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TRAINING AND VALUATION OF TEACHING PROFESSIONALS

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SUMMARY:
This article aims to reflect on the training and appreciation of teaching professionals in society. As well as, throughout the text, there is a discussion about the desires of students, future teachers. It still touches on the theme of valuing this professional, and how important this is for the construction of reflective citizens. At the end of the writing, considerations are made about the teaching professional and their paramount importance in society.
Key words: Training, Valuation, Teacher, Reflection

*1.*INTRODUCTION

We believe that education is the path to building a fair and egalitarian society, which many of us dream of. For this to happen, it is necessary to follow an arduous path, which is sometimes different from what was imagined, this construction is constant.

For Flores (2010) "Students who are future teachers enter initial teacher training programs waiting to be told how to teach." However, there is no magic formula for learning and teaching, as it is a process that requires effort and dedication. In line, Freire (2014) says that "teaching requires risk, acceptance of the new and rejection of any form of discrimination". And for Flores, (2010) teaching implies the "acquisition of skills and technical knowledge"

Therefore, it is during graduation that the transformation occurs, from student to teacher, which according to Flores (2010) is when a new identity is formed, which requires a new institutional role, where preparation and commitment will be necessary; involvement and responsibility. For Nóvoa (2006) "it is essential to consolidate the foundations of training that has as a logical reference monitoring, in-situation training, analysis of practice and integration into the professional teaching culture". Still for this author,

> Training must stimulate a critical-reflective perspective, which provides teachers with the means of autonomous thinking and which facilitates the dynamics of participatory self-training. Being in training implies a personal investment, free and creative work on one's own paths and projects, with a view to building an identity, which is also a professional identity (NÓVOA, 1992, p. 25).

Considering that the authors are reporting an articulation between theory and practice, which would develop, habilities and skills necessary for the solid training of teaching candidates. It is possible to analyze that they are not worked on during graduation, probably because of the curriculum and the dichotomy between theory and practice, as they serve as obstacles to training more focused on the professional development of future teachers, as explained by Flores (2010) there is a need for "an interdisciplinary approach to the curriculum and the divorce between universities and schools with regard to the philosophy of training", although the same author also reports that, in addition to this, it is also essential that those applying for teaching understand that There are no ready-made recipes that develop such skills and competencies.

It was with this context in mind that the objective of the work was to talk about "Teacher Training". And for Facin (2017), teachers' daily lives need to be satisfactory with regard to their educational practices, and for this, many elements serve as basic requirements for success in their pedagogical activity, for example, specific training, experience, dedication , knowledge in relation to teaching and learning processes.

*two.*The teacher: training and appreciation:

During recent years, the teacher has been valued much more, not as much as we would like, but there really is a greater appreciation, we go from an almost elementary training, from an initial training to a

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University education. This is important, because a few years ago, of the few professions that existed in the social world, teachers were the only ones who did not have a university degree, it is important but not enough, Nóvoa reports that:

> Being a teacher means understanding the meanings of the school institution, integrating yourself into a profession, learning from more experienced colleagues. It is at school and in dialogue with other teachers that you learn the profession. Recording practices, reflecting on work and carrying out evaluation are central elements for improvement and innovation. It is these routines that advance the profession (NÓ-VOA, 2009, p. 30)

To value the teaching profession we also have to change the methodology, the way of teaching that universities sities give future teachers and also continued training, in the same way that teachers are trained throughout their lives. According to Nóvoa:

> Training must stimulate a critical-reflective perspective, which provides teachers with the means of autonomous thinking and which facilitates the dynamics of participatory self-training. Being in training implies a personal investment, free and creative work on one's own paths and projects, with a view to building an identity, which is also a professional identity (NÓVOA, 1992, p. 25).

Teacher training courses need to be linked to the demands of society, that is, it is necessary to It is necessary to understand that each socio-historical moment requires recycling in the way of teaching students, as explained by Cunha (1989) "because understanding that the content of training does not constitute a static and permanent construct, it depends substantially on the purpose for which it is intended. , with its effectiveness linked to the achievement of the proposed objectives".

Scientific knowledge has advanced a lot, we must have teachers predisposed to learn throughout their lives, in order to constantly change scientific knowledge to demonstrate to society that they are education professionals who know how to educate children, what type of teaching to do, how to work on the curriculum in schools and then this corresponds to an appreciation that should correspond to work situation.

In some countries, the teacher does not have an adequate work situation, in terms of salary, teaching career, and today it is also important to fight for teachers to have a salary that allows them to live correctly in a working situation in well-endowed schools so that they can develop. We mentioned that social valorization is a set of elements that involve not only training, but working conditions. Entry into teaching, the countries that are better situated, are countries that have a good selection of teachers, sometimes we think that anyone can be a teacher, when that is not true. The teaching staff is regrettably still very feminized, if you think socio-economically, it is feminized because it constitutes a second-order profession, supporting the house, the salary of the husband, the partner, and this should not exist. Hypolito (1994, p. 82) says:

> the process of feminization of teaching is a process that coincides with the process of transforming teaching work into salaried work, controlled by the State, subject to forms of control external to the work process itself, removing from teachers autonomous forms of control over what and how to teach. The process of rationalizing and dividing teaching work is simultaneous to the transformation of this work into female work.

