

**36 - A CONTINUING EDUCATION TEACHER RESEARCHERS IN HIGHER EDUCATION**

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**INTRODUCTION**

Noting the search term note is that it brings a sense of research and study, systematic and meticulous in order for the purpose of discovering facts about a body of knowledge in which research is to search diligently, inquire, inform the about something. The understanding that often comes to mind and that many challenges, and that the teacher only needs to carry out research in their initial training, there is a certain abandonment because of the time judged inadequate, the lack of encouragement, motivation, believing inconsiderable such placements as a justification for the lack of research.

The research should not be viewed as an activity full of complexity which many prefer to believe so, and believe this way is increasingly distant from achieving the same.

Be a teacher and be researched, researcher and planner to be their actions, the teacher needs to bring in their conception of the action plan.

To develop the teaching is to master the method of teaching. The continued development of teaching in higher education must be seen as a guiding theory and practice. Being a researcher is to produce knowledge and significant additions to the faculty, the institution and the society itself.

This article attempts to show the concepts, benefits, about the continuing education of teacher as researcher and teacher of expressing his own practice, dreams, feelings and motivations as a researcher is always in constant search of answers to questions imposed " "is feeling pleasure and interest in research," researcher is to be included in the dynamic reality, seeking to increase epistemic " " is to be the

very instrument of theoretical research. "You look so different, creating and recreating." "You feel committed to carry out useful work to the professional field." How is the construction of the position of research professors in higher education? The teachers in higher education has made use of research in the process of continuous training and development in the classroom? What change can occur in the life of teacher and researcher in the life of your student? What benefits the higher education institution has been able to take your faculty research professor? These and other concerns permeate the core of our research whose goal is to analyze the position of professor of education outlining the profile of Professor pesquisador. Identificar the position of Professor of higher education, to describe the process of building the investigative approach of the teacher in the surveyed higher education; verify the contributions of research professor with the educational institution and discente. Os methodological aspects adopted for this research was a literature (books, magazines, internet / other) through the dialectical method with professores. Positivamente believe that the relevance of this research is unique in character and invaluable to society (Education) in general, because we believe in the intervention of research as teaching tools for learning a constant and efficient processor. The research is the main exercise science is a set of activity in the pursuit of a particular scientific knowledge, which for such uses in a systematic and a proper method for specific and technical knowledge as it relates to empirical reality (which is guided by the experience).

Etende to search for the basic activity of science in its inquiry and construction of reality. It is the research that fuels the activity of education and updates in the reality of the world. Therefore, although a theoretical practice, research links thought and action (MINAYO, 1994, p. 17). The action and performed by the extension fitting that the important role of contributing to the applicability of which was drawn up. The importance of close coordination between these activities is that the analysis is that: [...] Only one learns, one teaches searching, only provides services to the community, if such services were born and nurture research [...] the teacher needs the practice of research to teach effectively, students need it to learn effectively and meaningfully.

From the earliest times man has always sought to learn about yourself and the reality around him, trying to decipher the puzzles and through the solutions to ensure a particular area of your return. We can then say that science is nothing more than the organization of search and findings through the ages, always improving, and not always viewed the same way by those who do. So the path of knowledge was being built with diversity, in view of its own way of thinking in every age and in tune with voices that were heard in different contexts, some of which can be viewed in the names of great philosophers and sociologists expressed the below:

Auguste Comte (1728 -1857). French philosopher. He saw positivism as a religion able to bring progress to humanity. He pointed to sociology as the most complex of all sciences. Main works: Course of Positive Philosophy, Discourse on the positive spirit and the Discourse on the set of positivism.

Emile Durkheim (1858 -1917). French sociologist. Provided important support to sociology, transforming it into an independent discipline. Defined its object and method, recommending that sociologists study social facts as things. Published among others: The Rules of Sociological Method, Suicide, Education and Sociology. Wilhelm Dilthey (1883 - 1911) German philosopher and historian. It is known for his studies on the method of understanding. Exercised great influence on the methodological reflections on sociology. In the introduction to the social sciences, has also published studies on philosophy and culture in works chosen.

Edmund Husserl (1859 -1938). German philosopher. Created phenomenology, presenting it as a universal philosophical science. Your fundamental methodological principle was that of "phenomenological reduction. Publicatios: Formal and Transcendental Logic, The crisis of European science and transcendental phenomenology: an approach to phenomenological philosophy.

