135 - CONTINUING EDUCATION: MANDATORY ACTION FOR GRADUATE PROFESSORS

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This is a fact: professor education must take a prominent position in discussions related to public policy. This concern is observed, revered, assiduously, lately, in the interest of the reforms which are implemented or to be implemented in the teacher formation politic, as well as research and publications in the area, and also in discussions about initial and continuing training courses for teachers. From this perspective, the continuous formation is associated with the process of improving pedagogical practices developed by teachers in their daily work and in their daily school (BERNARDO, 2004).

Accordingly, despite the diverse trends of continuing education for professors, in the Brazilian scenario, Silva & Araújo (2005) mention that the theoretical and conceptual and critical-reflective orientations are seen by different studies as the most suitable for continuing education teachers.

Thus, to discuss the assumptions of teacher formation means wonder how to ensure a proper domain of science, technology and art of teaching profession, essentially taking care of professional competence. Continuing education is necessary not only to try to minimize the shortcomings of the initial studies, but also for being the school a privileged place for the formation and socialization among teachers, where teaching knowledge and skills are updated and developed, performing simultaneously a peer exchange of experiences.

This study becomes relevant due to the need for contextualization of the increasing number of teachers who have completed an undergraduate degree seeking, as a pedagogical resource, the practice of continuing education, as a basic need for their professional practice.

The Brazilian education has been through many changes over the last two decades, especially in the advances made in different fields of knowledge, the curriculum reforms occurred in the 1990s and, in mid-2011, in the use of census systematic reviews in national and state sectors, in the cycles system implementation, among others.

It is noticed that these measures, which are important since they seek to overcome the access problems and try to ensure permanence in public schools, ended up uncovering the fragility of initial teacher training. In this context, this study aims to highlight, in a systematic and effective way, the importance of continuing education for teachers who have completed an undergraduate, when executing this methodological practice in the professional work scenario.

Thus, Gatti (2007) points out that the re-democratization of public education led to the imbalance between the expansion of the vacancies number and the capability of educational institutions to serve students in accordance with expectations. To the extent that school systems could no longer meet the challenges, working conditions were also significantly getting worse, as what happened in the late 1990s, when the training given to the Brazilian teachers did not provide their students with the chance to be successful in school learning.

In Brazil, the actions for continuing professor education were intensified from the 1980s. However, only in the 1990s this training was considered as one of the key strategies for the process of building a new teacher professional profile (Bernardo, 2004). Nevertheless, the operationalization of this methodological practice in Brazil, as stated by Silva & Araújo (2005), has a record, historical and socio epistemological, marked by different trends, which were not formed initially, but they have been emerging from different education and society conception, present in the Brazilian reality.

This paper is a qualitative research, sparked by systematic literary bibliographic review. It was conducted a literature review in scientific journals, in articles from the SciELO database. As selection criteria, it was considered items with bibliographic data that addressed the importance of continuing education for teachers, published from 2005 to 2012.

Therefore, based on the understanding that the continuing education takes place as something dynamic, which goes beyond technical and operational components, this study is classified as important, since it highlights a more organic character to the various formation stages, linked to experiences lived by teachers, assuring them a continuous and progressive learning process.

It is hoped that this research contributes as a stimulus to the formulation of further studies on the subject, given that reflections on this segment can result in bringing new ways to enhance the teaching regarding this process.

CONTINUING EDUCATION EXECUTION PRACTICES AND THEIR PERSPECTIVES

As seen so far, teachers' training is seen as the educator learning experience, who is in a constant process of acquiring knowledge, whether in the initial or continued formation. The goal of learning, here, is to acquire the preparation for the teaching improvement – content learning by students, with their seized due.