In the 21st century, the person who dedicates himself to teaching must be a qualified person with commitment to studies, if we want to value teachers, the teacher's career does not end at university, it starts there, it is a great path that will lead to many kilometers. It is important to have access to what is called induction into teaching, professional entry into school. There is no exchange between university, university knowledge and practical knowledge.

It is valuable to have mentors at the university, tutors in Schools who collaborate with the university to continue working in practice, it is necessary for them to recognize their practices, constantly evaluate and make an effort, today teaching is much more complex than thirty years ago, when to be a teacher it was not necessary to have a lot of knowledge, before it was said: enter university if you graduate as teacher and works as a teacher. Now, people are already studying to be a teacher, and continue studying to be a teacher, this provides elements so that society little by little recognizes teaching work,

It's a gradual change. According to Freire (2002), man is an inconclusive being and must be aware of his non-conformity.

clusion, through the permanent movement of being more:

> Education is permanent not because a certain ideological line or a certain political position or a certain economic interest requires it. Education is permanent in the reason, on the one hand, of the finiteness of the human being, on the other, of the awareness that he has of finitude. But also, due to the lack of, throughout history, having incorporated into his nature not only knowing that he lived but knowing that he knew and, thus, knowing that he could know more. Education and ongoing training are based there. (FREIRE, 1997 p. 20).

For Flores (2010), one of the problems that prevent these connections is that "there is a fragmented vision in the form of tion of the professoriate, that schools and universities are worlds separated by the theory/practice dichotomy". But stop

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Nóvoa (2006) "the truth is that there was no reflection that allowed transforming practice into knowledge". It is common for future teachers to not feel prepared to face the realities of schools and the classroom, and seek solutions in their experience as students**.**

Teachers are protagonists, they are the ones who, based on their daily knowledge of the student, what they teach and know more about, in addition, some teachers may have common knowledge, in any case, this knowledge, common sense, is also scientific, according to Freire,

> (...) it is fundamental that, in the practice of teacher training, the apprentice educator assumes that the indispensable right thinking is not a gift from gods nor is it found in teacher guides that enlightened intellectuals write from the center of power, but, on the contrary , the right thinking that overcomes naive thinking has to be produced by the learner himself in communion with the training process (FREIRE, 2002, p. 43)

This protagonism indicates giving identity to teachers and considering them, saying that they are the most important in the country. If a country does not invest in Education, research and development, it is a country that has the vocation of depending on other countries, it will not generate research, like conscious countries that are the majority of advanced countries, teachers without conviction, consequently, without family credibility results in a country that does not believe that education can guarantee the future. It is true that the more inequality there is, the children of the most powerful will be able to take their children to private schools and leave public schools for the poorest. This does not correspond to a democratic country. Governments have a duty to enhance public schools as a school for everyone and reduce inequality.

In some European countries, political initiatives are being envisaged that aim to build new ways of training teachers, which are divided into three stages: first: a degree in a specific scientific discipline; second: the master's degree in teaching, with a strong didactic, pedagogical and professional framework and third: a probationary period, of professional induction. And to enter the profession you need to have a master's degree (NÓVOA, 2006).

In Brazil, the 2014 School Census indicated that 2.2 million teachers working in the country, 24% do not present adequate training. All these factors when added together indicate the importance of the issue of training basic education teachers in the face of the challenges posed by constant political, economic and social transformations in contemporary societies. In this sense, Nóvoa (2006) says that it is because teacher training continues to be dominated more by external references than internal references to teaching work. It is necessary to reverse this long tradition, and establish professional practices as a place for reflection and training.

In this context we can see that there is no separation between the person and the teacher, that is, "the teacher is the person, and that the person is the teacher and that it is impossible to separate the personal and professional dimensions" (NÓVOA, 2006).

Based on what is exposed in the text, it must be understood that teacher training is the foundation, as it needs provide a structural basis that favors the teacher's professional development, as he is an extremely important citizen, which is why it is necessary for him to be valued, providing conditions to better educate the children and young people who will be the future of the country. Therefore, it is necessary to understand that this subject is not exhausted and must be constantly debated.

3. FINAL CONSIDERATIONS

It is essential to consider that the teacher training process has the result and commitment of each teacher with their own personal and professional development. Given these propositions, it is clear that the teacher training process is complex and multidimensional.

In this sense, it is important that future teachers carry out a reflective analysis of their training process, try to seek a new, less rational approach to teaching and have a more human conscience, that is, an identity as a teacher.

And that during the transition from student to teacher, as Nóvoa (2006) explains, "it is essential to consolidate the bases of training that has as a logical reference monitoring, in-situation training, analysis of practice and integration into the professional teaching culture".

If we want democratic children and young people, with critical thinking, solidarity and respect for the environment, it is necessary for the community, society and school to work together defending values that benefit a critical, reflective and quality education.

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