


THE IMPORTANCE OF DEMOCRATIC PARTICIPATORY CONTINUING TRAINING INTEGRATED BY AREA OF KNOWLEDGE

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ABSTRACT

When working with the theme the importance of continuing education by area of knowledge, we sought to explain the great need due to the problem of being essential the formative moments by area of knowledge, path and training itinerary. The general objective is to analyze the importance of studying by area of knowledge from the perspective of teacher training, in order to plan actions so that they become personalized according to the needs of the teachers of EREM Luiz Pereira Júnior, in the municipality of Caetés-PE. Through the action-research methodology, of a qualitative nature through theorists such as: Tripp (2005), Imbernón (2010), Almeida & Valente (2012). It allowed, therefore, us to reach the brief result that the study around the New High School should continue, due to the rupture in the paradigmatic structures at this new level of education.

Keywords: Education. Teacher. Continuing Education.

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INTRODUCTION

The construction of this work has as its theme the importance of continuing education by area of knowledge. By knowing that the teacher has a fundamental influence on the students' learning, in this way their training is totally linked to this process, where the teacher also needs to develop skills to master the content, have didactic strategies to teach and also identify when the student is not learning and know how to intervene so that he learns. Allowing us to ask, what is the importance of formative moments by area of knowledge, trails and training itinerary? With the objective of analyzing the importance of studying by area of knowledge from the perspective of teacher training, in order to plan actions so that they become personalized according to the needs of the teachers of EREM Luiz Pereira Júnior, located in the municipality of Caetés-PE, analyzing the formative moments in the School Unit, to verify if there is flexibility in the formative curriculum and how the teachers face the changes of the New High School. Having action research as a methodology, as it follows its objectives throughout this study, it will allow a mastery in the area with positive impacts on professional performance, by appropriating theoretical knowledge on the subject.

In the elaboration of this scientific article, theorists who deal with teacher training were used, thus giving the theoretical support necessary for the foundation of this work.

Therefore, it is clear that the consequence of this study is inevitable the expansion of knowledge, as its systematization can help other teaching units to reflect on their training and their training curricula, expanding the personal and social development of their educators. Through this training model, it may be possible to provide a new meaning to pedagogical practice.

METHODOLOGY

As it is an investigative process that deals with professional postures, as well as human action in the face of the educational challenges of the New High School, the action research will be of a qualitative nature, aiming to contribute to the richness of elements that underlie the continuing education of teachers.

With this qualitative approach, the construction of new knowledge is based on the experience of teachers and how much their actions gain meaning in the reality of this education, and this human experience is the object of observation and investigation. The action research on the methodology of the new high school and the study by area of knowledge in teacher training.

Due to the nature of the research sources, which are made up of teachers and pedagogical sectors of EREM Luiz Pereira Júnior, it is understood that the approach of an action research in the aspect of qualitative investigation will provide conditions to carry out a description of the researched processes with greater reliability and that extrapolates the measurable data that are present in the daily lives of the schools. Thus, in this case, we will have a sampling unit.

According to Tripp (2005, p. 445), "Educational action research is mainly a strategy for the development of teachers and researchers so that they can use their research to improve their teaching as a result, the learning of their students [...]". Also according to the author, it is an investigation in which practice can be improved and can result from it, a process of investigation in this oscillation between practice, reflection and research, a strategy to improve practice is described and evaluated, learning more, "in the course of the process, both about practice and research itself" (TRIPP, 2005, p.446).

DEVELOPMENT

It is notorious that the generation of students has been changing in their way of learning, arguing and questioning knowledge. It is no longer possible for decent people to point out absolute truths, because we are in a constant evolution of discoveries and learning. However, for there to be success and for the school to be able to serve this new generation, the school team needs to be constantly updated in knowledge, in order to develop a transformative role in the current school model.

With this, the changes that occurred with the New High School can make learning more attractive, but just the changes in the way that is being proposed are not enough? A curriculum that is based on diversity, taking into account the pace of each one and their needs, needs to restructure the forms of formal learning, having as an ally in this process plural teaching and with a methodology that serves all students.