Challenges are appointed by Mainardes (2001) as responsible for the successful implementation of such a proposal of teaching organization. The first challenge relates to the current Brazilian educational context, in which the schooling organization, in cycles or continued progression experiences, cannot be deployed as isolated measures, due to the need to formulate, in public education, a broad and consistent educational project, with the definition of pedagogical principles, definition of a common curriculum, investments in continuing training of teachers and strengthening school. The second challenge would be that when "positively" disrupting the conventional graded system, the cycles organization requires larger investments and also more unified actions to ensure appropriate conditions for their enforcement. The final challenge concerns the need to have the education professionals supporting and adhering to the reorganization of the cycles teaching. This accession becomes a key element in order for such a proposal to be really implemented, to the extent that education professionals, especially the professors, are central to the projects and educational programs success, since they are the ones who effectively put them into practice (Mainardes, 2001).

The teacher, during their academic formation, offers a wide range of theoretical and practical knowledge, which leads to the construction of a basis for working in their field. During this period, it is necessary, according to Stefane and Mizukami (2002), to be proposed the learning application of beliefs, values and conceptions of situations from a teacher regular basis.

IMPORTANCE OF CONTINUING EDUCATION

Becoming a teacher today is complex, considering that their professionalization will go through, unquestionably, dynamic processes of construction of meanings related to education, teaching and learning, pointing out, especially in this trajectory, the importance of initial and continuing education, jointed with the social educational reality, enabling the educator to control a lot of knowledge, skills and abilities that make them competent in the teaching profession, and may, then, be considered as an education professional.

This is the scenario: an educational offer only guided by initial training and/or the regular practice accumulated by teachers is not conceived anymore. Change, in the expected way, demands and relies on continued training and, therefore, on the human resources and available technology update. In order to better understand the situation of Continuing Education in Brazil, it was necessary to raise and classify the main models and concepts of this type of training available in the literature. The organizational effort was, undeniable and properly, guided in order to provide a broad overview of the field. On the other hand, it will have little value if it is not considered that no model is in a pure state, usually presenting features from several proposals at the same time (ABAGNANO, 2008).

A very important idea in Continuing Education is that it is needed due to the fact that the initial training presents many limitations and problems, being considered, in many cases, extremely precarious. In this sense, this - Continuing Education - stems from the need to address the inadequacies left by the initial training, which has great impact on teaching. In other words, it is argued that CONTINUING EDUCATION needs to form a teacher who still lacks general and pedagogical knowledge, and also has a few didactic skills. According to proponents of this "deficits" model, the situation gets worse due to the educational demands of a complex society, leading to the need to establish broad and thoughtful policies for teacher training, focusing on improving the quality of education.

In contrast, there are also models that see the importance of Continuing Education as a result of the realization that the educational field is very dynamic, requiring educators to deal constantly with new knowledge about the process of teaching and learning. Thus, this situation requires the conceptual basis and the teachers' pedagogical skills to be constantly expanded and enhanced, so that they can meet the new demands from the profession.

Considering the great information demant that arise all the time, Gatti (2007) points out that new education proposals - upgrading of educational legislation and nine years teaching - may consider that the teacher needs to be in constant training. Thus, the aim of this study is to propose a program of continuing education for teachers who work in the "ordinary course" and believe it is necessary to create reflection moments on their practice or seek new knowledge, as well as for those who are starting this practice.

The contemporary demands changes, adaptations, updates and improvements. Those who do not update themselves are left behind. Globalization, computers, all modern technology is a challenge for those who graduated more than a decade ago. By the time the professor training course is brought back, offering those the minimal conditions for them to perform effectively is necessary, implying a lot of work, knowledge seek and availability of the educator to adapt to new situations encountered in classroom.

FINAL CONSIDERATIONS

Data from this study highlight the work of the teacher as a permanent and very complex challenge, that is why the educator should have a permanent and very complex challenge, in which the educator must have had a solid initial education and also a continuous training to complement and update, permanently, this professional teacher, which does not mean, however, that continued education is built solely through the accumulation of courses, but also that it must have a close and essential relationship with the empirical practice of everyday life experienced in the institutions.

Since continuing education is an essential factor for a constant redefinition of teaching practice, not negating the importance of initial training, which is the basis for professional life development, the teacher must master a series of knowledge that will make him competent in the teaching profession.

