

Contemporary educational perspective: Teacher success or failure?



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ABSTRACT

This article brings a reflection on teacher training in the face of an interconnected society, where information is made immediately, reaching the most different community groups, directly and abruptly inducing School Education. During teacher training, most of the time they do not learn how to work with so many challenges, with uncertainty and the unexpected, which are consequences of current events, and often their professional function masked by situations that involve the student requires the teacher to act with multitasking. The cultural and family differences that are poured into the school end up inciting under the teaching work a veiled

anovelling of situations that stand out from their primary attributions, that of teaching, which generates an excess of overload in the exercise of the profession and in addition to countless demands. The school community, in turn, seems to forget that the teaching work has the human being as an instrument, which makes the pedagogical act intricate, as it is essential to welcome several students in their entirety and not only in pedagogical issues, understanding that other issues such as emotional ones are directly linked to learning. We present here through a bibliographic review this analysis with a descriptive-analytical character, which involved collection, systematization of reports produced with this theme and it was observed such discrepancy and with a technological world, the teacher still needs to compete in turn gets sick, without realizing it and without having the necessary support to deal with so many adverse circumstances, where technology should be treated as its ally and a tool for diversification methodological, but it is causing difficulties in carrying out their hard and daily work.

Keywords: Education, Teacher Training, Technology.

1 INTRODUCTION

Teacher training is the subject of several debates and researches, and it has never been something more necessary in the face of the scenario that teachers find in their work. Remembering that the teacher's work material is the human being should be a reason for reflection on what would be the basic requirements for a professional who works with the subjectivity and uniqueness of individuals.

In the face of so many challenges, the teacher's professional function is often masked by situations that involve the student and require the teacher to multitask. The family cultures that lead to the school end up creating a tangle of events under the teaching work that ends up preceding their primary role, that of teaching, which places on the teacher an overload of demands.



Among all the professions, teaching has at its disposal, within a classroom, several individuals who receive curricular information, but still have to consider their cultural and developmental differences. While the teacher is working with twenty, thirty, forty individuals at the same time, the other professions such as lawyers, doctors, have their work limited to one to one.

It should also be considered that most students nowadays have access to instant information and are interconnected to the world wide web, through the internet, in the use of technologies, which can be positive, as well as if used without selectivity can still make the teaching work more complex.

But wouldn't teaching be of great importance for the educational formation of the being and his constitution as a citizen, aware of his duties and rights? Would this be the case of a small number of students so that the teacher could better understand his work material and thus contribute to its better development?

It should also be reflected that the teacher often does not have the exact dimension of his work and what the results are, since the student stays with the same teacher for only one school year, and it is not possible for the teacher to follow the development of this teacher throughout life.

Therefore, this article seeks to reflect on the current approach between the teacher and this new demand, considering access to information and technologies as part of a process, where the teacher needs to have connectivity with the interests of their students and their specificities.

2 DIGITAL SOCIETY: THE NEW CONTEMPORARY EDUCATIONAL SCENARIO

We live in the digital age. Everything involves technology and information. Knowledge and access to both technology and information has never been so instantaneous. Globalization has affected the way school education is structured and the teaching work is developed. Giving the impression that "everyone" has access to information at the same time and in the same way. In this process, which occurs all over the world, there is the scientific-technological revolution, whose reflections are also noticeable in the classrooms and brings to the teaching work an agglomeration of questions and uncertainties. (MOREIRA & KRAMER, 2007).

When we consider LÉVY:

In general, they consider me an optimist. They're right. My optimism, however, does not promise that the Internet will magically solve all of the planet's cultural and social problems. It consists only in acknowledging two facts. Firstly, that the growth of cyberspace is the result of an international movement of young people eager to experiment, collectively, with forms of communication different from those that the classical media propose to us. Secondly, that we are experiencing the opening of a new space of communication, and it is up to us alone to explore the most positive potentialities of this space in the economic, political, cultural and human spheres. (LÉVY, 1997, p. 9)

The fact that access to digital technologies and the internet contribute to globalization has left the perception that digital technologies would be the "lifeline" for society and the planet, but we have



seen, as Lévy shows us, that ICTs should not be considered as the solution to all the problems of global society. but as a tool that can contribute to such a process, when used for a constructive purpose.

