investing in professional development through continuous training; and improving assessment and feedback practices to measure learning in an effective, constructive, and formative way. As possible responses, the study highlights gradual and purposeful integration of educational technologies supported by teacher training; the connection of curricular content to students' interests and lived experiences; inclusive materials and flexible teaching approaches; descriptive feedback and opportunities for self-assessment; and collaborative professional learning through study groups and online resources. The article concludes that the contemporary teacher must be resilient and adaptable, and that overcoming current challenges requires creativity, collaboration, and a focus on students' learning outcomes.

**Keywords:** Contemporary teaching; Digital education; Inclusion; Student engagement; formative assessment.

## 1. Introduction

Teaching has undergone profound and continuous changes in recent decades.

resulting from technological acceleration, increased access to education, and growing

heterogeneity of the public served by educational institutions.

In this scenario, the contemporary teacher begins to operate in a complex context, in which Pedagogical demands are linked to social, cultural, and emotional challenges, requiring... skills that go beyond the transmission of content. The classroom, previously understood predominantly a teacher-centered learning space, it transforms into an environment of learning marked by diverse interactions, multiple languages, and different forms of access to information.

The presence of digital technologies, for example, reshapes school practices and routines, by at the same time as it expands methodological possibilities and exposes tensions related to infrastructure, digital literacy, and the critical use of tools. This is because the challenge does not lie It's not just about "using" technology, but about integrating it in a pedagogical, intentional, and coherent way. with educational objectives, preserving the essence of teaching: the holistic development of the student and the meaningful construction of knowledge.

At the same time, diversity and inclusion are becoming central themes in current education. requiring the teacher to be sensitive in recognizing differences, planning flexible lessons, and adopting strategies that ensure participation and learning for students with diverse needs, Rhythms and sociocultural contexts.

Furthermore, student motivation and engagement are crucial factors. for learning, especially in a time characterized by excessive stimuli and changes. in the way children and young people interact with information. Added to this is the need for continuous professional development, since initial training is often insufficient. in itself, it prepares teachers for current demands.

At this core, the challenges related to evaluation and feedback also stand out , which need to move towards more formative perspectives, capable of guiding students, favoring the self-regulation and subsidizing pedagogical interventions.

Given this scenario, this article aims to discuss the challenges faced by teachers. contemporary challenges and present possible strategies to overcome them, focusing on technological integration, inclusion, motivation and engagement, professional development, and more effective assessment practices. effective.

The relevance of the topic is justified by the central role of the teacher in guaranteeing the right to education and due to the need to understand, in a critical and proactive way, how teaching performance can be strengthened. In response to the demands of a society in transformation, the study adopts a methodological approach. This is a qualitative, bibliographical study based on theoretical contributions and current reflections on the subject. The teacher and the contemporary school context.

2. Theoretical Framework / Results

### 2.1 Teaching in contemporary times and the redefinition of the teacher's role

Teaching, in the contemporary context, has been affected by social transformations.

cultural, economic, and technological factors that broaden, complicate, and redefine the work of

Professor. If, in previous periods, the school was understood as a privileged and almost

Once exclusively accessible to systematized knowledge, today it coexists with multiple sources of...

Information and diverse forms of cultural production. This alters the traditional centrality.

The teacher is portrayed as the "holder" of knowledge, and their role as a mediator, guide, and intellectual is reinforced.

that organizes, problematizes, and assigns pedagogical meaning to the contents and experiences of

learning.

Hagemeyer (2004) highlights that the current scenario imposes demands for change related to

The complex context in which school education takes place, directly affecting performance and training.

In this context, the school begins to function as a space where problems are deposited.

broad social contexts, raising expectations of teachers and intensifying pedagogical work.

The author also highlights that teachers experience tension and conflict when faced with change.

social and prescriptive pedagogical proposals, often formulated "from above," without dialogue.

sufficient with daily school life, which can generate insecurity, burnout, and loss of meaning in

professional practice (HAGEMEYER, 2004).

In this redefinition of the teaching role, it becomes relevant to understand the nature of the work of

Teaching as a human-social profession, permeated by the relationship with the student and by...

The school's cultural and educational responsibility.

