71 - THE PROFESSIONAL OF THE EDUCATION TO THE OPTICS OF A NEW PARADIGM OF LEARNING.

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Introduction:

The pressing need that the teachers têem of reviewing their concepts, their own learning paradigms, of if they notice as beings opinion forming, that têem as work instrument the knowledge, it should raise, especially in the professionals of the education, an incessant search to know as if they position by the dynamics with that the new knowledge are processed, though the one that one have been noticing is that not always it is possible to verify this posture in the faculty. The paradigm that despises the vision where each individual through the learning, is inserted in the world as active participant, when adapting of knowledge and techniques, that it makes possible to build him/her in his/her interior an universe of symbolic representations, it should be rejected, especially because now we are living a revolution of the information, that challenges and it puts to the proof the traditional methods of analysis and action, as well as our manners of knowing and of teaching. Therefore, it is urgent starting from this vision the need to make possible the applicability of a differentiated methodology, coherent and effective, that it promotes a dynamic teaching-learning process, in which the teacher should create conditions, in way, that the cognitive processes grow, therefore the teaching is only effective when favorable the road of the development, I process this that requests an intense activity interns and it allows to establish relationships between new knowledge and the previous knowledge, using for that the most varied range of available resources.

We lived today in world in constant changes. And those were impelled in the last years by the scientific and technological progresses that, together with the socioeconomic transformations, they revolutionized the forms as we communicated, we linked with the people, the objects with the world to our turn. In the world entirely the distances were shortened and the borders expanded. The contemporary challenges request a to rethink of the education, diversifying the used resources, offering new alternatives for the individuals to interact and if they express. Therefore, to rethink the education involves diversifying the forms of acting and of learning, considering the culture and the expression means that permeate her.

In that interim the technologies of the information and of the communication - TIC's our they enlarged relationship with the information, visa to be possible today they be present everywhere, being transmitted by the most several communication vehicles, because the information and the knowledge are not more closed in the school universe, but they were democratized, opening to the optics of that new context a challenge to the education, of knowing how to guide the student on what to do with those information that it attacks him/it daily, embracing her in the knowledge form and, still, how to use him/it in an autonomous and responsible way. Like this, to adopt the process teaching-learning as differential in the life of the students, considering him/it a work in that the improvement of the relationships is looked for with the learning, as well as the best quality in the construction of the own learning of students and educators. It is to promote to these an autonomy level in the search of the knowledge and, concomitamente, to assume a critical posture in relation to the structure of the school and of the society that she acts. For so much, it will be done indispensable a critical positioning on that and as the school it reproduces knowledge, starting from the analysis of the process that includes methodological subjects, you relate and sócioculturais, including the point of view of who teaches and of who learns, still including, the participation of the family, of the school and of the society.

Of that it sorts things out, now the relevance of the education presuppositions should consider the human being's intellectual, emotional, social and cultural multiple dimensions, that you/they need to be revitalized in the current education proposals. In that sense, it is assumed that an integrated vision of human being and of their actions it incites the proposition of contexts where the individuals identify as multiple, complex, dynamic, creative and responsible.

Therefore, it is urgent that the teachers, be urged to an incessant search of the you know necessary to the continuation of his/her learning, formation in way, the if they position qualified before the dynamism with that the new knowledge are processed.

In that scenery, we thought that the Education at the Distance (EAD), he/she offers as an odd and real possibility in the sense of forming qualified education professionals to carry out a ruled educational action to the light of the new education perspectives, the union of the technologies of the intelligence and cognition, with which we came across and we are impelled to interact constantly, it should generate starting from significant knowledge embraced through that new organization information an attraction differentiated the students. The subject that appears is as transforming the information obtained in that new form of systematizing the knowledge, in pedagogic resources that it makes possible a coherent educational practice with the countless interfaces requested in the universe of complex connections, in the ones which teachers and students are called to assist and they interpret the different types of languages produced by the humanity, today.