Teachers need to understand that when they get together with their peers, differentiate themselves and work together, they present themselves as protagonists. Those who do not propose to change do not change their practice. Therefore, teacher training needs to have the sensitivity to deal with the specificities and changes that are always challenging, because the main objective is that there is meaningful learning for their students.

In this training, values, ethics of culture and professional maturity cannot be forgotten. This knowledge guides the educator and the student, building an ideological and pedagogical framework, on which the teacher builds his identity. This conception, by

refuting the idea of professional identity as "a process of technical rationalization in relation to knowledge in the sciences" (NUÑEZ; RAMALHO, 2005, 105).

Imbernón (2010) also emphasizes continuing education as a promotion of personal, professional and institutional development of teachers, elevating their work to the transformation of a practice. Such a practice goes beyond the scientific, didactic or pedagogical updates of the teaching work, it supposes a practice whose foundation is based on theory and its reflection, for change and transformation in the school context.

There is a descent of traditional training in the teaching trajectory, teaching and learning was uniform, where the student was not the center, but the teacher, holder of knowledge. The initial training of the teacher did not provide the opportunity for theory and practice to be in tune. Thus, the failures in the training of teachers already came from their graduation. Currently, this concept of education does not fit in schools, especially with the New High School where new conceptions of teaching and learning are being built. Today the student is the center of learning, but we find the need to deconstruct what has been learned, and build a new pedagogical approach.

Traditional methods, which privilege the transmission of information by teachers, made sense when access to information was difficult. With the Internet and the open dissemination of many courses and materials, we can learn anywhere, anytime, and with many different people. This is complex, necessary and a little scary, because we do not have previous successful models for learning flexibly in a highly connected society (ALMEIDA & VALENTE, 2012, p. 166).

Therefore, for the teacher to keep up with the pace of his students, he needs to be up to date with technology, be willing to transpose himself to a new world in which spaces and times are intertwined, where there is no longer absolutism in theories, but where learning is done daily through discoveries and questions.

ANALYSIS AND DISCUSSION OF THE RESULTS

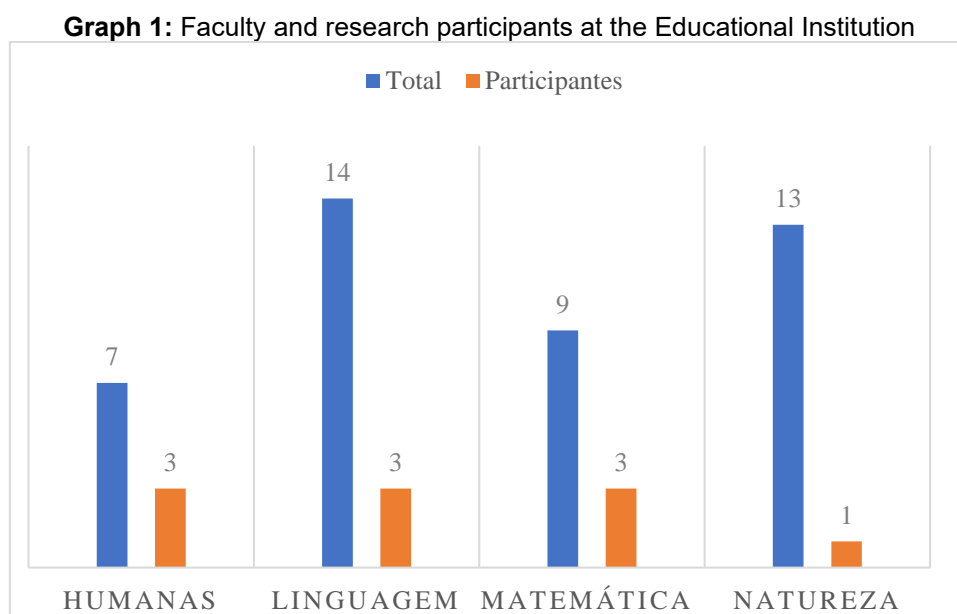
Throughout the year 2021, EREM Luiz Pereira Júnior started working by area of knowledge (humanities, languages, mathematics, nature) with the speeches about the New High School, the areas were intertwined with the trails and training itineraries, aiming to deepen the knowledge of the Pernambuco Curriculum.

