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# Reflection on the importance of teacher training for pedagogical practice

*Reflection on the importance of teacher training for pedagogical practice*

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**SUMMARY**
The objective of this research is to provide opportunities for reflection on the continuing education of teachers, moments in which support for updating is sought, both in the area of legislation and in the daily classroom, with suggestions for activities that many do not have in schools. Continuing training provides opportunities for the reconstruction of pedagogical practice, as meetings with other professionals in the field motivate people to face the constant challenges that arise at school through social and cultural problems that permeate today's society. The research is carried out bibliographically, with the support of several published articles and books that deal with the topic.
**Key words:**Education. Training. Teachers

**ABSTRACT**
The objective of this research is to provide a reflection on the continued training of teachers, moments in which subsidies are sought for updating, both in legislation and in the daily classroom, with suggestions for activities that many do not have in schools. Continuing education opportunities the reconstruction of pedagogical practice because meetings with other professionals in the area motivate them to face the constant challenges that are presented at school through social and cultural problems that permeate the current society. The research is developed in a bibliographical way, with the support of several published articles, books that deal with the subject. **Keywords:** Education. Training. Teachers

## 1. INTRODUCTION

The social changes that have occurred in recent decades have been directly reflected in the educational environment, implemented in the school space. Where transformations create various forms, requiring constant documentary reformulations and pedagogical reconstructions. In this scenario, the training offered to teachers became more dynamic and focused on the interest of the teacher, who also became more demanding regarding the topics covered, which must be focused on their knowledge interests and reverberate in the classroom. Nothing out of context.

This training, which was, in most cases, considered based on technical criteria, currently aims to lead to reflection on the knowledge of their actions and this occurs when the professional tries to explain himself, bringing out knowledge that is implicit in his pedagogical practice, giving a new meaning to what has already been mechanically explored.

In this environment of many doubts and hesitations, "there is a certainty that guides us: the metamorphosis of the school happens whenever teachers come together as a collective to think about their work" (NÓVOA, 2022, p.68). The intention of these meetings is "to build different pedagogical practices, to respond to the challenges posed by the end of the school model" (NÓVOA, 2022, p.68).

These new events are justified by the constant social changes, which emerged at a time when the school is undergoing transformations, assuming diverse roles, which makes it necessary for the intervention of conscious teachers prepared to interact with a school that reflects the need for changes and to For this change to be effective, there is a need to train reflective professionals who can oppose teachers who reproduce knowledge produced by specialists. The reflective teacher is recognized as a professional capable of reflecting on his practice and, based on it, producing teaching knowledge.



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In this sense, pedagogical practice goes beyond the school space, treating the human being as a whole, a social being that needs training to integrate into all the nuances that social demand requires, and in this sense the importance of Teacher Training courses and meetings.

## 2 TEACHER TRAINING

Sato and Castione (2022) report that in Brazil over the last few years, several regulations have been developed laws triggering numerous and fragmented teacher training programs, "which were insufficient to produce results that met the current needs of basic education schools" (SATO; CASTIONE, 2022, p.135). According to the authors, there is a gap between the systems that make up – universities and colleges – and those that hire – states and city halls, making it necessary to bring these two dimensions closer together. "Pedagogical training must make sense with the dilemmas of pedagogical practice that thousands of teachers face in their pedagogical work" (SATO; CASTIONE, 2022, p.136).

When referring to the training of educators, Cunha (2003) says that, especially since the 1990s, it has been the target of many discussions and discontent. In this sense, many researches have centered their investigations on trying to find good teachers, competent teachers, reflective teachers, that is, educators who present a pedagogical practice consistent with progressive conceptions of education, which reverts the classroom. Research has revealed how the pedagogical practice of these professionals can be redefined in light of new concepts of education "training contributes to the development of more committed professionals" (SILVA; NASCIMENTO, 2022, p.18).