Thus, new concepts of continuing education provide the teacher with a vision of their profession role in society, eliminating the mistaken idea that everyone can work as a teacher, since it is seen as a complex activity.

Given the results of the research, when the analyzed bibliography was divided into sections by the practical analysis of the some questions which were asked, it is noticed the allocation of significant value to continuing education, as it enables the development of teaching necessary skills, overcoming, therefore, a lack of professional skills seen in educators nowadays. It was also evident that social demands are constantly being renewed, and the events and investments are responsible for raising the quality of education, because they can make teachers more critical about teaching practices, so that teachers see their flaws and work on improving in their profession.

Therefore, it has been seen in this research, so far, that educators are aware that the needs, problems and searches faced early in their careers are not exactly the same seen at their end, which are formed - built - at different times and with several different factors, thus underlining the need for continuing education during their careers, being able to do what teaching demands and, consequently, setting an aim – significant targeting – for their professional experience.

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CONTINUING EDUCATION: MANDATORY ACTION FOR GRADUATE PROFESSORS
ABSTRACT

This study agrees with the fact that teacher training needs to compulsorily take a prominent position in discussions related to public policies, in order to reveal the obvious need for changes to be implemented, more effectively, in teacher training policy, as well as in researches and publications in the area and in debates about the initial and continuing training of teachers. This paper aims to highlight, in a systematic and effective way, the importance of continuing education for teachers who have completed an undergraduate, when executing this methodological practice in the setting of professional teaching. This study is a qualitative research, sparked by systematic literary bibliographic review in scientific journals, articles in the SciELO database. As selection criteria, it was considered items with bibliographic data that addressed the importance of continuing education for teachers, published between 2005 and 2012. The results of the data analyzed in the study make it clear that the teacher's work is a permanent and very complex challenge, in which the educator must have had a solid initial education and also a continuous training to complement and update, permanently, this professional teacher, which does not mean, however, that continued education is built solely through the accumulation of courses, but also that it must have a close and essential relationship with the empirical practice of everyday life experienced only in school. It is noticed that the assignment of value characterization means something to continuing education, since this enables the development of necessary skills for teachers' professionalization, supplying, in a way, the lack of professional skills, related to competencies, where a great number of current educators are found.

KEY WORDS: Education, Professionalization, Learning

L'ÉDUCATION CONTINUE: ACTION COMPULSIVE POUR LES PROFESSEURS
RÉSUMÉ

Ce travail confirme le fait que la formation des professeurs a besoin d'assumer une position de distinction dans les discussions relatives aux politiques publiques,de forme à révéler notre préoccupation à l'évidente nécessité de réformes qui doivent être implantées plus efficanement dans la politique de la formation des professeurs bien comme dans les enquêtes et publication du domaine et dans les débats sur la formation initiale et continue des professeurs. Cette recherche a comme objectif de montrer, de forme systématisée et effective, l'importance de l'éducation continue des professeurs qui ont terminé leur licence, quant à l'exécution de cette pratique méthodologique sur la scène de l'activité professionnelle du professeur. Cette étude traite d'une recherche qualitative, déflagrée à travers d'une révision bibliographique littéraire systématique dans les revues scientiques, sur des articles de la base de données SCIELO. Nous avons considéré comme critère de sélection, les articles avec des données bibliographiques qui abordaient l'importance de la formation continue pour les professeurs, publiés entre 2005 et 2012. Les résultats des données analysées dans la recherche montrent clairement que le travail du professeur est un défi permanent et de grande complexité. L'éducateur doit avoir une éducation initiale solide et en plus une formation continue qui complète et actualise de forme permanente ce professionnel. Cela ne signifie pas, cependant, que la formation continue se construit non seulement par le biais d'accumulation de cours, devant comporter une relation essentielle et étroite avec la pratique empirique du quotidien apprise à l'école. Nous remarquons, devant cela, que l'attribution de la caractérisation de la valeur possède un sens incontestable dans la formation continue, car celle-ci possibilite le développement d'habilités nécessaires à la professionnalisation du professeur, fournissant, de cette forme, une carence de la capacité professionnelle, relationnées aux compétences dans laquelle se trouve une grande partie des éducateurs.