In many situations, the teacher is between the teaching technologist and the social agent (VEIGA & AMARAL, 2006). Sometimes having his role added to others and behaving as a multitasking professional, in the face of the sea of information and technologies, which are increasingly accessible, the teacher becomes at times a mere agent who operates technology and at times a professional capable of transforming society, contributing to the mediation of knowledge and seeking that his student becomes the protagonist of his own story. using technology and access to information in their favor, as a tool for instrumentalization and transformation.

In the face of this digital and globalized society, there is a perception of uniformity of access to technology, as if the best and most modern technologies were accessible to everyone, everywhere on the planet, with the same quality and the same clarity. This clearly associates education with various aspects, among them poverty. (BARRETO, 2011).

According to BARRETO:

"... information and communication technologies (ICTs) have been recontextualized in educational policies and practices, especially with regard to the "poor" in peripheral countries. Through a critical discourse analysis, it aims to capture the dialectical relations between the symbolic and the material dimensions, mediated by the imaginary. It also includes clues to resize reading and other language practices developed in classrooms, in order to overcome the hegemonic perspective of technological substitution." (BARRETO, 2011, p. 349).

The reflection proposed above makes us wonder if technology and information distributed around the globe would be equal, disregarding underdeveloped, developing and developed countries. Based on this assumption, we understand that also within schools, technologies should be distributed in a uniform way with quality standards, both in access and equipment, leading globalization to all.

Of course, it doesn't exactly happen that way. Barreto (2011) clarifies that inclusion-exclusion in series, ranging from digital to social, as if the market included externality and if inclusion were not forced by this absence. On the other hand, even if the assumption of the existence of the excluded is accepted, it is as if it were possible and even simple to move from one pole to the other.

Understanding that socially there is inclusion-exclusion, as it would not happen with the digital one. This scenario that we see clearly within schools, we can think of the reality lived within schools, where in many cases each computer is divided between two or three students, and according to BARRETO, 2011: "a computer for each one could work as a necessary springboard to jump", which would certainly bring quality to the use of ICT and contribute to a better development of the student.

Considering MOREIRA & KRAMER:

"Many curricular reforms refer to the school through centrally defined models, designs and policies, assuming that it is possible to forcibly change the real, with



decrees, projects, benchmarks or parameters, without changing conditions and practices and without involving the actors in the process" (MOREIRA; KRAMER, 2007, p. 1054).

It can be seen that within the above, the issues of curricular reforms and access to technology are universalized and defined as parameters to be followed in all regions, regardless of the geographic location and situation of the local community, but variations occur that often end up excluding individuals as if they were not allowed to have the same opportunities as others.

Preto & Pinto (2006, p.21) clearly states that the individual often feels interconnected with the rest of the planet, just because he knows what happened on the other side of the globe, but this feeling brings a false sense of inclusion. The various types of media, in turn, contribute to the propagation of this feeling, leading to the impression that "we are all equal".

This movement of digital and information technologies, in turn, brings a "consumer perspective", reflecting on all segments, including education and culture, valuing the individual performance of the being. (PRETO & PINTO, 2006).

We then have an individualistic construction where the individual would not need anyone or any mediating source, being able to consider here the role of the teacher, to leverage their knowledge, because through digital resources, they would access what they need at any time and time, having the world in their hands.

We then need to reflect on this new teacher for this new education, considering that the challenges are many and that many times the teacher needs to put himself in the student's shoes to better understand their reality and which tools are influencing their behavior and, therefore, learning.

3 TEACHER TRAINING, TECHNOLOGY AND PEDAGOGICAL PRACTICE

We have a completely different educational scenario, due to the use of digital resources as explained earlier. Teachers, in turn, need to have training that gives them subsidies so that they can better understand and meet a growing demand of individuals who, even in a precarious way, have access to digital technologies and make use of this access to standardize behaviors and concepts, which directly influences the teaching work.

Imbernóm (2004) tells us that "the concept of profession is neither neutral nor scientific. It is ideological and contextual, so being an education professional from now on will mean participating in people's emancipation." It is clear that nowadays "being a teacher" involves competencies and skills that end up not being established, due to the complexity of the work.