New innovation proposals constantly emerge in all social and business sectors, and the school, in its business bias, cannot exempt itself from updating its educators, because, "Given that teaching, teaching, is considered a profession, it is necessary, as as in other professions, ensure that the people who practice it have an adequate command of the science, technique and art of the same, that is, they have professional competence". school (GARCIA, 2003, p.22)

The importance of the various proposals that aim to guide the direction of educator training is the fact that with so many reflections, the objectives are getting closer to the reality of schools, of the teacher's daily life. It is necessary, in Garcia's (2003) opinion, to highlight that for a long time official training was not concerned with encouraging the relationship between theory and teaching practice. Initially, he was content with "recycling" the educator, discarding his real knowledge, introducing the new disconnected from the old, offering quick and decontextualized courses, in addition to lectures and sporadic superficial meetings.

Several authors refer to the topic of teacher training, among them Freire (1982), Nóvoa (2002) and Perrenoud (2003) stand out, where the terms used are "permanent training" and/or "continuous training", these two terms can be considered similar, as they highlight research in education as a central axis, valuing the teacher's knowledge, and in an interactive/reflective process, they seek to contribute to an analysis of teaching itself.

Popular education has always been present in the works of Freire (1982, p.24), with the school as the source where this education can occur, and contemplate the reality of the student, he says: "overcoming the vision fragmented reality, leading people to overcome individualism through cooperation, solutions collective, freedom of thought, becoming citizens, advancing from a "naive consciousness to a critical consciousness", the search in this context is for a social mobilization that questions the system itself and transforms reality.

In Nóvoa's (2002) understanding, educating/training from this perspective means recognizing teachers from three strategic axes: the person of the teacher and his or her experience; the profession and its knowledge, and the school and its projects. In this way, "Training is not built through accumulation (of knowledge courses or techniques), but rather through work



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of critical reflection on practices and permanent (re)construction of a personal identity". (NÓVOA, 2002, p.38).

Therefore, teachers must be in constant training, recognizing the need to be eternal learners, seeking, through contextualized training, to transform themselves, give new meaning to their practice, understand the group in which they are inserted and give new meaning to their pedagogical practices. As Marin (2007, p.2) reports:

> It is not a simple acquisition of knowledge, but a transformation of the person himself involving broader psychological mechanisms, and this subject-world interaction (the place where I live and in which I give and receive meanings) is what makes deeper problems appear, the which simple instructions cannot resolve. A transformative practice constituted by theory and action is necessary, forming a pedagogical proposal that does not conceive of people as 'addressees', but as subjects of their own political activity.

The search is for a new pedagogical competence, obtained through reflection on practice, which in an action-reflection-action movement, moves towards a smaller theory/practice dichotomy, always understanding that between a certain theory that one wants to assume and the practice that we want to give new meaning to, there is the theory of the subject, which is constructed from questions about what he does (MARIN, 2007).

Ultimately, it is essential that educators are induced to reflect on their practice, to develop their own theories, understand the origins of your beliefs, many of which are limiting, so that you can become a reflective professional, improving your work in the classroom, giving new meaning to your practice. It is necessary to note that the teacher's reflective practice, combined with meta-learning attitudes on the part of students, will only mean an improvement in the quality of knowledge acquired at school, if this attitude does not take place from an individual perspective in the school space.

In this way, the continued training of teachers cannot be dissociated from the quality of teaching, "because a teacher outside of this perspective will hardly be able to use the contents in favor of the necessary changes, he will not understand his role, in order to offer, a democratic and integral teaching" (SILVA; FERNANDES; BRAN-DENBURG, 2021, p.10).

Still on the importance of training teachers, Moraes (2000) says that the important thing is that they are susceptible to a change in attitude regarding their role as educators, promoting the equalization of opportunities and rights of their students, which will extinguish all and any aggressive behavior and will promote not only their cognitive, but also their social and emotional development. These procedures reflect the constant need for continued training.

