

Teaching knowledge and the importance of the teacher as an agent of training

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ABSTRACT

This article investigates the relevance of the role of the teacher as an agent of training in contemporary education. Through a qualitative literature review approach, the study examines a wide range of academic and literary sources to understand the multifaceted impact of the teacher on the educational process. The various roles played by the teacher are analyzed, highlighting their essential function as a learning facilitator, behavior model, conflict mediator and agent of social change. In addition, effective strategies to train teachers and promote their continued professional development are explored, including comprehensive initial and continuing education programs, expert pedagogical supervision, and promotion of peer collaboration. It is concluded that the teacher plays a crucial role in the integral formation of students and in the continuous strengthening of the educational system as a whole.

Keywords: Teacher, Teacher training, Education, Professional development.

INTRODUCTION

The pedagogical literature has insisted that continuing education or professional development should help teachers acquire and develop certain skills that promote an improvement in their practice and, consequently, the school experience and student learning. Investigating the incidence of training, however, is extremely difficult because it involves multiple factors and dynamics that do not correspond, strictly speaking, to teacher training programs. Also because, in order to be able to establish on the basis of the desirable relationships between the training received, the learning of teachers and their reflection on the quality of their education in the classrooms and, finally, in the student's learning would require sophisticated research designs, which are still scarce today.

In the quest to improve the quality of learning for children and young people, in recent years the States have made multiple initiatives: designing or renewing curricula, providing schools with better infrastructure and teaching resources, evaluating the performance of schools. Teachers influence the initial training of teachers, improve or universalize the so-called systems of measurement of the quality of education, generate conditions for the continuing education of educators and offer processes of specialization of educators.

In recent years, discussions and advances have been made to specify the specialization of educators in certain age groups or in certain content areas. The issue on which this article provides information refers to the relevance of this specialization or to the maintenance of a comprehensive education not only in the moments of initial teacher training, but also in the subsequent updating processes.



The general objective of the work is to present a study on the contribution of teacher training to their professional development and contribution to the teaching-learning process.

The specific objectives are: to conceptualize teacher training in Brazil and its traditional aspects; to present a study on the changes in education and its contemporaneity and to discuss the importance of continuing education of teachers in today's society.

THE TEACHER AS A TRAINING AGENT

The Pedagogy course in Brazil was created through Decree Law No. 1,190 of 1939, when the National Faculty of Philosophy was organized by the University of Brazil. In the beginning, this course had the objective of training "education technicians", as it was sought after by teachers who already had experience in order to, after a competitive examination:

"assume functions of administration, curriculum planning, guidance to teachers, inspection of schools, evaluation of the performance of students and teachers, research and technological development of education, in the Ministry of Education, in the secretariats of state and municipalities." (BRITO, 2006, p. 01).

The Pedagogy course has undergone several changes over the years, bringing the possibility of being inserted in various areas of knowledge and activity, where in recent times it has ceased to be directed only to formal education.

Nóvoa (2002) is an author who gained prestige for dedicating himself to the study of teacher professionalization. Initially, the courses were aimed at the classroom, where the formation of the pedagogical subject went through the principle of knowledge/understanding of their social universe, the mastery of multiple knowledge, theoretical/practical integration, interaction, mediation, cooperative and collaborative work and the consolidation of a reflective and also critical position acquired as a teacher-researcher.

Several studies consider the transformations carried out in this area regarding professional identity in the historical, epistemological and philosophical sense. It can be highlighted as the author, Melo (2006), who in his work "Pedagogy and the Pedagogy course: epistemological risks and possibilities in the face of the debate and the new DCN on this course", emphasizes the importance of a brief history of Pedagogy, as it points out problems and demonstrates that the area still does not have its epistemological status fortified. The questions about the concept of who the pedagogue is, how and in which places they can act, still exist today.

Many years after the creation of the Pedagogy course in Brazil, the value of the pedagogue and his educational function was still questioned. In the 60s, it was even questioned whether there should be such



a course in Brazil. Since the discussions revolved around the idea that pedagogy had no content of its own (SILVA, 2003).

In 1945, Commercial Education was instituted through Decree-Law No. 6,141 of December 28, 1943. In 1946, the Organic Law of Primary Education was created and Decree-Law No. 8.530, Organic Law of Normal Education. The National Service for Commercial Learning (SENAC) was then instituted, through Decree-Laws No. 8,621 and 8,622 (SILVA, 2003). These laws organized the general guidelines of teaching and expanded the training of the pedagogue beyond the performance of the professional in school institutions.