According to VEIGA (2008):

"In the formal sense, teaching is the work of teachers, the set of functions that go beyond the task of teaching classes. Conventional training functions, such as having a good knowledge of the discipline and how to explain it, have become more complex over time and with the emergence of new working conditions."



From the two authors exposed, it is possible to perceive the complexity of the teaching activity requires a training that contemplates the new molds in which the school is inserted, as well as its clientele and the diversity that involves the composition of a student with attentive eyes and restless minds, stimulated by the access to digital technologies, where in turn it takes them to the world of the internet. connecting people from all over the globe and disseminating different forms of experiences, behaviors and values.

We must also consider that teacher training has become a mercantilist and business product (DINIZ-PEREIRA, 2015). Several undergraduate courses are offered, contributing to a scenario of simplification of teacher training, as if it were something to be dealt with by an instruction manual. Of course, the courses that are offered must be considered with the commitment to really contribute to teacher training, we cannot generalize, everything depends on the choices made by the future teacher.

Considering the history of teacher training, NOVÓA (1992) informs us that:

"Teaching became a profession thanks to the intervention and framework of the State, which replaced the Church as the entity responsible for the protection of education. This complex change in the control of teaching action has acquired very specific contours in Portugal, due to the precocity of the dynamics of centralization of teaching and the functioning of teachers."

It can be seen that the transformations in teaching are prior to all this technological movement, but they have not ceased to constitute a challenge in preparing a professional to deal with human resources as a work tool, against the background of uncertainties and often the lack of material resources necessary for their work.

The use of technologies, as already seen, should not be thought of as a lifeline, but rather as a tool that can contribute to the teaching work. This new teacher for these new times, must in turn have as a partner in his work digital technologies, which influence his students in all shapes and forms.

Thinking of a class that involves students and awakens in them the desire to continue within the walls of the school is a challenge when considering the conditions of inequality found in different corners of the country, where access to the internet is often precarious or does not exist.

In the words of Freire (2001, p.80):

[...] One of the priority programs in which I am deeply committed is the ongoing training of educators, because I understand that educators need a serious and competent political-pedagogical practice that responds to the new physiognomy of the school that is sought to be built. (FREIRE, 2001, p. 80).

Teacher training has permeated the center of discussions and debates, especially when it comes to the diversity of work material that this teacher receives, as well as the family cultures and the different communities that make up the school.



Cunha (1999, p.27) shows us that teacher training is always in check, due to the new demands and challenges that are part of their work, influenced by these conditions by the time, the transfers made by the family to the school and the productive logic of the market, which ends up influencing even the culture.

A marketing concern with knowing how to do and not knowing how to be and live together has been reflected in the conditions in which teachers must work with their students, where values and ethics, in most cases, are replaced by knowing how to do and execute, without questioning the process and understanding it.

This whole scenario means that the teacher is always looking for new pedagogical practices that are able to meet a cultural multiplicity and with digital resources, which in turn cause rapid changes and propagate new ideas or models to individuals who are often not prepared to reflect on the resources they have and what would be the best way to use and apply them in their daily lives in a way that to contribute to its development and consequently to base its knowledge on solid foundations, which would subsidize the continuity of the construction of this knowledge, which makes the human being always unfinished and in constant mutation.

In the search for pedagogical practices that consolidate their performance and reach their students, the teacher looks for different paths and also tends to surpass himself every day, modifying his structures, in a constant coming and going, where everything, every day, is different, changed. On these changes, HAGEMEYER (2014, p. 437) makes us reflect:

"With the globalization of markets and the evolution of technologies, the world has witnessed the reordering of capitalism on a planetary scale and the development of mass communication mechanisms such as computer graphics, cinematographic and television, capable of creating fantastic imaginary realities and attractive forms of virtual leisure. Such mechanisms exert significant power in the minds, values, attitudes and interests of children and young people in schools, and are adjuncts to the acquisition of scientific, artistic and informative knowledge to which they will have access in schooling through the mediation of teachers."