Theoretical To base:

THE EDUCATION AT THE DISTANCE (EAD)

After the entrance in energy of the Law of Guidelines and Base of the Education - LDB no. 9.394/96 (Brazil, 1996), more concretely of the regulation of Art. 80 of LDB, that he/she treats specifically of the Education at the Distance, through the Ordinance n.º 2.494, of February 10, 1998 (Brazil, 1998), that the Education at the Distance (EAD) it begins to be noticed as a modality of teaching susceptible to application in the Brazilian education system. Stopping being a simple field just dedicated to experimental projects or resources palliative urgent for certain situations, as in the case of the service the youths' educational demands and excluded adults of the access and permanence in the regular school, in the appropriate age. To turn a need in the professionals' of the education continuous formation, that does with that the institutions are restructured in the sense of propitiating mechanisms and actions that assist to the needs of the professional's updating in exercise, through the socialization of the average academic knowledge and of the change of experiences, in a perspective of continuous education and at the distance that uses the available technological resources, stimulating discussions, looking for united solutions and reducing distances. The optimization of the potential of the vehicles of mass communication as support to the education is directly proportional to the fascination that the image, mainly the television, exercises on the people. However, the use of these resources still healthy very shy in the Brazilian educational process. We are living in a transition period of a civilization essentially verbal, for another, more visual and hearing, based on the new technological resources.

Therefore, EAD if I constituted, in an important qualification instrument that I contributed with the pedagogic process in the sense of to qualify and to update the formation and the specialization of new competences to the professionals of the education at the same time he/she comes as an odd option in the promotion of an education modality, that can accomplish as a significant social practice applied in the same molds of the obligatory regular teaching, if constituting in a historical public politics and culturally, impelling the right to the citizenship and consequently a visceral relationship with the philosophical beginnings of a pedagogic project, that it looks for to create autonomy, respect to the freedom and the reason.

THE PROCESS OF TEACHING-LEARNING

The evolution of the technology is provoking transformations in the global society. Therefore, we are living in a society in constant change, however a lot of times left of noticing the effects of those changes for his/her fact to transform the way as he/she is organized our culture, in the which is mainly to organize and to reorganize in consonance with the characteristics of the society in net and of the entirely of the economy, that produce new exclusion forms. Like this, to understand in a critical way the instruments and the mobilization dynamics and expansion of that society is that he/she will make possible to incorporate and to use their resources and interaction means, promoting the human emancipation. Once, the characteristics and contradictions of the current society influence our daily one, affecting the form as we communicated, we worked, we linked, we learned and we taught.

In that sense Of Ponte, (2000. p. 64) he/she says: Nowadays, the Technologies information and communication (TIC), they represent a decisive force of the process of social change, appearing as bar-schoolmistress of a new society type, the society of the information. Still second that author, one cannot speak in society of the information without considering the connection in net of computers and nets, to the global scale, making possible the immediate access to every type of information and services.

In that scenery, it is verified a progressive progress of the Education in the course of time the Distance - proportional EAD to the progresses of the Technologies of the Information and of the Communication - TIC's, that once inserted in the society permeate all of the productive processes and informacionais, in the same measure in that it is easier the communication among distant places, it is also easier to promote teaching among those points. The revolution in the teaching and, consequently in the construction of the knowledge, opportunity for the access to the Internet and the spread of the use of the computer are making possible to change the form of producing, to store and to disseminate the information. The research sources open to the students for the Internet, for the digital libraries are growing gradually, requesting a capacity of differential interpretation starting from a glance semiotics in relation to the information with which we came across daily. In agreement with SANTAELLA (1983, p.13), the semiotics is the science that has for investigation object all of the possible languages, in other words, that he/she has for objective the exam of the manners of constitution of whole and any phenomenon, as phenomenon of significance production and of sense."

Still, in that sense Referential of Quality for Courses the Distance says that:

At this time historical, to despise or even to minimize the importance of the technologies in the education appearance or the distance is to wander of century... our time today is it of the children and young that were born, they live and they will work in a society in permanent technological development. Our space is it of a world plugado to a net that affects all, same those that are not directly connected. The education that we offered should liberate the man of the ingenuousness and of the manipulation and to contribute so that each one can be the author of his/her own history in way competent, responsible, critic and solidary.

A new paradigm comes in the association of TIC's the learning, where the new technologies should incite the creative thought, to promote the empreendedorismo and awakening the curiosity of the practical learning and individualized concomitant to the work in team and the driven discovery of the information, tends as constant concern to the production of the knowledge. We know that the quality in the construction of the knowledge will depend on the actions that the professional of the education qualified and committed with the process teaching-learning, you/he/she can propitiate their students, being this dependent one, still, of the interaction teacher-student, that offers the these actors to feel pleasure in living together with learning, with embracing of new knowledge. Therefore, it urges the teachers' fact to revalue their daily actions, and they have courage and sensibility in the sense of promoting a substantial transformation starting from an intrepid personal involvement, seeking to break with the paradigm now established, assuming the risk of generating conflicts, that it should raise the incessant search to know as if they position by the dynamics with that the new knowledge are processed.