The professional development cycle is completed with continued training. Given the scale of the problems and current challenges in education, it is necessary to reinforce the collective dimensions of teachers. The image of a teacher standing at the blackboard, giving his lesson to a class of seated students, perhaps the most striking image of the school model, is being replaced by the image of several teachers working in open spaces with students and groups of students. This new pedagogical construction needs teachers committed to teamwork and joint reflection. This is where continuing training comes in, one of the most important spaces to promote this shared reality (NÓVOA, 2019, p.10).

## 2.1 CONTINUING TRAINING AND PARADIGMS

It is understood that continued training, with any duration of execution of its actions and the degree of structuring, is planned thinking about a teacher model, an education and teaching perspective, as well as a conception training, as this training also depends on quality teaching that is effective through reflection on the pedagogical practice. Continuing teacher training is not the "only vector of progressive professionalization", but it is a continuous form and "one of the drivers that allows the level of competence of professionals to be raised" (PERRENOUD, 2002, p. 12).

To contextualize, highlight the role of the paradigm, we resort to Morin [...] the paradigm plays a role at the same time subterranean and sovereign in any theory, doctrine or ideology. The paradigm is unconscious, but it irrigates conscious thought, controls it and, in this sense, it is also supraconscious. (2004, p. 26).

In this way, it is possible to affirm that paradigms function as regulations and rules through which the



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The human being reads reality, "judging and classifying phenomena and individuals know, think and act according to paradigms culturally inscribed in them" (MORIN, 2004, p. 25).

The close relationship between the quality of teaching and teacher training stands out, and for this to actually happen, teacher training must be connected with social transformations and their impacts on community life, "so that in the classroom in class, teachers know how to make sense of the content and produce a truly democratic education aimed at humanization and consequently a healthier society" (SILVA, et.al. 2021, p.10).

Understanding the training process is important, and for this we take as a reference the teacher training paradigms that were proposed by Éraut (1985), together with the proposals of other authors, namely Zeichner (1983), Ferry (1983), Correia (1989) and Demailly (1992), in order to better support this study.

According to Éraut (1985), there are four paradigms considered in the continuing training of teachers: from the "de-deficit"; of growth; of change; of problem solving.

Regarding the "deficit" paradigm, Éraut (1985) says that according to this paradigm, continuous training aims to fill gaps existing since initial training, based on the understanding that there is a limitation and that educators must update their practical skills, such as a way to make the school system more effective. Those who define the contents to be covered in training meetings are educational institutions, legitimized, as a general rule, by the central government. Being specific to continuous training, this paradigm finds correspondence in more generic approaches to teacher training, such as:

- The behaviorist paradigm ("behaviouristic") proposed by Zeichner (1983), which has its roots historical in positivism;

- The acquisition-centered model, according to which practice is supported and integrated into theory, according to Ferry (1983) refers to.

It also corresponds, in general, to the pre-programmed training system mentioned by Correia (1989) and to the training that Demailly (1992) refers to as school form and university form. Correia (1989) says that the training contents of this system, which is limited to specific recycling actions, are pre-programmed.

In Demailly's view, a large part of continuous training actions are carried out according to this perspective: "The training program is centrally organized and taught by teachers who fulfill an official program that is not their responsibility" and the author adds that " it is very non-negotiable and training is almost mandatory, justified by the "legitimacy and usefulness of knowledge" (DEMAILLY, 1992, p.146)

At the*growth paradigm*The continuous training that results from this paradigm presupposes ongoing training. Initial training is the beginning of the teacher training process and, in this sense, ongoing training does not aim to fill gaps that result from the teacher's inadequacy, but rather their growth. Therefore, according to this paradigm, knowledge does not reside only in specialists, but, above all, in the professional experience of teachers and their reflection on it, although when reflecting on this experience, it is not sufficient as a stimulus for the desired growth. , for which time, opportunity and appropriate instruments are needed.

Ferry clarifies that training from this perspective occurs "as a process of individual development aimed at acquiring and perfecting their skills" (1983, p.36), the contents of training programs arise from the needs and concerns of the trainees.