The pedagogy course had the objective of training "technicians in education" and remained with uncertainties and inaccuracies until around 1962. In 1961, Congress approved the Law of Guidelines and Bases, which provided for the implementation of a minimum curriculum in several courses, including Pedagogy. Through this measure, there were some possible changes for the pedagogue, maintaining the bachelor's degree in view of the opinion 251/62 of the National Council of Education (CNE), which regulates the teaching degrees (SILVA, 2003).

In 1969, new qualifications for the bachelor's degree in pedagogy appeared, ending any chance of extinguishing the course, among them: administrative functions, school inspectorate, educational guidance and supervising the school, and proposed that teachers have specialized training with a degree (SILVA, 2003).

According to Libâneo (2000) and Pimenta (2000), the pedagogue, as a bachelor, could work as a technician in the Ministry of Education, and as a graduate, he could teach in the Normal course, the main locus of work, even though the space was not restricted to this professional, since the Organic Law of Normal Education generated flexibility for the graduate to work in other areas of education to have the same function.

In the 1970s, initiatives began to emerge in official bodies that rethought the Pedagogy course. In the 1980s, the training of professionals was strengthened through the discussions generated for the teaching degree courses that were established until the creation of the National Curriculum Guidelines in 1996 (SILVA, 2003).

Also in the 1980s, the Pedagogy course began to emerge with pedagogical projects through authorization and recognition by the Ministry of Education and Culture (MEC). Of the various changes in this period, it is possible to highlight the proposals of the curricula inserted in the courses, as their contribution to the understanding of issues related to the concept of the Pedagogy course and the Pedagogue. Among them, we can mention the DCNs (BRASIL, 1996), which determine the training based on teaching and indicate management as being possible. Through this determination, we can see that the



opening for the professional to work in non-school institutions was signaled, and the historical complexity of the identity of this professional was expanded.

According to Melo (2006), the Pedagogy course is the *locus* that unites knowledge in proximity to other areas of training, whether as practices or historical generation. This knowledge can demonstrate the many historical modifications of emancipation, and the philosophical reflection of the discourse of pedagogy integrated with political expression and ideology; also contributing to Pedagogy being a science and philosophy plural between theory and practice.

Pedagogy, as a theory and practice of education, through scientific, philosophical, technical and professional knowledge, investigates educational realities, which are in constant transformation. And through pedagogical studies, the objectives and the process of intervention in the methodology and organization that transmit and assimilate the knowledge and the way of action are made explicit. It seeks to understand educational issues globally and in an intentional and directed way.

The contemporary world, for some authors, called post-modern, post-industrial or post-mercantile society, or even late modernity, brings challenging elements to the training and performance of teachers.

We live in a period that requires the redefinition of some roles in our society, including that of the teacher. The contemporary world is marked by changes every day, placing the teaching profession in constant challenges, questioning its identity in the current scenario, sometimes breaking models and sometimes imposing new demands. Among the elements that mark contemporaneity and bring consequences to the teaching profession, we highlight: globalization and neoliberalism, new communication and information technologies, productive restructuring and cultural diversity.

According to Frigotto (1996, *apud* Libâneo, 1998), some characteristics of contemporary reality are identified from the perspective of capitalism, they are: in the socioeconomic sphere, the consequences of globalization excluding the basic rights of housing, work, health and education. On the cultural and ethical-political level, neoliberalism and individualism bring social exclusion. On the educational level, the educational dualism differentiates a school for the rich and a school for the poor, affecting the quality of education.

Veiga highlights consequences for education, brought about by changes in the field of knowledge:

In the field of education, the proposals for changes in the paradigms of knowledge and in the products of thought, culture and art stand out. In this complex world of profound transformations, educational practices are also becoming more complex and a new way of organizing the work of institutions and the processes of initial and continuing teacher training becomes unquestionable, as well as a new position of all those who work in education (VEIGA, 2009, p. 14).

We live in a fast-paced and fast-paced world, information flies in a second, in large quantities. Many teachers feel worried when they use digital technologies in the classroom, others are afraid of losing



their jobs in the face of the media, others are disconcerted when students know how to handle the computer. The development of information and communication technologies has brought questions to the school and to the teacher.