When asked, the participants of the research regarding the formations of EREM Luiz Pereira Júnior and the Government of the State of Pernambuco, how do they evaluate? We obtained the following results:

The Educational Institution is formed by 6 components of the management team, where 4 of them female and male participated. Participant **X** answered that the work is

collaborative. Addressing knowledge, study, organization, efficient planning and learning. Participant Y, on the other hand, highlighted it positively, when it leads us to think about our pedagogical practice and "elaborate" new actions that can contribute to the effective learning of students."

The faculty that was interested in participating in the research consists of 43 professionals, distributed in the following areas of knowledge, as shown in graph 1, when the same question was applied to the faculty of the Educational Institution, we achieved as a result:



Source: Authors (2023).

Of the 43 participating teachers of the Educational Institution, only 10 teachers participated in the research, distributed by the following areas of knowledge: Of the 7 teachers in the *humanities*, only 3 teachers participated, where teacher **A** answered: "It is of great importance because it is easier for us to have an idea and know how to deal with itineraries, especially in the trails and itineraries because it is something new, So when there is support, it becomes easier for us to work and especially when we get together to form an integral work, thus improving the learning of our students."

Teacher **B** explained that the training promoted by the school is very relevant, it provides a moment of reflection on pedagogical practice and its impacts on the life of the school community. It is possible to align actions that improve teaching-learning with a look at the goals proposed for Basic Education. Another action is the proposals for pedagogical projects, through which the areas of knowledge dialogue in a way that deepens and enables culturally significant learning."

Teacher **C** said she believes "that the impact is positive, because at the moment we face many difficulties to work with the new itineraries and the lack of training is the main one, so training is of fundamental importance for the exchange of experience and the elaboration of actions to be experienced in the classroom."

When the same question was applied to the 14 teachers in the *language area*, 3 teachers answered, where teacher **E** believes "that the impact is positive, because we are facing many difficulties to work with the new itineraries and the lack of training is the main one. Therefore, the training is of fundamental importance for everyone, it provides opportunities for the exchange of experiences and the elaboration of actions to be experienced in the classroom." Teacher **F** replied that "impact is positive, since it seeks to align the curriculum and/or GRE guidelines with the reality of our school. "Teacher **G**, on the other hand, says it is an "exchange of knowledge and companionship." Teacher **H** affirms that "the meetings have been of great importance, as it is a time to plan how the classes will be, since what we have of reference about the trails and itineraries is still very little. "

In the approach with the 9 teachers in the *area of mathematics*, 3 teachers responded, where teacher **I**, points out that "Training is a very beneficial thing because all teachers and we exchange knowledge and give a common denominator and we evolve because education together new formations measure this new reality of education is happening so congratulations to the school and the state government".

Teacher **J** explains that it is "very important to me. Because it is through training that I know what direction to take in my classes to reach the final goal. "

Finally, the 13 teachers in the *area of nature*, but only 1 teacher participated in the research, where teacher **L** stated that "the training is being a tool in our daily help in the teaching-learning process, because the exchange and interaction in the search for new knowledge and methodologies favor our professional development, thus, it transforms our pedagogical practices as a whole."

Therefore, it was evident that the teachers of the EREM Luiz Pereira Júnior Educational Institution understand that continuing education by area of knowledge is of great relevance for both the faculty and students.

FINAL CONSIDERATIONS

The development of this article made it possible to perceive the importance of continuing education, offered by EREM Luiz Pereira Júnior and the State Secretariat of Pernambuco, aiming at a better understanding of the New High School of the training trails and itineraries.

The study also demonstrated that in view of the perspectives of the subjects who participated in the research, it was understood that they are on the way to being more and more able to become autonomous in the discussion of the theme in question, from the relevance of the teacher's role and the importance of continuing education.

In this sense, the objective of this study was to analyze the role and functionality of teacher training in the educational, democratic and participatory environment, which gave rise to the understanding that training should have continuity mainly when dealing with the New High School, Trails and Itineraries due to the significant changes that have occurred in recent years, changes that have not materialized and are already subject to new changes, It is in this context that it is perceived that this discussion will probably continue for some time, with the hope of consolidating a matrix that is being elaborated and experienced every day by all those involved in education.

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