Like this being a professional entirely needs to be prepared for changes in his/her career. That new professional's profile is in the capacity to use their in several disciplines knowledge and abilities, in way to understand all of the information in relation to the pertinent technological progresses to his/her area of performance, in short it is necessary that the professional of the education is exploiting, capable to interpret the different signs, identifying the object of his/her interest, looking for to develop to their maximum potentialities.

Therefore, it urges that the teachers drive the process teaching-learning, dedicating him/her the due importance, noticing this process as indispensable to the construction of knowledge, establishing significant relationships between new knowledge and the previous knowledge, making possible the students to modify their previous knowledge, you enlarge them or you differentiate them in function of new information, qualifying them embrace her/it new learnings, above all to the optics of the perception that presupposes, that this action should be become pregnant, if and only if, to happen in road of two-way, where who teaches, also learns at the same time in that he/she teaches.

Then a new education conception, ruled the light of significant knowledge, that it promotes the individuals' construction, endowed with critical capacity and of a potent reflection power, it should be object to pursue in all of the moments of the education process for the faculty, that will be constituted in a professional of the education starting from this new posture. That certainly will contribute in a decisive way in the construction of that being epistemológico.

According to Begler (apud Weiss, 1996, p.176):

Teaching and learning constitute steps inseparable dialécts, integral of an only process in permanent movement, however not only for the fact that when it exists somebody that learns has there to be another that teaches, as well as because of the second beginning which one cannot teach correctly while it is not learned and during the own teaching task.

Like this, it is feasible to the teacher to assume a critical posture in relation to the quality and the way as he/she feels the construction of his/her knowledge in the moment to pursue and as he/she has if positioned in embracing of the information that attack him/it daily; to qualify to present pertinent creative solutions to the teaching-learning problems, his/her enlarging pedagogic practice, in way, to constitute her/it in guideline, that propitiates the teacher to drive in a differential way the production process and the propagation of significant knowledge, in an approach that allows a valued interaction of the student body, in this complex web that is the process teaching-learning. That new way to think the process teaching-learning owes, to contribute for the acquisition on the part of the faculty of a singular pedagogic práxis, in that the attainment of knowledge happens pleasure, providing to the teacher to transform in a professional of the education.

And to use a methodology co-participation where all can contribute to the definition of the work the developed being, making possible how Nakayama says (2000) that all those that move through the school space, live in constant moments of learnings. Those that get enjoy and to appropriate of that reversibilidade of papers comes out more strengthened and enriched in his/her experience and, still Saviani (1986), when he/she says what social practice is common to teachers and students. Although they are different the understanding levels and experiences of these. Both will profit from for the articulation of the pedagogic experience with the social practice that you/they participate. According to Demo (2001), it is not possible to remove intensely of the learning the sense participation of who learns.

In that context the teacher's paper loses temper stopping being that that knows everything substantially, that it acts as simple transmitter of knowledge, to be a more experienced mediator, with an including knowledge, capable of dynamic the learning process that is generated in the students, contributing to the transformation of the school in a place where it is learned how to learn.

THE TECHNOLOGIES OF THE INFORMATION AND OF THE COMMUNICATION - TIC IN THE EDUCATION.

The education faces on that moment the challenges of the contemporary world, that it demands a to rethink of that education, in the sense of diversifying the use of the available resources, offering new alternatives for the individuals to interact and if they express. To rethink the education involves to enlarge the forms of acting and of learning, considering the culture and the expression means that the they permeate. Under that optics, the digital era waives new possibilities for the individuals to use in their actions in the different contexts and with differentiated mídias. The technologies of information and communication turn opportune the constitution of an interface among the school and the daily in which the individual acts, creating other roads so that it can interact and to develop their constants understandings on the world and on his/her culture. Before of that context it is feasible to verify, that the use of the mass communication's in the education universe requests practices to incite new learning possibilities and existence of creative processes, with dialogues and multiple interactions. As it approaches Novaes (apud Martinsi), the potential of the individuals' expression is immense and pluridimensionado, being used, however, in a very limited way. Still second that author, is happening a waste of the human possibilities, many of them being inconsiderate, blocked or inhibited by orientation lack, of incentive and of a favorable and encouraging atmosphere to the performance and the personal development. TIC's are becoming more and more indispensable in our daily activities in the professional field or simply human, be as builders of the knowledge or users of the information. The form as we were organized, we worked, we had fun and we thought is influenced by the use of the technologies, that you/they surpass his/her role of mere instruments, for intervene be turned between the information and the capacities and needs of the individuals' organization. That dynamics affects the knowledge that the individuals that compose that society possessed in relation to the technologies of Information and Communication and in the way how they get potentiate them, and in the sense of if they constitute in active beings in citizenship terms and of continuing to learn and to develop.