Deepening this reflection, Libâneo (1998) asserts that the school has its role, its function within this reality in the contemporary world, it should not be just a place for the transmission of contents. The school does not own knowledge, for this, it must provide elements for students to learn to seek information from different sources, offering means to be critically analyzed, giving meaning to learning.

For the author, the school has a specific role, emphasizing its place in the contemporary world:

The school needs to stop being merely an agency that transmits information and become a place of critical analysis and production of information, where knowledge enables the attribution of meaning to information (LIBÂNEO, 1998, p.26).

The media should be used as tools for the teaching-learning process. The teacher and the school have their role in education that should not be replaced by digital technologies, it is important to highlight that the approximation between teachers and students favors contact not only for the cognitive aspect, but also for the affective one based on the exchange of experiences, enabling the student's learning. According to Libâneo, the world of digital technologies needs students to develop a cognitive basis for conscious interaction with information.

For this, teachers are needed, yes. However, new educational demands ask universities for a new teacher capable of adjusting his didactics to the new realities of the society of knowledge, of the student, of the media. The new teacher would need, at the very least, to acquire a solid general culture, the ability to learn how to learn, the competence to know how to act in the classroom, communicative skills, mastery of the informational language and the means of information, the ability to articulate classes with the media and multimedia (LIBÂNEO, 1998, p.29).

Another striking feature of the contemporary world is the cultural diversity that opposes established models. Diversity is present in our daily lives, and often living with the different requires respect and tolerance to accept the other. Contemporary man, in this sense, needs to see what is different without the pretense of imagining that everyone should be equal or that their customs are better or superior to others. Globalization puts us in contact with other cultures, it is essential that we know how to understand that the other has his way of thinking that is different from our thinking.

The consequences of the multicultural world for the teaching profession guide towards the formation of a teacher whose pedagogical practice contributes to the conviviality, respect and inclusion of students regardless of sexual orientation, religion, race or socioeconomic origin.

According to Passos (2007), the contemporary world requires a teacher who is a critical-reflective professional of his reality and the reality of his students, who rethinks his role in the formation of the student, who gives meaning to his action, who is not only a reproducer of knowledge in the classroom, but



who is capable of transforming the reality of his class in the face of the challenges of the contemporary world, establishing an approximation between theory and practice as a constituent element of quality learning. To this end, it is essential to have teacher training that is consistent with the challenges of today's world, as well as the appreciation of teachers and better working conditions in educational institutions.

In the face of the emergencies of the contemporary world, Libâneo (1998) proposes new teaching attitudes, which highlight: the teacher as a mediator who dialogues with the student; work on teaching beyond the verbalization of content centered on the teacher's word; that values the knowledge and experiences of students; interdisciplinarity, according to which the different areas of knowledge interact and work together, overcoming the fragmentation of teaching, which is generally isolated; development of student autonomy by creating teaching strategies for students to develop their own learning; critical perspective of the contents that enables access to knowledge, establishing bridges, nexuses, confronting reality, allowing the student to think and not just memorize the contents; development of communicative capacity; pedagogical use of digital technologies in the classroom as educational tools and resources; attendance to diversity, not standardizing teaching, diversifying procedures, strategies and techniques respecting differences; continuing education with a view to the constant updating of training in its area, developing an attitude of pedagogical reflection and within the social context to better establish a relationship between the contents and contemporary issues; integration of the affective dimension into pedagogical practice, creating a favorable climate for learning that requires discipline, effort and commitment; understanding of the ethical dimension as an integral part of the teaching action and favoring the creation of strategies that contribute to students positioning themselves in the face of the issues and problems of today's world.

It is very important that the educator perceives the student as a thinking being, full of capacity and bearer of multicultural ideas, which present themselves spontaneously, in a simple conversation and in their criticism of everyday facts. He has a lot to contribute to the teaching-learning process, he brings a plurality not only for being a worker, but for the set of actions he performs in the family and in society.

According to Saviani (2009), the issue of teacher training in Brazil emerges explicitly after independence, when the organization of popular education is considered.

As Saviani (2009) shows, the concern with teacher training appeared with the enactment of the Law of Schools of First Letters, although focused only on didactic preparation and at the expense of the teacher himself. It was only after the promulgation of the Additional Act of 1834 that primary education became the responsibility of the provinces, which began the process of establishing the Normal Schools.