Considering the ideas of Ferry (2000), when teachers have the chance to find degrees of freedom to reflect during and after their practice, they seek to give meaning to their own work. In training processes coexistence and the development of actions generate reflection, can provide concerns, instigate a search for new horizons and make teachers more aware. In Correia's understanding, "by assuming the curriculum not only as an action plan, but also as a plan constructed in action, its precariousness is admitted without prejudice to considering it necessary to define a backbone of the training process" (CORREIA, 1989 , P.146).

The paradigm proposed by Zeichner (1983) argues that training must be based on the needs of the trainees and the model centered on the "démarches" of Ferry (1983), according to which the theory



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is based on practice. According to the system centered on the analysis of working conditions, continuous training develops and develops dynamics that are linked to research, innovation and socio-psycho-pedagogical issues, assuming that there is no change without the participation of transforming and transformed agents.

Couto (1998) reports that the interactive-reflective form is present in continuous training actions that involve monitoring work groups and groups that carry out research. This model of continuous teacher training is designed according to an approach that advocates the construction of training curricula that are based on teachers' professional experience and reflection on this experience, within a given educational and social context, which is inherent to a set of of beliefs and values.

The third paradigm of the typology presented by Éraut (1985) is the*paradigm of change*, where educational systems must develop continuous training that meets the changes occurring in society, which imply innovation in educational policy, as is the case with the integration of students with special educational needs into the regular education system and multicultural education.

This training perspective, which can be associated with the reforms of educational systems that were developed throughout the sixties and seventies in Western countries, is based on the assumption that educational systems must be reviewed from time to time, in accordance with the evolution of society, and that teachers alone cannot adequately carry out either the diagnosis of changes or the actions that meet these changes (ÉRAUT, 1985). Teacher training for innovation depends on how it is disseminated.

The last paradigm addressed by Éraut (1985) is the*of problem solving*Considering the complexity of the educational act, it argues that the assessment and response to difficulties or problems that emerge in each school, in each classroom, have advantages when carried out by the teachers themselves, since they know the students and the specific context where the problems occur. Continuous training thus arises from the problems that teachers face and to which they find the answer they consider most appropriate.

Being school-centered does not imply that it occurs only within that space and only with its teaching staff. It is important to exchange ideas and knowledge with colleagues from other educational institutions, with other realities. Some authors, such as Day (1991), for example, consider that school-centered training can also take place in teacher training centers or school associations, with Thompson (1993) finding, in this regard, that Training actions seemed more effective when they were carried out outside the teachers' workplace.

By having reflection as a basic principle, it assumes that reflective teachers are capable of reflecting about and for your practice. This implies that each school reality must be seen in accordance with this reality, for which specific curricula are established. This also implies that the ongoing training of teachers is seen as a form of professional development, “personal, evolutionary and continuous” (GIMENO, 1990, cit. In: GARCIA, 1992, p. 55).

For Ribeiro (1997), these paradigms need to respond to the professional needs of teachers, valuing the concept of continuous training. The research-oriented paradigm*inquiry-oriented*proposed by Zeichner (1983), according to which training results from the investigation and reflection of trainees, who are agents of their own training, as well as the model centered on analysis, characterized by the fact that practice and theory are articulated in terms of regulation, addressed by Ferry (1983), correlate with this training approach.

Demailly (1992) considers that pure contractual forms are difficult to apply and find in teacher training, and a significant part of training actions, appearing to be a contractual form, are, in fact, In fact, a formalized contractual model.

Lesne (1977) considers that the adult who is formed is always an object of socialization, as in which the social world exercises cultural dominance over him. In this sense, the individual internalizes knowledge, values and norms. On the other hand, he is also the subject of his own socialization, since he is in constant interaction with his sociocultural environment, through which he perceives his failures and successes. Being the object and subject of socialization, the adult is also an agent of socialization who exercises his



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action on others. Therefore, assuming that adults are objects of socialization, subjects of their own socialization and agents of socialization, it seems to make sense that the continuous training of teachers takes into account their concerns, their life cycles and stages of development. career development in which they find themselves, some of which we will address below.