In this sense, Hagemeyer (2004) argues that pedagogical practice is expressed as

Praxis (action and reflection) in a process that transforms students and teachers, not limited to

technical mastery of methods, but incorporating cultural, ethical, and political dimensions. Thus, the

The teacher asserts himself as a cultural and professional agent who, when acting in the classroom, makes choices,

interprets the curriculum and builds pathways so that knowledge makes sense in the lived context.

by the students.

In dialogue with this perspective, recent literature indicates that, in the educational setting...

In Brazil, the teaching profession's status involves the systematization of knowledge and requires specialized training.

technical and didactic mastery and a permanent attitude of questioning one's own practice, because if

It is a complex activity marked by daily challenges (CERICATO, 2016 *apud* SILVA;

SANTOS; SILVA, 2024).

Furthermore, the challenges are not limited to issues internal to the classroom: there are interferences

Family, social, and economic factors that directly impact school dynamics, requiring...

professor's ability to mediate and act in contexts of inequality and plurality (SILVA;

SANTOS; SILVA, 2024).

Another element driving the redefinition of the teacher's role is the plurality present.

in the contemporary school; because the classroom is configured as a space of linguistic diversity,

cultural and socioeconomic factors, and teachers need to mobilize strategies to respond to different needs.

rhythms, needs and life experiences.

In this sense, teaching now demands not only the transmission of content, but also...

intentional planning and creation of situations that favor the integral development of

student, articulating theory and practice and recognizing the sociocultural context as part of

educational process (SILVA; SANTOS; SILVA, 2024).

Added to these demands are the pressures related to the intensification of teaching work.

HAGEMEYER (2004) points out that the increase in responsibilities, the lack of time, the precariousness

Poor working conditions and increased demands can lead to burnout and affect motivation.

Performance, contributing to phenomena such as teacher malaise and professional burnout.

Given this, it becomes crucial to understand that redefining the role of the teacher does not mean...

Not only to incorporate new demands, but also to reorganize pedagogical work, to strengthen

institutional support and valuing spaces for training and collaboration (HAGEMEYER, 2004).

Thus, teaching in contemporary times can be understood as a function in

Constant reconstruction: the teacher remains responsible for mediating knowledge, but

It is increasingly assuming a role as a facilitator of learning and a manager of...

relationships, cultural agent, and reflective professional. This set of attributes reinforces the need

to recognize the complexity of teaching work and to build training strategies and

institutional frameworks that support its operations, a topic that unfolds in the following sections of this article.


## 2.2 Digital technologies in education


The presence of digital technologies in contemporary society reshapes social practices.

forms of communication and modes of access to information, directly impacting the school and the

teaching work. In the educational field, digital technologies expand didactic possibilities.

pedagogical, favoring new languages, multiple forms of representation (videos, audios,

images, simulations) and resources that can complement the construction of knowledge.

In this sense, the incorporation of digital tools is not limited to the instrumental use of

equipment, but it involves a cultural and methodological shift that requires intentionality.

pedagogical and alignment with learning objectives (SILVA; SANTOS; SILVA, 2024).

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However, the literature shows that the integration of technologies into teaching practice occurs

amidst structural and educational obstacles. Moretto and Dametto (2018) point out that many

institutions, especially public ones, are still making slow progress in incorporating digital resources and, in

In some cases, they don't even have the bare minimum, which makes more effective educational experiences impossible.

dynamic and attractive (Moretto; DAMETTO, 2018 *apud* SILVA; SANTOS; SILVA, 2024).

Furthermore, the difference between the students' practical mastery of digital tools and the

Teaching mastery can produce insecurity and resistance, fueling the perception of "reversal of

"papers" and discouraging the teacher from innovating.

This scenario reinforces the idea that technology, by itself, does not guarantee improvement in...

learning.

> (...) a study conducted by the Organisation for Economic Co-operation and Development (OECD) in 70 countries revealed that the use of technology in schools does not improve student learning and, moreover, the frequent use of computers in schools is more associated with poor results.
>
> (...)
> The study argues that nations that have invested heavily in technology have not seen a noticeable improvement in student performance on PISA reading, math, or science tests (GLOBO, 2015).

In this context, it is worth highlighting that digital resources can contribute significantly when

integrated into a consistent plan, with clear objectives and appropriate pedagogical guidance,

avoiding merely dispersive or decontextualized use. In other words, the central issue is not "having

"technology," but rather to build conditions for educational and critical use, so that resources broaden the

Student participation and comprehension of the content.