Max Weber (1864 -1920). Born in Germany. Studied, as well as philosophy, law, sociology and history. Its historical development was crucial to oppose the positivistic conception. Combined with the historiography of sociology. Proposed as a method to study the comprehensive approach. Major works: The Protestant Ethic and the Spirit of Capitalism; items gathered from the sociology of religion.

Karl Marx (1818 - 1883). German philosopher. He proposed not only a method, but especially the political and social transformation. He explained that the production is the root of all social structure.

e wrote among other works: The Manifesto of the Communist Party (with Engels), The German Ideology, to the critique of political economy; Capital. Friedrich Engels (1820 -1895). These thinkers were in the forefront of ideas that represent different views of science and do research.

It is the research in order to guide, formulate, evaluate and introduce innovations and interventions in a practical pedagogical education policy that extends far beyond just the classroom.

Whereas research in comprehensive fleeing the classroom is almost a need to think about emergency training of teachers especially in higher education. "We need to think necessarily in the human condition in the process of continuing education as a subject subjectivizing within the collective practice, institutional and social" (PERREIRA, 2000, p. 93).

Before the reforms that have occurred in that concern the training of teachers and their teaching practice becomes necessary for the education professional is constantly looking for update on new teaching methodologies and adopt a new attitude in the workplace. As Monica says Thurler (2002, p.89)

This involves working with teachers and their training is at any time and work a context that is manifested in daily practice, ie day to day, life and functional consider training for a real and effective action, Catani (1997, p. 341) thus defines this training occur when:

Conceptions of teaching practices are not formed from the time when students and teachers get in touch with educational theory, but we found rooted in context and individual stories that predate even the entry of them in school (institution) extending up from there throughout the course of schooling and professional life.

To say that teachers need to continue their training is to say that learning that enables the action is a constant development and development without rules. Demo (1991, p. 42) states that the scientific principles of being a researcher constructs a historical self-sufficient, critical (selfcritical participating and able to react against the position of objects and not cultivating others as object.

The teacher researcher is considered to be a dialogue with reality, critically and creatively, makes the search condition of life, progress and citizenship.

Demo (1991, apud Ludke, 2002) distinguishes five levels of search: I -interpretive reproduction (and systematic reproduction of a text with trust); II -interpretation of their own (personal interpretation of what others have said); III -reconstruction (part of the existing building and redo the proposal itself); IV -Construction (take as reference that exists in the search for new paths; V -the creation / discovery (introducers of new methodological paradigms, theoretical or practical.

We are researchers by nature, because we are reading, informed us that the teacher already running in the daily work making new discoveries, experiencing the feeling and became a researcher. Perez (1992, p. 112) makes the same point Sacristan where it says: "A process of action research whereby the teacher drowns in the complex world of the classroom to understand how critical and vital."

In this sense it is believed that the first teacher is the researcher and socialization of knowledge and finally even using the general knowledge of Demo (2002, p. 48) this teacher is able to motivate the new browser on the student. That second Lisita and Lipovistky, research in teacher education is significant as a means of developing staff and students through various types of research that realizam. O author lists some benefits of the research: -Take in the critical realm of knowledge production, because it leads us to organize information and interpret them; -Focus attention on our thinking about our thinking, why not explore our own construction of consciousness, our self production; -Help us to learn to teach ourselves; -Nega confidence in the procedures of thought; The teacher takes

ownership of the theory and transformed into other knowledge (we call common sense) assigning the development process of training will help to create support for the work of the profession is advocating Mizukami (2002, p.22): Sacristan (1998, p. 363) states that:

The teacher training will be based primarily on learning from practice to practice and from practice. The practice is very influential in the process of teaching and learning second Sacristán and George Pérez (1998, p. 365), learning is the result of an investigative attitude in practice.

## CONCLUSION

Researcher or to continue research into the teaching process is one that needs to be socialized, demystified, undertaken, especially mature and discussed the contribution which enables the quality of teaching and practice of the profession / teacher as trainer and transforming knowledge. The teacher needs to question whether you are a researcher or not, upon the answer to build or deconstruct an existing practice allows room for a new attitude, a new interaction both personally and professionally.

As the learner needs to feel and lack of knowledge, the educator must also felt a lack of self and what is necessary for its formation. Recalling that the pursuit of knowledge by research does not end, it always will be extended into academic teaching those who make their professional desire endless.