It is indisputable that the efficiency of the teaching-learning process depends, among other factors, on teacher training. Training that must take into account the teachers themselves, their difficulties, their expectations, above all, their experience, data that seems fundamental to be able to start looking at society, the school, the students, and the teaching profession itself with another perspective.

It is nothing new that training institutions and Universities play an extremely important role in (re)thinking all of this. According to the UNESCO report[1], made by the International Commission on Education for the 21st century, education, understood as permanent education, should be organized around four fundamental learnings:

- Learning to know (that is, learning to learn, assuming that "omnidisciplinarity is a deception" and that "specialization, even for future researchers, should not exclude general culture");
- Learning to do (with a view to "a professional qualification" acquired through formal and informal learning);
- Learning to live in common (on a first level, the progressive discovery of the other", on a second level, and throughout life, participation in common projects");
- Learning to be (in the sense of knowing how to "act with autonomy, discernment and personal responsibility"). (EDUCATION A TREASURE TO DISCOVER, 1996, p.77).

Thus, faced with the proposal of an education that goes beyond initial training, beyond professional training and even beyond continuous training, this perspective is an update of knowledge. It is an education that takes place throughout life, taking into account that knowing, knowing how to do, knowing how to live with others and knowing how to be are present and inseparable dimensions.

Nowadays, when computerization and information play a fundamental role in the lives of human beings, bringing new things and experiences that are fundamental to professional training every day, we can no longer conceive of an educator who lives outside of his time, in a way considered by "outdated" students. It is known that we live in a continuous search for material gain, and on this journey many forget the "gains" in the area of knowledge, of updating.

It can be seen that there is still a lot of resistance on the part of teachers when it comes to updating improvement courses, unless these courses result in greater income, which is not criticized, as society is increasingly competitive and purchasing power becomes fundamental to enter the world of knowledge, but the lack of interest in professional development is not justified, as they are generally offered by the school itself through reflection and mediation by the Pedagogical Coordinator.

For Zeichner (1983,*apud*., IBIAPINA, 2020, p.43), since the beginning of teacher training, at the beginning of the 19th century, there has been a great controversy between defenders of different perspectives about what teacher training should be like. The author reflects that, over the years, the debate on teacher training has often been carried out according to the parameters of a single hegemonic paradigmatic orientation and between subjects who share the same vision, which compromises the discussion on other perspectives. As a consequence of the lack of a broader debate, the author points out that: "Our models of research and practice in teacher training tend to be limited in number and narrow in objectives and are also closely linked to paradigmatic orientations that are dominant in a given range. of time" (ZEICHNER, 1983, p. 3,*apud*. IBIAPINA, 2020, p.44).

Lima (2005) clarifies that the Pedagogical Coordinator is a professional who must value collective actions within the school institution, actions that must be linked to the pedagogical axis developed in the institution.

1 Available in:www.unesco.gov.com.br.Access in ten. 09/12/2022.



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Therefore, the historical-social context that involves teachers constitutes a field of research thought-provoking and challenging, especially with regard to training processes. In this work, training processes are understood as all the collaborative factors - positive and/or negative - in the teacher's life and which can identify the professional challenges that keep many teachers out of the search for improvement.

## CONCLUSION

Teacher training is fundamental to their performance in all spaces where education takes place, whether in administrative spaces, management or the classroom. Preparation through the acquisition of empirical knowledge and the new trends that society undergoes and are reflected in the classroom are acquired during periods of training, mainly continuing training, which takes place throughout the year, providing opportunities for experiences that are more in line with everyday life. school.

This study proposed a reflection on teacher training and followed a path where several authors significantly addressed this topic. Thus, this study approaches significant themes, with a view to enabling, through the availability of constructed research, knowledge and understanding of the constitution of teaching knowledge as a collaborative part of the training process. And provoke reflection regarding educational practice and the importance of seeking training studies.

It is important in this period of great transformations that also occur in the education space, that educators are intellectually prepared to take on their task, knowing how to resolve and absorb the sociocultural demands that are increasingly part of their reality.

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