The establishment and expansion of the standard of the Normal Schools, which occurred from 1980 onwards, brings the need to develop the practical work of the teacher in training, in addition to the enrichment of the curricular contents that were already being worked on. "The reformers were assuming



the understanding that, without ensuring in a deliberate and systematic way through curricular organization and pedagogical-didactic preparation, one would not be, in the proper sense, training teachers." (SAVIANI, 2009, p. 145).

Currently, in the face of the constant economic, political, social, technological and cultural transformations of society, the school has been "self" pressured to adapt to the demands of the world of work, influencing education. From these changes new challenges arise, and schooling becomes required in the world of work and, consequently, increasing the demand for teacher training in society.

With Law n. 9394 (BRASIL, 1996), in its article 38, it determines that, at the level of completion of Elementary and High School, the age is between 15 and 18 years. The current age group, still in the process of discussion, requires several changes in the face of these changes, also requiring teaching focused on the field of research and creative work with these groups. What can we say, then, about teacher training and the demands of quality continuing education? Today's demands for teaching provide for a solid scientific, technical and political training and also a critical and conscious practice.

This statement brings us to the educator Paulo Freire not only in his option for the literacy of Young People and Adults, but in referring us to the necessary confrontations in relation to the training of teachers and the knowledge of pedagogical practice, that is, a process of training as a possibility and attempt to rescue the figure of the teacher, so lacking in the respect due to his profession, so worn out in our days.

By saying that "No one is born an educator or marked to be an educator. We become educators, we are formed, as educators, permanently, in practice and in the reflection of practice" (FREIRE, 2007, p. 58) invites us to politically and critically confront working conditions and to be collaborators in the process of teacher identity.

For the author, training is a conquest of maturity, of the awareness of each being, and it is of fundamental importance that both the student and the educators are present in the classroom body and soul in a constant exchange of knowledge, because there is no learning without simplicity, this leads to think about the circumstances created by the teachers of Youth Education, Adults and the Elderly, both for teaching and learning, and the need for teaching situations to be focused on the emergence of the learning process, remembering that the pedagogy of certainties and predetermined knowledge be replaced by the pedagogy of temporary doubts as characteristics of a complex pedagogy or an eco-pedagogy, that is, ecosystem thinking places as inseparably associated individual and environment, order and disorder, subject and object and all the threads that weave the events, the interactions, the actions that build our reality and weave the very fabric of life (MORAES, 2004, p. 220)

With this, it is perceived that both pedagogy and reality will always be involved with learning about the world, as reported by this author [...] pedagogy that promotes the meaning of things from the



subject's daily life. It is in everyday life that the ways of living/coexisting are expressed and it is there that we must create new ways of being and being in the world, based on significant reflections on the achievements of the learner (MORAES, 2004, p. 319).

When reflection permeates practice, teaching and life, training will be a requirement to make man active in his historical space, growing in knowledge and responsibility. When reflecting on the training of teachers to work in current Education in Brazil, it is important to think that this teacher is inserted in a specific reality, where students bring with them contributions from their experiences that should help and facilitate the educator's work.

It is believed that the development of an action aimed at a transformative practice enables students, particularly in their daily lives, to exercise their rights and responsibilities, resolving, in addition to the attitudinal contents, identifying, criticizing and repudiating the attitudes of discrimination and injustice that favor the reproduction of poverty and inequality, developing practices that allow the development of attitudes of respect, of solidarity and cooperation (MORAES, 2004).

Corroborating this understanding of the implications in the concepts in education that are attributed or related to complex thinking, Pinto (2007) highlights dialogicity, complexity, interaction, transdisciplinarity, self-organization, circularity, recursion, flexibility and autonomy, so that one can better understand the different dimensions involved in the learning process. That is:

The educator must be the bearer of the most advanced consciousness of his environment (together with the philosopher, the sociologist). First of all, they need to have the notion of their role, that is, to reflect on the meaning of their professional mission, on the circumstances that determine and influence them, and on the purposes of their action (PINTO, 2007, p. 48)

It is important to emphasize that students and teachers who are in the classroom bring with them direct and indirect experiences – as witnesses or protagonists – of situations that involve work. They live personal or family situations of satisfaction and pleasure or dissatisfaction. According to Brandão (1981), the learning process starts from the students' reality, and it is up to the teacher, together with them, to reinterpret and order it in a dialectical relationship between the systematized contents and the concrete experience of the students.