The present time, construction and reconstruction of life as a teacher, this time to allow, to dream, to experience moments of personal growth, rescuing a relationship and meaningful learning through the topic is investigative research itself.

It is a great desire to multiplication of knowledge and way of doing science that it is considered pertinent research and teaching and guiding aspect of scientific thought, and particularly have exerted and exerts great influence on the more direct areas of education, especially higher education.

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#### **A CONTINUING EDUCATION TEACHER RESEARCHERS IN HIGHER EDUCATION**

##### **ABSTRACT:**

This article aims to analyze the attitude of teachers and their continuing education through a literature perspective. The research is the expression of knowledge, unfinished, and the main activity of science which it (research) food for education activities, an educational reality facing the world, guided by the scientific thinking, always trying to build, giving active life education. The teacher must practice research to teach didactically and effectively, students need to make use of research to significantly build their own thought, society at large needs to have the research that we might call the result of product knowledge, the University of turn requires the research to be the mediator of education, and fulfill its role in the educational triad "teaching, research extension. These being the main exercises of science, which is characterized in this constant search for scientific knowledge. Here the teacher needs to support the continuity of their education, to this healthy and the desire for change and innovation, producing knowledge as epistemic subject. The benefits of the research lead us into the realm of critical production of knowledge, helps us learn to teach ourselves and others conducting research professor refute the confidence in the procedures of thought already known and experienced, meeting the new knowledge or reformulating existing ones, making you be creative in a world of knowledge teaching. The survey creates an analytic work to make consistent, practical, pleasing to art education in these aspects and methodological paradigms that must be concatenated with the various activities of scientific initiation of production of knowledge, and building faculty researchers, overlooking the improvement and significant experience in teacher education researchers, reflecting joy, well being and strength as educators, researchers in a country like Brazil, with many professionals in universities.

**KEY WORDS:** Continuing Education, Search, Science.

#### **UNE FORMATION CONTINUE DES ENSEIGNANTS CHERCHEURS DANS L'ENSEIGNEMENT SUPÉRIEUR**

##### **RÉSUMÉ:**

Cet article vise à analyser l'attitude des enseignants et leur formation continue dans une perspective de la littérature. La recherche est l'expression du savoir, inachevé, et l'activité principale de la science dont il (recherche) de denrées alimentaires pour les activités de l'éducation, une réalité éducative face au monde, guidés par la pensée scientifique, j'ai toujours essayé de construire, donnant éducation à la vie active. L'enseignant doit enseigner les pratiques de recherche didactique et efficacement, les élèves ont besoin de faire usage de la recherche pour créer de manière significative leur propre pensée, de la société dans son ensemble doit avoir la recherche que l'on pourrait appeler le résultat de la connaissance des produits, l'Université de conséquence, nécessite la recherche pour être le médiateur de l'éducation, et de remplir son rôle dans l'éducation triade "L'enseignement, la vulgarisation de la recherche. Ces rapports étant les principaux exercices de la science, qui se caractérise dans cette recherche constante de la connaissance scientifique. Ici, l'enseignant doit prendre en charge la continuité de leur éducation, à cette bonne santé et le désir de changement et l'innovation, la production de connaissances en tant que sujet épistémique. Les avantages de la recherche nous conduire dans le domaine de la production critique des connaissances, nous aide à apprendre à nous enseigner et d'autres mécanismes de professeur-chercheur de réfuter la confiance dans les procédures de pensée déjà connus et expérimentés, répondant aux nouvelles connaissances ou de reformuler ceux qui existent déjà, vous faisant preuve de créativité dans un monde de l'enseignement des connaissances. L'enquête crée un travail analytique pour rendre cohérente, pratique, agréable à l'éducation artistique dans ces aspects et paradigmes méthodologiques qui doivent être concaténées avec les diverses activités d'initiation scientifique de la production de connaissances, et le renforcement des chercheurs universitaires, donnant sur la amélioration et une expérience significative dans la formation des enseignants chercheurs, ce qui reflète la joie, le bien-être et la force que les éducateurs, les chercheurs dans un pays comme le Brésil, avec de nombreux professionnels dans les universités.

