105 - THE TO BE A TEACHER AND BEING PROFESSIONAL: THE IDENTIFICATION WITH THE KNOWLEDGE AND THE COMMITMENT WITH THE LEARNING.

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INTRODUCTION

The urgent need that the teachers have to review your concepts, your own learning paradigms, of if they notice how you be capable to form opinion, that you/they have as work instrument the knowledge, it should raise in these professionals, an incessant search to know as if they position by the dynamics with that the new knowledge are processed. Though, which one have been noticing it is that not always it is possible to verify this posture in the faculty. Probably not because it presents bad will in relation to the process teaching-learning, but because the work conditions in some schools don't offer the favorable conditions to the conduction of the good acting or still because your graduation formation, didn't propitiate the necessary quality to an effective pedagogic practice.

A lot of times act with the pedagogic practice where the process teaching-learning is static, similar the that in the which you/they were taught, where not always it hovers the passion for the act to teach, what collaborates for us not to notice this moment as opportune for the affective and consequent attainment of changes to embrace significant knowledge. I could observe this problem, that it made unfeasible the full accomplishment of the process teaching-learning, in HTPC's (Schedule of Collective Pedagogic Work), accomplished at a school of fundamental teaching (1st and 2nd Cycle), of the city of Piraju, in the which I made my observations, aiming at my work of conclusion of specialization course in Psicopedagogia.

In agreement with Begler

" The faculty fears the rupture of the status and the consequent chaos and, in this sense, it is necessary to analyze the anxieties of being " nude ", without status, before the student, that appears then with the whole magnitude of a true object to be pursued; he/she should grow up the conscience that the best " defense " is to know what one will teach and to be honest in the valorization than it is known and than it is ignored. A summit of that process is the moment in that that that teaches can say " I don't know " and to admit as soon as really ignores some theme or topic of the same. That moment is of highest importance, because it implicates, among other things, the abandonment of the omnipotence attitude, the reduction of the narcissism, the adoption of appropriate attitudes in the relationship among people, the inquiry and the learning, and the placement as human being front the other human beings and front to the such things like them are ". (apud Weiss, 1996, p.176)

Especially, because the faculty has been presenting certain descaminho and unbalances, with relationship to your professional practice. Practice that should be promoter of transformations in the society, before the construction of new knowledge because, as it demonstrates Ronca (2001), it is *" obligatory to review how we are treating the construction of the knowledge. The phenomena that happen in such complex healthy world that doesn't give more to try to order them in the way how we are accustomed ".* (Ronca, 2001, p.)

Like this, we have still been visualizing today, that the actors involved in the process teaching-learning, same meeting inserted in a partner-historical context, in that so many human activities are being revolutionized, unhappily still they didn't get to notice that this same dynamics should permeate all activities developed in the area educational, same because this avalanche of information to the which the students have contacts now they impel them they question her/it the actions made by the faculty to every moment.

For Paín (apud Fernández, 1991, p.82), *the function of the education can alienate or to free, depending of as it be used, he/she wants to say, the education as such it is not accused of a thing or of other, but the form as this education is scored he/she can have effect of to alienate or to free.*

therefore, it urges that the teachers lead 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 knowledge already embraced, making possible the students to modify them, to enlarge them or to 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 teaches.

Then a new education conception, ruled to 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 persecution in every moment of the educational 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 that plural individual's construction.

According to Begler,

" Teaching and learning constitute steps inseparable dialéticos, 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 by virtue of the second beginning which one cannot teach correctly while it is not learned and during the own teaching " task. (apud Weiss, 1996, p.176).

Before 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 your knowledge in the current moment and as it has been positioning if in embracing of the information that attack him/it daily; to qualify to present pertinent creative solutions to the teaching-learning problems, restructuring your pedagogic practice, in way, to constitute her/it in guideline, that propitiates this teacher to lead of form diferencial the production process and the propagation of significant knowledge, in an approach that allows a valued interaction of the body discente, in this complex tissue that is the process teaching-learning. Because, only starting from the effective search of knowledge, understanding in the as apprentice during a lifetime, it is that can incite our comfortable students of learning, that will make possible him/her to conquer as consequence of that process teaching-learning the elevation of your self-esteem and, ulteriormente the teacher's solemnity-image.