In this sense, literacy is based on a critical reflection on the cultural capital of the oppressed, as Candau (2000) points out. It becomes a vehicle through which the oppressed are equated with the necessary instruments to reappropriate their history, their culture and their linguistic practices. It is, therefore, a way of making the oppressed capable of claiming those experiences that are devalued in daily life by the dominant culture, so that they are not only valid, but also critically understood (CANDAU, 2000, p. 97).



And so, we can present the curricular guidelines for teacher training in Brazil by arguing that it is up to teachers to highlight possible changes that point to a new relationship between science, work and culture, "through a solid basis of scientific and historical training that helps students in their development [...] Thus, knowing means the possibility of interfering socially (BRASIL, 2002, p. 29).

As for training, it is also important to say that it is necessary to qualify teaching professionals and it is essential that the teaching team is well prepared, for this reason it is extremely important that, in addition to initial training, continuing education is also provided, where everyone has the opportunity to rethink their practice. Continuing education is a possible process for improving the quality of teaching, within the current educational context.

It is worth emphasizing that pedagogical practice is a social practice, a political practice, because it is not possible to conceive of education without a socio-historical link, with the teacher as an agent of transformation. According to Aranha (1996), education cannot be understood outside a concrete historical-social context, with social practice being the starting point and the point of arrival of pedagogical action. That is, [...] Education is a human practice directed by a certain theoretical conception. Pedagogical practice is articulated with a pedagogy, which is nothing more than a philosophical conception of education. Such a conception orders the elements that direct educational practice! (LUCKESI, 1994, p. 21).

To ensure the quality of teaching, Education will have to incorporate the most recent learning outcomes and assume the role of providing opportunities for its learners to generate and not only consume knowledge, thus developing skills and abilities to be able to continue learning throughout life.

In this way, according to this author, it is understood that the role of the educator consists of mediating learning, prioritizing in this process, the baggage of knowledge brought by his students, helping them to transpose this knowledge to "literate knowledge", helping them in the process of acquiring knowledge, making them subjects of their history and not an object.

In this context, the role of the teacher is to encourage students to think, discover or create new possibilities to carry out known work and to discuss the new ideas and new forms proposed for their organization, production and consumption cooperatives, solidarity economy cooperatives, as well as the alternatives existing in the local reality, through contact with unions, city halls, governmental and non-governmental organizations.

The teacher is responsible for ensuring meaningful learning of the content of the areas, through a methodology and didactic choice that allow reflection, participation and confrontation of ideas. The school can play an important role in the knowledge of reality and the construction of a positive self-image by students. The teacher must organize himself in order to provide students with multiple opportunities for research, expression and communication, therefore:



[...] they no longer work alone, but in groups, in a process of cooperation. The activities are not programmed, but developed spontaneously, as the children move in this or that direction, as their interest is aroused in some object or desire for discovery. The material is numerous and often reproduces the real conditions of existence of the students in the society in which they live (CUNHA, 1988, p. 79).

In this way, the teacher will be acting in the sense that students build an image of themselves as citizens with rights, among which are linked to work and consumption to act in a solidary and responsible way, perceiving themselves as subjects in society.

With this, the authors cited above highlight this love for the craft of being a teacher, educator and mediator of knowledge, reinforcing that EJA students and with the main objective of the Education of Youth, Adults and the Elderly, therefore, is to help each individual to become everything he has the capacity to be.

It can be seen that when we refer to traditional teacher training we see the teacher linked to didacticism and content, with this, it is necessary to expand the competence of this teacher. It is notorious that the teacher needs to have mastery of pedagogical educational subjects and it is very important that he understands very well evaluation, curriculum and understands mainly these as tools that will determine the educational process and the relationship of students in and with the school.

It is worth noting that when we work in the current social context, it is not enough to reproduce only the curriculum as it is in the first stage of regular education, as it happens in elementary school I, elementary school II and high school, and the most important thing for this popular audience is the understanding of their reality not what will be taught to them.

It is necessary to understand, above all, the social and cultural aspects related to and inherent to the public that is being taught, where we highlight the experience, the work, the stories related to their family structure and cultural heritage are like a package of information that they bring with them and that we must respect them.

Thus, thinking about teacher training, in the current socioeconomic, political and cultural context, requires an evaluation and a review of the educational practice and the initial and continuing training of these educators, especially if we consider the specificities and particularities of students today, for an education for all.

CONCLUSION

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