Another relevant point concerns teacher training for the use of digital technologies.

The authors note that simply providing equipment and internet access is insufficient:

Democratizing access needs to be linked to continuing education and training programs.

(SILVA; SANTOS; SILVA, 2024).

In research with teachers, the authors identified that many used tools.

digital tools are primarily used for reproducing content, and not for creating more original and original activities.

interactive methods, highlighting the lack of time for pedagogical planning as an important factor.

(SILVA; SANTOS; SILVA, 2024).

Finally, it is important to consider that the incorporation of technologies tends to be a process.

because initial reactions of distrust or excessive expectation are common when faced with new things.

technologies, and that adaptation requires time and gradual integration. Therefore, the consolidation of

Digital technologies in education depend on supportive institutional policies and time.

planning, ongoing training and pedagogical support, so that innovation does not

not just an external demand, but a consistent and sustainable practice in daily school life.

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**2.3 Student motivation and engagement in the learning process**

Student motivation and engagement are central dimensions of learning.

because they directly influence attention, persistence in the face of challenges, and participation in activities.

and the meaningful appropriation of content. In the contemporary scenario, marked by changes

With rapid pace, excessive stimuli, and broad access to information, it has been observed that practices

Teaching methods that are not very dynamic or are disconnected from the student's reality tend to produce...

Disinterest reduces participation and hinders the consolidation of learning.

In this sense, understanding engagement as a multifactorial phenomenon, which involves

Considering cognitive, emotional, and behavioral aspects becomes fundamental for developing strategies.

effective pedagogical approaches in daily school life (SILVA; SANTOS; SILVA, 2024).

The literature used as a reference for this article indicates that the teacher recognizes, from

A recurring issue is the difficulty of engaging teenagers and young people in school activities.

especially when teaching remains detached from the student's social and cultural context. Araújo

(2021) argues that pedagogical practice achieves better results when it is built through dialogue.

with the reality of the school community, which implies planning actions that establish bridges between theoretical

knowledge and lived experience (ARAÚJO, 2021 *apud* SILVA; SANTOS; SILVA,

2024).

Thus, student engagement tends to increase when the student perceives meaning in it.

content and identifies its usefulness, relevance, or relationship to your interests, background, and needs.

formative.

Another element that affects motivation is the configuration of the school environment itself and of

pedagogical relationships. In contexts where there is greater clarity regarding the pedagogical project of

The school, in addition to collective involvement and a democratic stance from the management and teaching staff, observes-

greater motivation and commitment are also needed on the part of the teachers, favoring the quality of the

Classroom interactions and, consequently, the conditions for student engagement.

When pedagogical work occurs in a fragmented way, with little collaboration.

Institutional pressure for results tends to intensify the work of teachers and

deterioration of mediating practices, which can negatively impact the learning climate and

student participation (HAGEMEYER, 2004).

Furthermore, the broader social context permeates the school and influences motivation.

Hagemeyer (2004) draws attention to teacher malaise as an effect of maladjustment to

social changes, highlighting factors such as administrative impositions, isolation, lack of time,

Lack of resources, overcrowding, and poor salary conditions all interfere with...

motivation and professional performance.

These elements, although directly associated with the teacher, have repercussions on the process.

Educational practices as a whole: environments with overload and burnout hinder the development of practices.

consistent support, assistance, and encouragement for the student are relevant conditions.

to maintain participation and persistence in relation to school tasks (HAGEMEYER, 2004).

In parallel, digital culture intensifies this challenge: students accustomed to environments

Interactive activities tend to lose interest when the class does not provide opportunities for active participation, dynamism, and...

collaborative construction of knowledge. In this way, the contemporary teacher needs to mobilize

Practices that promote student leadership, interaction, and participation, without reducing teaching to mere...

"Superficial 'dynamization,' but preserving clear formative objectives and intentionality."

pedagogical (SILVA; SANTOS; SILVA, 2024).

Finally, understanding motivation and engagement as educational dimensions implies

to recognize that they are not sustained solely by technological resources or methodologies.

specific. They depend on planning, meaningful pedagogical relationships, and an environment.

cooperative school environment and working conditions that allow the teacher to monitor processes,

To provide feedback and build meaningful learning experiences.