In that sense Fernández (apud Scoz, 1996), *when he/she says that " when rethinking your own histories as apprentice, the educators can understand that is in that interjogo of transfers that the appropriation of the knowledge can take place as transformation ".*

And, still Fernández (1994, p.180),

" If the teacher, while he/she teaches it doesn't get to transmit to your students that he is also learning, that is also discovering things and that he/she likes to discover things, he/she won't offer to the student the possibility that is interested in the object of the knowledge... The teacher has to look until the knowledge object because it interests him/her the social construction of the knowledge; in the measure in that the teacher makes like this him/it, the student's glances and of the void teacher to converge in the object and in the construction of the knowledge ". (Fernández,1994, p.180).

That sorts things out of thinking the process teaching-learning it owes, to contribute for the acquisition, on the part of the faculty, of a singular pedagogic práxis, restructured in a new world approach, of society, inside of a new dynamics in class

room, starting from he/she listens to her, of the study and of the reelaboração in the desenvolvimeno of the syntony of the affective-cognitive aspects, in agreement with the programming currícular, in the which the attainment of knowledge pleasurable happens, integrating affection and cognition in the dialogue with the information. It is to the light of that collective construction that it involves the actors of the educational process, fruit of an incessant search in breaking with the practice pedagogic static, that the teacher's possibility appears to change in a professional of the education.

Like this, to use a methodology co-participativa where all can contribute to the definition of the work to be developed, it will make possible how Nakayama says (2000) *that all those that for the school space, live in constant moments of learnings. Those that get usufruir and to appropriate of that reversibilidade of papers comes out more strengthened and enriched in your 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 participate.* It is also to the saying that Demo (2001), *it is not possible to remove intensely of the learning the sense participativo of who learns.*

JUSTIFICATION

We have for objectives, in this work, to shimmer the minimize of the existent problem in the teaching institutions, with relationship to the difficulties that the faculty presents in the identification with the knowledge and in the commitment with the learning, as well as, in the static teaching-learning model that lives. To understand the reasons that it took him/it to choose for this profession and the form as he/she felt your aprendizagem/formação, which originated your practice hodierna, impels us starting from the visualization of this study, to think and to identify that entail type this teacher joins with your students in the perpassar of your pedagogic practice.

To think on the meaning of to teach for who teaches, as well as which is the function of the accumulated knowledge it should turn clear the paradigm, followed for this teacher. To question this paradigm serves the teacher as perpetuador of a pedagogic practice where the process teaching-learning is static, resembling each other the that in which was taught, where not always it hovers the passion for the act to teach and, that for your time, not noticing this moment as opportune for the affective and consequent efetivação of changes to embrace significant knowledge.

This paradigm despises the vision where each individual, through the learning, organizadamente is inserted in the world as active participant, when appropriating of knowledge and techniques, that makes possible to build him/her in your interior an universe of symbolic representations.

It is visualized starting from this moment the need to make possible the aplicabilidade of a differentiated methodology, coherent and effective, that it promotes a dynamic teaching-learning process, in that the teacher should create conditions so that the cognitive processes grow, therefore the teaching is only effective when in the favorable the road of the development, I process this that requests an intense activity it interns and that it allows to establish relationships between new knowledge and the previous knowledge, using for that the most varied range of available resources.

Then, to adopt the process teaching-learning as diferencial in the life of the alunado, 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 teachers and students an autonomy level in the search of the knowledge and, concomitantemente, to assume a critical posture in relation to the structure of the school and of the society that she represents. For so much, it will be done indispensable a critical positioning on the something 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 embracing, the participation of the family, of the school and of the society.

Therefore, it urges that the teachers review your concepts, your learning paradigms, are noticed as you are opinion formadores, that have as work instrument the knowledge, be urged to an incessant search of the you know necessary to the continuation of your aprendizagem/formação, in way, the if they position in the face of the dynamism with that the new knowledge are processed. Though I think to be necessary that the public power through public politics, create opportunities so that the teachers, conquer base for us to review your concepts, in way, to assist to the longings and the student public's needs.

OBJECTIVES

GENERAL

To provoke reflections, that wake up in the teacher the desire-pleasure for the reading and he/she researches. And, assume critical attitudes in relation to the quality of the construction of the knowledge, that has been offering to your students. And, as it has been positioning if and embraced the information that appear daily.

SPECIFIC

To " think as the teachers can review your own learning models;

To " think the promotion of reflections and discussions that can contribute to modify the attitude of the teacher front to the new knowledge;

To " discuss as formulating an action, that dissipates the unilateral methodology, so that the classes can become more significant the attractive ones.