In that sense Silva (apud Of Ponte P. 68 and 69), he/she says:

The facto of (...) if to accede to the most varied types of headquartered information in computers in any part of the world, if to talk (in real time) and to correspond with dispersed people for the world, if to have his/her own space of publication, he/she does with that it is learned how to live and to feel the world in a different way because a new form is generated of conceiving the space, the time, the relationships, the representation of the identities, the knowledge, the power, the borders, the legitimacy, the citizenship, the research, finally, the social reality, politics, economical and cultural.

And, still Referential of Quality for Courses at the Distance that says:

In fact, the use of the new technologies of the information and of the communications it can turn easier and effective the superação of the distances, more intense and it executes the interaction teacher-student, more educational the teaching-learning process, truer and fast the autonomy conquest for the student.

Therefore, to teach and to learn is being challenged as never. There is an universe of information, loaded of multiple sources and different world visions. Therefore to educate on that moment becomes an extremely complex demand, once the society in the which is also inserted if it turned more complex requesting levels of competences differentiated, that challenge that appears in the group to think in a construction of knowledge that articulate with other spaces that work with the knowledge it can contribute to the obtaining of a quality education, that makes possible to optimize all of the potentialities and the human being's dimensions, in way to assist to the expectations that are urgent in that world entirely in that the new technologies demand a high qualification daily.

In that sense, Moran says:

To educate in a society in fast and deep changes forces us to learn again to teach and to learn, to build models different from the ones that we knew up to now. To teach and to learn today is not reduced to be a time in a classroom. He/she implicates in modifying what do inside of the classroom and to organize research actions and of communication that you/they allow to teachers and students to continue learning in virtual atmospheres, accessing pages in the internet, where they find texts, new messages, virtual rooms, orientation possibilities at the distance, etc.

Like this, the Technologies of the Information and of the Communication they start to offer great possibilities and challenges to the students' activities cognitive, affectionate and social and teachers in the different levels of the education, starting from the moment in that there is the incorporation of these in the education universe, in a qualified and gradual way where to the optics of those new perspectives informacionais it identifies the reach of the transformations that those information can process in relation to the acquisition of the inherent knowledge to every process of the human being's development clearly. In that process the teacher has a decisive paper while he wraps up with their students' learning and of the people of the society, precípuamente when leaving of to be that that just teaches and to turn co-aprendente and promoter of the learning that, therefore, close to education contributed to the formation in a new humanity way, in the which the technology is present intrinsic in his daily one.

Methodology:

· In a first moment to approach the subject of the introduction of the Education the Distance, considering her and validating the pertinence of his/her applicability in the professionals' of the Education continuous formation.

· to Analyze the subject of the introduction of the Technologies of the information and of the communication in the education universe starting from the reading of his/her importance in the world entirely.

· to Look for to identify as he/she feels the teaching process - the professionals' of the Education learning, by the revision of literatures and in research addressed to that professional segment.

· to Try to understand as he/she feels the interpretation of the different language types on the part of the professionals of the Education with which he/she has contact now.

· to Discuss in the schedules of collective pedagogic work (HTPC), the importance of the use of the technological resources in the applicability of a differentiated pedagogic action.

· to Create a compound of relationships, that you/they value the individual history of each one, as well as the social context, so that there is a new meaning of the contents supplied at the rooms of classes.

· to Make possible the teacher to understand and to use the virtual atmosphere, in way changing in a professional of the education competent, creative and critical and that he/she also knows as to offer to their students if they transform, transforming the society.

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THE PROFESSIONAL OF THE EDUCATION TO THE OPTICS OF A NEW PARADIGM OF LEARNING.

ABSTRACT:

The present work waives for the paradigm of the Education at the Distance to make possible the professional's of the education autonomous formation, that identifies with the knowledge and he/she has commitment with the learning, to transcend the education universe where the unilateral systemization, mechanics, impels for a positioning static inflexible front to the new knowledge. Therefore we will look for to discuss starting from theoretical foundations, as he/she feels the learning process, formation, that originates a practice pedagogic static, that it despises the vision where each individual through the learning, is inserted in the world as active participant, when adapting of knowledge and techniques, that it makes possible to build him/her in his/her interior an universe of symbolic representations, indispensable to the critical positioning on the one that and as the school it reproduces knowledge, including the point of view of who teaches and of who learns. In way, that the teachers become, therefore, professionals of the education bearers of an information, knowledge collection that allow to focus them his/her ruled pedagogic practice in a hybrid system that make possible to make available the several technological resources to service of their students' learning.