Thus, the discussion about student engagement is necessarily connected to the challenges

structural aspects of teaching and institutional and pedagogical strategies that seek to strengthen the

Learning in a contemporary context.


**3. Materials and Methods**


This article adopts a qualitative approach, with a bibliographical design, since

It is based on the analysis and discussion of theoretical contributions on teaching in

Contemporary issues and the challenges faced by teachers in the current school context. The research

A bibliographic review proves relevant as it allows for the systematization of concepts and the identification of...

recurring problems and the articulation of strategies indicated in the literature for addressing them

of the emerging difficulties in the educational landscape.

Academic texts provided by the student were used as analytical materials.

(articles and chapters), which address aspects related to teaching work and technologies

digital technologies in education, teacher working conditions, student engagement, and reflections

about pedagogical practice. These materials were selected for their adherence to the objective of

study, that is, to discuss contemporary challenges in teaching and possible strategies to overcome them,

with a focus on technological integration, diversity and inclusion, motivation and engagement,

continuing education and formative assessment.

The methodological procedure consisted of three stages: (i) exploratory reading of the texts, to

(i) recognition of the main concepts and categories covered; (ii) analytical reading, with emphasis

of central arguments and identification of convergences and tensions between authors; and (iii) organization

Interpretive analysis of the findings within thematic axes, structured according to the theoretical framework of the article.

The defined themes were: redefining the role of the teacher; digital technologies in education; diversity and

inclusion; student motivation and engagement; professional development; and assessment and *feedback.*

The analysis was conducted through qualitative content interpretation, seeking

to relate the theoretical foundations to the practical demands of the contemporary school. In this way, the

The results presented throughout the text are not guided by statistical measurement, but by...

Critical discussion and conceptual systematization, aiming to contribute to the understanding of the topic and to

The development of pedagogical strategies applicable to the school environment.


## 4. Results and Discussion


The results obtained from the literature review show that the challenges faced

The demands placed on the contemporary teacher are configured as an articulated set of requirements, and not as

Isolated problems. Teaching today is permeated by social and technological transformations that

They alter school routines, redefine expectations about the role of the teacher, and broaden the...

complexity of the teaching-learning process.

In this scenario, teaching performance tends to be marked by tensions between what is expected of...

The school environment and the specific working conditions directly influence the quality of practices.

pedagogical aspects and the possibility of implementing innovative strategies.

One of the most recurring points in the literature concerns the integration of digital technologies.

to education. It is observed that the mere presence of tools and platforms does not guarantee innovation, because

The decisive element is the pedagogical intent that guides the use of these resources. Technology

It can expand possibilities for language, authorship, and interaction, but it can also lead to dispersion.

when used without planning or when incorporated merely to replace traditional practices

without methodological review.

The texts analyzed indicate that the difficulty is not limited to access to

Resources: This involves training, time for planning, and professional security to experiment.

new practices, especially in contexts where students are more familiar with the

digital rather than teachers. Thus, the results suggest that the most effective integration occurs when

There is training and gradual introduction of the tools, with clear objectives, monitoring and

Continuous evaluation of the process.

Another key theme in the discussion concerns diversity and inclusion. The materials

They point out that the contemporary school brings together students with different sociocultural backgrounds and paces.

and needs, which demands flexible planning, differentiated strategies, and a professional attitude from the teacher.

sensitive to individual differences.

In this respect, the central challenge identified is transforming inclusion into effective practice, and not

only in the formal presence of the student, which requires methodological adaptations and accessible materials.

and coordination with the teaching staff. The texts also indicate that responsibility for

Inclusion cannot be individualized solely to the teacher, as its effectiveness depends on conditions.

Institutional factors: pedagogical support, number of students per class, resources and time for

monitoring. When these elements are lacking, the feeling of being overwhelmed increases and limits...

The ability to adequately address differences.

Student motivation and engagement also emerge as a significant challenge.

especially in a social context characterized by multiple stimuli and changes in the relationship

of the students with the information. The results suggest that disinterest often occurs.

The problem intensifies when the content is presented out of context and detached from the experiences of...

student, reducing the perceived meaning and usefulness of learning. On the other hand, when the

The teacher manages to connect the content to the students' interests and daily lives, thus expanding the...

chances of participation and remaining in the tasks.