METHODOLOGY

For the full development of this project, H.T.P.C will be used. (schedule for collective pedagogic works), as rich and opportune moment for us to incite the faculty through group dynamics, techniques of relaxation and reading of literatures connected with the detected problem, that propitiates introspective reflections on how they learned and as they provide to your students (a lot of times without they notice) the same learning model, in which you/they were taught, therefore in agreement with what Neto, Neto and Almeida say (1999, p. 39), these values stay " agglutinated " in each one of us and we usually repeated them without questionamento or we question, demanding these same patterns of our son's conduct and students.

We will look for to think 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 for the contents supplied in the class rooms; to endow of new significance the teacher's action returning him/her the dignity and integrity as human being; to make possible the teacher to change in a professional of the education competent, creative and critical; that also knows as oportunizar to your students if they transform, transforming the society.

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THE TO BE A TEACHER AND BEING PROFESSIONAL: THE IDENTIFICATION WITH THE KNOWLEDGE AND THE COMMITMENT WITH THE LEARNING.

ABSTRACT

Summary: The present work has as focus the study of as feels the identification with the knowledge and the commitment with the learning, of the teachers of the educational universe, that act in the fundamental teaching of the city of Piraju and as they are positioned front to the new pertinent knowledge to the pedagogic area. Starting from theoretical foundations, identified as felt the learning process and the formation, that it originated your practice pedagogic static, that despises the vision where each individual, through the learning, it is inserted in an organized way in the world as active participant, when appropriating of knowledge and techniques, that makes possible to build in your interior an universe of symbolic representations. And, that therefore, it is done indispensable a critical positioning on that and as the school it reproduces this knowledge, as to depart from the study of the point of view of who teaches and of who learns, still embracing, the participation of the family and of the society, that overtime will be analyzed through the answers obtained in interviews accomplished with those actors. During the period of 2006-2007, it will be rendering if the steps that will take to the attainment of that work. pursuing the roads, that will take me to the accomplishment and conclusion of this work.

The reflection on that thematic one, felt starting from the accomplishment of the work of conclusion of specialization course in psicopedagogia, in a school unit of the city of Piraju, opportunity in the which was possible to notice that the teachers were positioned without the due commitment in the schedules of HTPC (Schedule of Collective Pedagogic Work), moment this reserved for studies, elaboration of class plans and debates on how to apply the contents proposed in the plannings. Fact, that created the ambiguity, theory and practice making unfeasible embracing of new knowledge.

Key words: identification, knowledge and commitment.

L'ÊTRE PROFESSEUR ET ÊTRE PROFESSIONNEL: L'IDENTIFICATION AVEC LA CONNAISSANCE ET L'ENGAGEMENT AVEC L'ÉRUDITION.

LE RÉSUMÉ

Le résumé: Le présent travail a comme centre l'étude de comme touchers l'identification avec la connaissance et l'engagement avec l'érudition, des professeurs de l'univers pédagogique qui acte dans l'enseignement fondamental de la ville de Piraju et comme ils sont placés de devant à la nouvelle connaissance pertinente à la région pédagogique. Commencer de fondations théoriques, a identifié comme senti l'érudition traiter et la formation qu'il est provenu votre entraînement électricité statique pédagogique qui méprise la vision où chaque individuel, à travers l'érudition, il est inséré dans une entrée organisée le monde comme participant actif, quand approprier de connaissance et techniques qui font possible de construire dans votre intérieur un univers de représentations symboliques. Et, que par conséquent, il est fait indispensable un positionnement

critique sur qu'et comme l'école il reproduit cette connaissance, comme partir de l'étude du point de vue de qui apprend et de qui apprend, en embrassant encore, la participation de la famille et de la société que la prolongation sera analysée à travers les réponses obtenue dans entrevues accomplies avec ces acteurs. Pendant la période de 2006-2007, il rendra si les pas qui prendront à l'acquisition de ce travail. poursuivre les routes qui m'emmèneront à la réalisation et conclusion de ce travail.

La réflexion sur ce thématique, sentez commencer de la réalisation du travail de conclusion de cours de la spécialisation dans psicopedagogia, dans une unité scolaire de la ville de Piraju, occasion dans le lequel était possible à avis que les professeurs ont été placés sans l'engagement dû dans les programmes de HTPC (Programme de Travail Pédagogique Collectif), moment que cela a réservé pour les études, élaboration de plans de la classe et débats sur comment appliquer le contenu a proposé dans les organisations. Fait qui a créé l'ambiguïté, théorie et entraînement qui font embrasser infaisable de nouvelle connaissance.