KEY WORDS: Education at the distance, technological resources and learning.

LE PROFESSIONNEL DE L'ÉDUCATION AUX OPTIQUES D'UN NOUVEAU PARADIGME D'APPRENDRE.

RÉSUMÉ:

Le travail présent renonce pour le paradigme de l'Éducation à la Distance pour faire possible le professionnel de l'éducation formation autonome qui identifie avec la connaissance et il/elle a l'engagement avec l'érudition, transcender l'univers de l'éducation où le systemization unilatéral, mécaniques, force pour un positionnement devant inflexible statique à la nouvelle connaissance. Par conséquent nous chercherons pour discuter commencer de fondations théoriques, comme il/elle l'érudition sent traite, formation qui provient un entraînement électricité statique pédagogique qu'il méprise la vision où chaque individuel à travers l'érudition, est inséré dans le monde comme participant actif, quand adapter de connaissance et techniques qu'il rend possible de construire le dans son intérieur le univers de représentations symboliques, indispensable au positionnement critique sur celui qui et comme l'école il reproduit la connaissance, y compris le point de vue de qui apprend et de qui apprend. Dans chemin que les professeurs deviennent, par conséquent, professionnels des porteurs de l'éducation d'une information, collection de la connaissance qui autorise à les concentrer son entraînement pédagogique gouverné dans un système hybride qui fait possible de faire disponible les plusieurs ressources technologiques pour entretenir de l'érudition de leurs étudiants.

MOTS-CLEF: Éducation à la distance, ressources technologiques et apprendre.

EL PROFESIONAL DE LA EDUCACIÓN A LAS ÓPTICAS DE UN NUEVO PARADIGMA DE APRENDER.

RESUMEN:

El trabajo presente renuncia para el paradigma de la Educación a la Distancia hacer posible el profesional de la educación formación autónoma que identifica con el conocimiento y el tiene el compromiso con el aprendizaje, transcender el universo de educación dónde la sistematización unilateral, las mecánicas, impele para un posicionamiento el frente inflexible estático al nuevo conocimiento. Por consiguiente nosotros buscaremos para discutir el arranque de las fundaciones teóricas, como el la aprendizaje siente procesa, formación que origina una práctica la estática pedagógica que desprecia la visión dónde cada individual a través del aprendizaje, se inserta en el mundo como el participante activo, al adaptar de conocimiento y técnicas, que hace posible construir en suyo interior del un universo de representaciones simbólicas, indispensable al posicionamiento crítico en el uno que y como la escuela se reproduce el conocimiento, incluso el punto de vista de quién enseña y de quién aprende. De manera que los maestros se vuelven, por consiguiente, los profesionales de los portadores de educación de una información, colección de conocimiento que permite enfocarlos el gobernó la práctica pedagógica en un sistema híbrido que hace posible hacer disponible los varios recursos tecnológicos para reparar del aprendizaje de sus estudiantes.

PALABRAS-LLAVE: La educación a la distancia, los recursos tecnológicos y aprendiendo.

O PROFISSIONAL DA EDUCAÇÃO À ÓTICA DE UM NOVO PARADIGMA DE APRENDIZAGEM.

RESUMO:

O presente trabalho acena para o paradigma da Educação a Distância possibilitar a formação autônoma do profissional da educação, que se identifica com o saber e tem compromisso com a aprendizagem, poder transcender o universo educacional onde a sistematização unilateral, mecânica, impulsiona para um posicionamento inflexível estático frente aos novos conhecimentos. Portanto buscaremos discutir a partir de fundamentos teóricos, como se dá o processo de aprendizagem, formação, que origina uma prática pedagógica estática, que despreza a visão onde cada indivíduo por meio da aprendizagem, é inserido no mundo como participante ativo, ao apropriar-se de conhecimentos e técnicas, que lhe possibilita construir em seu interior um universo de representações simbólicas, imprescindível ao posicionamento crítico sobre o que e como a escola reproduz conhecimento, englobando o ponto de vista de quem ensina e de quem aprende. De modo, que os professores se tornem, portanto, profissionais da educação portadores de um acervo de informações, conhecimentos que lhes permitam focalizar sua prática pedagógica pautada num sistema híbrido que possibilite disponibilizar os diversos recursos tecnológicos a serviço da aprendizagem de seus educandos.

PALAVRAS CHAVES: Educação à distância, recursos tecnológicos e aprendizagem.