**MOTS CLÉS:** Formation Continue, Recherche, Science.

#### **A CONTINUACIÓN DE LOS INVESTIGADORES EN FORMACIÓN DE PROFESORES DE ENSEÑANZA SUPERIOR**

##### **RESUMEN:**

Este artículo tiene como objetivo analizar la actitud de los docentes y su formación continua a través de una perspectiva de la literatura. La investigación es la expresión del conocimiento, sin terminar, y la principal actividad de la ciencia que (la investigación), actividades de alimentos por educación, una realidad educativa que enfrenta el mundo, guiados por el pensamiento científico, siempre tratando de construir, dar educación para la vida activa. El maestro debe enseñar a las prácticas de investigación didáctica y eficaz, los estudiantes necesitan hacer uso de la investigación de manera significativa a construir su propio pensamiento, las necesidades de la sociedad en general tener la investigación que podríamos llamar el resultado de conocimiento del producto, de la Universidad de a su vez requiere la investigación para ser el mediador de la educación, y cumplir con su papel en la educación la enseñanza de la tríada ", la extensión de la investigación. Siendo estos los principales ejercicios de la ciencia, que se caracteriza en esta búsqueda constante de los conocimientos científicos. Aquí, el profesor debe apoyar la continuidad de su educación, a salud y el deseo de cambio y la innovación, la producción de conocimiento como sujeto epistémico. Los beneficios de la investigación nos llevan a la esfera de la producción crítica del conocimiento, nos

conocido y experimentado, el cumplimiento de los nuevos conocimientos o la reformulación de los existentes, haciendo que ser creativo en un mundo de la enseñanza de conocimientos. La encuesta se crea un trabajo analítico para hacer coherente, práctica y agradable a la educación artística en estos aspectos y paradigmas metodológicos que deben ser concatenados con las diversas actividades de iniciación científica de la producción de conocimiento, los investigadores y la creación de la facultad, con vistas a la

a mejora y una importante experiencia en la formación de docentes investigadores, lo que refleja la alegría, el bienestar y la fuerza como educadores, investigadores en un país como Brasil, con muchos profesionales en las universidades.

**PALABRAS CLAVE:** Educación Continua, Búsqueda, Ciencia.

### **A FORMAÇÃO CONTINUADA DO PROFESSOR PESQUISADOR NO ENSINO SUPERIOR**

#### **RESUMO:**

O presente artigo tem por objetivo analisar a postura do professor e sua formação continuada, através de uma perspectiva bibliográfica. A Pesquisa é a expressão do conhecimento, inacabado, e a atividade principal da ciência sendo ela (pesquisa) alimento para atividade do ensino, frente uma realidade educacional do mundo, norteada do pensamento científico, buscando sempre a construção, dando vida ativa a educação. O professor precisa da prática da pesquisa para ensinar didaticamente e eficazmente, o aluno precisa fazer uso da pesquisa para significativamente construir o próprio pensamento, a sociedade em geral precisa da pesquisa para dispor do que poderíamos denominar do resultado deste produto de conhecimento, a universidade por sua vez precisa da pesquisa para ser mediadora da educação, e cumprir seu papel na tríade educacional "ensino, pesquisa extensão". Sendo estes os exercícios principais da ciência, que se caracteriza nesta busca constante pelo conhecimento científico. Neste aspecto o docente precisa contemplar a continuidade de sua formação, para isto e salutar o desejo por mudanças e inovações, produzindo conhecimento enquanto sujeito epistêmico. Os benefícios da pesquisa levam-nos ao reino crítico da produção do conhecimento, ajuda-nos a aprender a ensinar a nós mesmos e aos outros conduzindo o professor pesquisador refutar a confiança nos procedimentos do pensamento já conhecido e experimentado, indo de encontro a novos saberes ou reformulando os já existentes, tornando-lhe um ser criativo no mundo dos saberes docente. A Pesquisa cria uma orientação analítica para o trabalho tornando consistente, prático, agradável a arte do ensino, nestes aspectos paradigmas teóricos e metodológicos deve estar concatenada com as diversas atividades de iniciação científica de produção, de conhecimentos, e construção de docentes pesquisadores, vislumbrando a melhoria e vivência significativa na formação de professores pesquisadores, traduzindo alegria, bem estar e fortaleza enquanto educadores, pesquisadores num país, como Brasil, com tantos profissionais nas universidades.

**PALAVRAS-CHAVE:** Formação Continuada. Pesquisa. Ciência.

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