MOTS CLÉS: Education ; Professionnalisation ; Apprentissage

UNA EDUCACIÓN CONTINUA: ACCIÓN OBLIGATORIA PARA DOCENTES GRADUADOS
RESUMEN

Este trabajo corrobora con el hecho de que la formación de profesores precisa, obligatoriamente, asumir posición destacada en las discusiones relativas a las políticas públicas, de forma de revelar, en esa preocupación, la necesidad evidente de reformas debidas, a ser implementadas, más eficazmente, en la política de formación docente, bien como en las investigaciones y publicaciones del área y los debates acerca de la formación inicial y continua de profesores. Esta investigación tiene como objetivo destacar, de forma sistemática y eficaz, la importancia de la educación continua de profesores que terminaron una graduación, cuando la ejecución de esta práctica metodológica en el escenario de actuación profesional docente. Este estudio trata de una investigación cualitativa desencadenada a través de revisión bibliográfica literaria sistemática, en revistas científicas, en artículos de la base de datos SciELO. Como criterio de selección fueron considerados los artículos con datos bibliográficos que abordaron la importancia de la formación continua para profesores, publicados entre los años 2005 y 2012. Los resultados de los datos analizados en la investigación dejan claro que el trabajo del profesor es un desafío permanente y de gran complejidad, debiendo el educador tener una educación inicial sólida y también una formación continua que complemente y actualice, de forma permanente, a este profesor profesional, no queriendo decir, por lo tanto, que la formación continua se construya solamente por medio de la acumulación de cursos, por tanto, debiendo comportar una relación esencial y estrecha con la práctica empírica de lo cotidiano experimentado en la escuela. Está claro, por lo que, la asignación de la caracterización de valor posee significado indiscutible en la formación continua, ya que ésta posibilita el desenvolvimiento de habilidades necesarias para la profesionalización docente, supliendo, de cierta forma, una carencia de capacidad profesional, relacionadas a las competencias, en donde se encuentran gran parte de los educadores vigentes.

PALABRAS CLAVES: Educación, Profesionalización, Aprendizaje

A EDUCAÇÃO CONTINUADA: AÇÃO COMPULSÓRIA PARA DOCENTES GRADUADOS
RESUMO

Este trabalho corrobora com o fato de que a formação de professores precisa, compulsoriamente, assumir posição de destaque nas discussões relativas às políticas públicas, de forma a revelar, nessa preocupação, a necessidade evidente de reformas devidas a serem implementadas, mais eficazmente, na política de formação docente bem como nas investigações e publicações da área e nos debates acerca da formação inicial e continuada de professores. Esta pesquisa tem como objetivo destacar, de forma sistematizada e efetiva, a importância da educação continuada de professores que terminaram uma graduação, quando da execução desta prática metodológica no cenário de atuação profissional docente. Este estudo trata de uma pesquisa qualitativa, deflagrada através de revisão bibliográfica literária sistemática, em revistas científicas, em artigos da base de dados SciELO. Como critério de seleção, foram considerados os artigos com dados bibliográficos que abordassem a importância da formação continuada para professores, publicados entre os anos 2005 e 2012. Os resultados dos dados analisados na pesquisa deixam claro que o trabalho do professor é um desafio permanente e de grande complexidade, devendo o educador ter uma educação inicial sólida e mais uma formação continuada que complemente e atualize, de forma permanente, este profissional professor, não significando, entretanto, que a formação continuada se construa tão somente por meio da

acumulação de cursos, devendo comportar uma relação essencial e estreita com a prática empírica do cotidiano experenciado na escola. Percebe-se, diante disso, que a atribuição da caracterização de valor possui significado incontestável na formação continuada, já que esta possibilita o desenvolvimento de habilidades necessárias à profissionalização docente, suprindo, de certa forma, uma carência de capacidade profissional, relacionados às competências, em que se encontram grande parte dos educadores vigentes.

PALAVRAS-CHAVES: Educação, Profissionalização, Aprendizado