The different scenarios in which teachers should act invite a reflection on teacher training and what their competencies would be, in the face of so much diversity. BERGMANN & SILVA (2013, p. 1006) draws our attention to this reflective process:

"As researchers, we assume a relativistic ontological view, insofar as we believe that the world is made up of multiple realities; we adopt a subjective epistemological view, which implies believing that meanings are constructed through social interactions; and, finally, we take a naturalistic methodological view, as we believe that knowledge can be constructed through naturalistic procedures. "

It is up to the teachers to understand that the reading of the world precedes the reading of the word, which brings the reflection that when receiving their students, the teacher must be prepared to consider the reading of the world that this student has, how he sees the world that surrounds him, how



he relates to the group in which he is inserted. Understanding the history of this subject will help to create strategies that improve the work with this student and create activities that support their actual development, which will reflect in the regular classroom that the student attends, and certainly beyond the walls of the school.

Considering Paulo Freire's words, there is a need to build a "repertoire of anxieties, dreams, desires..." [which constitutes] "One of the advantages of such work is that the research methodology itself makes it pedagogical and conscientious" (1991, p. 32).

Therefore, we must be clear that teacher training requires the creation and organization of situations that problematize reality, taking into account the data of objectivity-subjectivity of the subjects and their circumstances.

4 TENSIONS, DEMANDS AND PROFESSIONAL DEVALUATION

In the face of so much diversity, challenges and uncertainties, the teacher ends up being a receiver of tensions and demands. It should also be considered that their performance scenario becomes adverse due to low salaries and the devaluation of their position as a professional, where there is a lack of adequate structure and physical resources to perform a better job than what they already perform.

According to TARDIF & LESSARD (2011), "the productive system is the heart of society and social relations". So you have a capitalist idea that the teacher should also produce in series, a set of pieces as if they were stacked bricks and for a single purpose.

However, this capitalist conception brings frustration to the teaching work, because it must be considered that the tool of the teacher's work is the human being, a tool that is always under construction, therefore something unfinished.

Teachers are then subordinated to the productive sphere, as if they were building something that will be finished and delivered ready for a certain purpose or use. When faced with this structure, the teacher sometimes feels like an element of a production chain.

Teachers are then in the role of executors of tasks and determinations that were thought of in a higher sphere, without considering the specificities of a procedural work, where the teacher will not have a finished product to deliver, but rather an unfinished individual with paths to be traveled.

TARDIF & LESSARD (2011) makes us reflect on what would be the role of the teacher in a society that is constantly changing, and consequently there is a change in ethical and existential values. The authors also remind us that education is in the background of the daily performance between teachers and students.

Consequently, all this situation has produced occupational diseases that compromise the teacher's performance and health. Hypólito & Grishke (2013, p. 511) clarifies that: "Often, for some



authors, the activity of service or immaterial labor was characterized as unproductive labor because it was not directly linked to the production of material goods."

Considering the above, the teacher ends up not being professionally recognized for not delivering something ready to society. This can also justify the low salaries and the often discouraging conditions for the development of teaching work, with the lack of physical space, furniture and adequate teaching material.

All these situations contribute to the teacher's discomfort, often making him sick, which consequently directly influences his work, because we cannot forget that the hidden curriculum is a constant within the school space, and the students themselves end up reading a discouraged, unmotivated, frustrated and saddened teacher. which directly influences the relationship between this teacher and the students.

Paulo Freire elucidates us when he says that "if my commitment is really to the concrete man, to the cause of his humanization, of his liberation, I cannot do without science, nor technology, with which I am equipping myself to better fight for this cause" (2007, p. 22)

Considering all the complexity of the teaching work, we understand that this professional needs to have an initial and continuing education that equips him to manage the various situations that will be faced by him, both in pedagogical issues and in relationships. Therefore, these teachers need to have an adequate environment to develop their work, with sufficient materials for their methodologies, pedagogical management support and professional appreciation, so that they feel established as professionals.

5 CONCLUSIONS

With what has been exposed through the literature review, we realize that the complexity of teacher training goes through several paths. Among them, the technological agglomeration that we have in the face of a globalized society that instantly accesses information from the most different contexts.

Thus, this technological access reaches the classroom, where the teacher must seek methodologies that make him attractive to his students. Competing with games and the most different media, we have a teacher with an immense workload, without the ideal conditions for his work, aspects that do not contribute to his professionalization.

With so many obstacles and a growing demand for work, the teacher has affected his health, which makes him an individual who cannot meet the demands of a capitalist society, who expects production and a ready product, forgetting that the human being is something unfinished and in constant transformation.



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