Les mots de la clef: identification, connaissance et engagement.

EL PARA SER UN MAESTRO Y SIENDO PROFESIONAL: LA IDENTIFICACIÓN CON EL CONOCIMIENTO Y EL COMPROMISO CON EL APRENDIZAJE.

EL LO ABSTRACTO

El resumen: El trabajo presente tiene como el enfoque el estudio de como las percepciones la identificación con el conocimiento y el compromiso con el aprendizaje, de los maestros del universo educativo que el acto el enseñando fundamental de la ciudad de Piraju y como ellos se posiciona delantero al nuevo conocimiento pertinente al área pedagógica. Empezando de las fundaciones teóricas, identificó como sentido el aprendizaje procesar y la formación, que originó su práctica estática pedagógica que desprecia la visión dónde cada individual, a través del aprendizaje, se inserta de una manera organizada en el mundo como el participante activo, al destinar de conocimiento y técnicas que hacen posibles construir en su interior un universo de representaciones simbólicas. Y, que por consiguiente, se hace indispensable un posicionamiento crítico en eso y como la escuela se reproduce este conocimiento, acerca de parta del estudio del punto de vista de quién enseña y de quién aprende, mientras todavía abrazando, la participación de la familia y de la sociedad que la hora extraordinarias se analizará a través de las respuestas obtenida en entrevistas logradas con esos actores. Durante el periodo de 2006-2007, estará dando si los pasos que tomarán al logro de ese trabajo. siguiendo los caminos que me tomarán al logro y conclusión de este trabajo.

La reflexión en ese temático, arranque de fieltro del logro del trabajo de conclusión de curso de la especialización en el psicopedagogia, en una unidad escolar de la ciudad de Piraju, la oportunidad en el qué era posible notar que los maestros se posicionaron sin el compromiso debido en los horarios de HTPC (el Horario de Trabajo Pedagógico Colectivo), momento que esto reservó para los estudios, elaboración de planes de la clase y debates en cómo aplicar los volúmenes propuso en las planificaciones. Hecho que creó la ambigüedad, teoría y práctica que hacen abrazo impracticable de nuevo conocimiento.

Las palabras de la llave: la identificación, conocimiento y compromiso.

O SER PROFESSOR E O SER PROFISSIONAL: A IDENTIFICAÇÃO COM O SABER E O COMPROMISSO COM A APRENDIZAGEM.

Resumo: O presente trabalho tem como foco o estudo de como se dá a identificação com o saber e o compromisso com a aprendizagem, dos professores do universo educacional, que atuam no ensino fundamental da cidade de Piraju e como se posicionam frente aos novos conhecimentos pertinentes à área pedagógica. A partir de fundamentos teóricos, identificou-se como se deu o processo de aprendizagem e a formação, que originou sua prática pedagógica estática, que despreza a visão onde cada indivíduo, por meio da aprendizagem, é inserido de forma organizada no mundo como participante ativo, ao apropriar-se de conhecimentos e técnicas, que lhe possibilita construir em seu interior um universo de representações simbólicas. E, que portanto, faz-se imprescindível um posicionamento crítico sobre que e como a escola reproduz este conhecimento, a partir do estudo do ponto de vista de quem ensina e de quem aprende, abrangendo ainda, a participação da família e da sociedade, que serão analisados através das respostas obtidas em entrevistas realizadas com esses atores. Durante o período de 2006-2007, estará se concretizando os passos que levarão à consecução desse trabalho . perseguindo os caminhos, que me levarão à realização e conclusão deste trabalho.

A reflexão sobre essa temática, se deu a partir da realização do trabalho de conclusão de curso de especialização em psicopedagogia, numa unidade escolar da cidade de Piraju, oportunidade na qual foi possível perceber-se que os professores posicionavam-se sem o devido compromisso nos horários de HTPC (Horário de Trabalho Pedagógico Coletivo), momento este reservado para estudos, elaboração de planos de aula e debates sobre como aplicar os conteúdos propostos nos planejamentos. Fato, que criava a ambiguidade, teoria e prática inviabilizando o abarcar de novos conhecimentos.

Palavras chaves: identificação, conhecimento e compromisso.