Furthermore, the literature reviewed also indicates that engagement does not depend solely on

"More dynamic" methodologies, but also a set of factors: the quality of pedagogical relationships,

Clarity of objectives, school climate, and the possibility of monitoring the student. In environments

Marked by intensified teaching work, precarious employment, and lack of time, it becomes more difficult.

To support consistent mediating practices, which directly impacts student participation.

In this context, continuing education emerges as a permanent need and as a

one of the most relevant strategies for facing contemporary challenges. The texts indicate that...

Initial training often does not fully address current demands, such as digital literacy.

Inclusion, classroom management, and formative assessment.

For this reason, professional development emerges as a condition for strengthening identity.

Teacher training and expanding pedagogical repertoires. However, the literature highlights that continuing education

It tends to produce better results when it is linked to the specific needs of the school and when

It occurs in collaborative spaces, such as study groups, peer exchanges, and the use of online resources.

being supported by institutional time for planning and reflection. Without these conditions, the

Training can become one-off and not very applicable to everyday life.

Finally, evaluation and feedback pose a fundamental challenge, as measuring the

Learning is still often reduced to practices focused on grades and tests, with little...

qualitative feedback on the process. The results highlight the need to move towards a

A more formative assessment, capable of guiding pedagogical interventions and promoting self-regulation of...

student and make the learning criteria visible.

In this sense, the texts analyzed indicate the use of descriptive feedback as a strategy.

frequent feedback and self-assessment, in addition to diversifying assessment instruments,

incorporating activities that highlight processes and not just end products. However, this

Change depends, once again, on working conditions: the teacher needs time and support to...

To track individual trajectories and produce consistent feedback, which is not always feasible.

in contexts of overload and large classes.

In summary, the results and discussion indicate that the contemporary teacher faces...

Challenges that intertwine and reinforce each other: integrating technology with intentionality, ensuring

Inclusion amidst diversity, sustaining engagement, continuous updating, and evaluation in a way that...

formative.

The strategies identified, such as training and gradual integration of digital technology,

Planning flexible and inclusive lessons, connecting content to students' interests,

Strengthening collaborative training networks and adopting descriptive feedback demonstrate this.

potential to improve teaching. However, the literature analyzed also shows that overcoming

These challenges cannot be attributed solely to the individual effort of the teacher: it requires

Institutional co-responsibility, support policies, adequate infrastructure, and a school culture.

collaborative, keeping the student's learning and holistic development as the central focus.

**Final Considerations**

The discussions developed throughout this article demonstrate that the practice of teaching in

Contemporary times occur in a scenario marked by accelerated transformations and demands.

Multiple technologies, which increase the complexity of the teacher's work. The integration of technologies

digital technologies, promoting inclusive practices in the face of diversity, and the ongoing challenge of motivating and

Engaging students, the need for continuing education, and process improvement.

Assessment and feedback are central aspects that permeate daily school life.

and require consistent pedagogical responses.

In this context, it is reaffirmed that the contemporary teacher needs to be, above all, resilient.

and adaptable. Resilient in dealing with structural limitations, institutional pressures, and the

Intensification of work, without losing sight of the educational purpose; adaptable to adjust

strategies, methodologies and resources for the changes in the digital world and the different needs of

students. However, adaptation cannot mean permanent improvisation or assigning responsibility.

individual teacher performance due to systemic problems.

Conversely, the literature reviewed indicates that more solid progress occurs when there is

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institutional conditions, pedagogical support, collaborative culture, and time for planning and

reflection on practice.

At its core, it is understood that overcoming current challenges requires creativity, understood as the

ability to construct meaningful teaching alternatives; requires collaboration, both among teachers

as well as with teaching staff and the school community; and it requires, above all, a focus on what is essential: the

Student learning, understood as cognitive, social, and human development. Thus,

Technologies, methodologies, and assessments should be tools at the service of clear educational objectives, and

not ends in themselves.

In conclusion, strengthening teaching in contemporary times requires coordination.

between individual and collective actions, valuing the profession and continuous investment in training and

working conditions. By recognizing the challenges and systematizing possible strategies, this study

seeks to contribute to a critical and proactive understanding of the teacher's role, reaffirming its

centrality in promoting meaningful learning and guaranteeing the right to education.

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