



Impacts of continuing education on teaching in today's society

Impacts of continuing education on teaching practice in contemporary society

Impacts of continued education on teaching in current society

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SUMMARY

The teacher training process is complex and multifaceted, as teachers need to be in a constant search for qualification so that they can always be up to date with new possibilities and tools that can be incorporated into their practice. This literature review article addresses this process, with the aim of understanding the impacts caused by continuing education for teachers on their teaching practice. The general objective of this work is to discuss the impacts of continuing education on teaching practice in today's society. The specific objectives are to define the concept of continuing education; discuss the main difficulties encountered by teachers in carrying out this training process; and present the main gains provided by an effective continuing education process.

Keywords: Continuing education. Teacher. Learning. Education.

ABSTRACT

The process of teacher education is complex and multifaceted, as it requires a constant pursuit of professional development in order to remain up to date with new possibilities and tools that can be incorporated into teaching practice. This literature review article addresses this process with the aim of understanding the impacts of continuing teacher education on classroom practice. The general objective of this work is to discuss the impacts of continuing education on teaching in today's society. The specific objectives are to define the concept of continuing education; discuss the main difficulties faced by teachers in carrying out this formative process; and present the main benefits provided by an effective continuing education process.

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ABSTRACT

The teacher training process is complex and multifaceted, as this needs to be in a constant search for qualifications to be able to stay up to date with new possibilities and tools that can be incorporated into your practice. This bibliographic review article addresses this process with the objective of understanding the impacts caused by the continuous training of teachers in their teaching career. The general objective of this work is to discuss the impacts of continued training on teaching work in current society. As specific objectives, it is intended to delimit the concept of continuous form; discuss the main difficulties encountered by teachers in carrying out this training process; and present the main benefits provided by an effective continuous training process.

Keywords: Training continues. Teacher. Learning. Education.



1. INTRODUCTION

The teaching profession is bordered by a need that, despite being inherent to most of the existing professions, it is emphasized in a considerable way, which is the need for continued teacher training. This process aims to complement the initial training of this professional and keep him/her updated on new teaching possibilities learning to updated resources and new teaching methodologies to improve their teaching praxis.

And this need for training, which in fact always existed, was intensified in modern society due to some variants such as, for example, updates of existing technological tools, as well as teaching methodologies and changes in teaching praxis of the teacher, where he is no longer the exclusive holder of knowledge as has been the case for centuries, now becoming the mediator of the learning process focusing mainly on the student.

The methodology adopted for the development of this article is classified as being a bibliographical research, which carried out a systematic analysis of the existing literature, with the aim aim to construct a concise and current text that addresses the impacts on teaching practice which are brought about by the continuing education of teachers in contemporary society.

The justification found for carrying out the study is based on the need to discuss this process of continuing education, highlighting the positive impacts brought by him to teach in the connected society in which we live and where the process of teaching and learning takes on new and evident contours, which require a process of teacher update so that it does not become obsolete.

The general objective of this work is to discuss the impacts of continuing education on teaching in today's society as a specific objective hopes to delimit the concept of continuing education; present the main difficulties encountered by teachers in the implementation of this training process; present the main gains provided by a effective process of continuing education.



2. THEORETICAL FRAMEWORK

The theoretical framework discussed here is the main body of the work, at which point sought to construct a concise text that could respond to each of the objectives specific chosen for this work, for this, a broad research was carried out in the available literature on the topic that will be presented below where each of the specific objectives is answered in a different subtopic.

2.1 Concepts and delimitations of continuing education

Continuing teacher training is a fundamental process to ensure quality of education in any educational system. It goes beyond the initial training acquired in undergraduate courses, being a permanent requirement in view of the constant transformations social, technological and pedagogical changes that impact educational practice. In a world in constant change, the teacher cannot limit himself to the knowledge acquired during his graduation, it is necessary to continually update oneself to respond effectively to the demands of students and society.

This training is understood as a permanent process of improvement. professional that occurs throughout the educator's life, considering their needs concrete, contexts of action and educational objectives. Continuing education can take on different formats, such as extension courses, specializations, workshops, groups of study, collaborative projects and reflective practices developed within the school itself. More than an accumulation of new content, this process should promote the redefinition teaching practices and strengthening the professional identity of teachers.

The importance of continuing education is directly related to the appreciation of teacher and the recognition of his/her performance as an essential element for learning of students. According to Nóvoa (1992, p.111), it is necessary to "move from a logic of training conceived as the acquisition of knowledge and skills for a logic of construction of a professional identity that asserts itself in the collective, in the exchange between peers, in the analysis of practices and active participation in school". Thus, the training process must be integrated into school routine and contribute to the development of a more critical and reflective practice.

Continuing education is also intrinsically linked to the concept of teacher researcher, who appropriates his practice as an object of analysis and transformation. This perspective values teaching experience and promotes the production of pedagogical knowledge based on the teacher's concrete experience. Freire (1996, p.58) argues that "teaching requires research", stating that curiosity, investigation and reflection are components inseparable from teaching activities committed to the emancipation of subjects.

In this sense, it is essential to highlight that continuing education should not be understood as a one-off event and disconnected from school reality. On the contrary, it needs to be connected to everyday practices, the actual curriculum of schools and the needs local. As Gatti (2009, p.82) points out:

Continuing education must no longer be thought of as a one-off action, disconnected from teaching practice and the institutional and social conditions of work in schools. It is necessary to move towards a conception of education as a permanent process, linked to the concrete demands of the school, to political-pedagogical projects and to the construction of learning communities among teachers. When this occurs, the teacher ceases to be seen as a passive receiver of information and begins to be recognized as an active subject and producer of pedagogical knowledge, capable of transforming his own practice and, consequently, the context in which it operates."

The quote above highlights the importance of ongoing training integrated with school and the teacher's daily life. In this sense, public policies aimed at professional development of teachers must consider the specificities of each reality educational, promoting collaborative training spaces, where teachers can share experiences, reflect on their challenges and collectively build solutions for the problems they face in the classroom.

Furthermore, continuing education needs to be a State policy, with continuous and well-planned investments, ensuring that all teachers have access to quality training opportunities. This also includes career development teaching, with better working conditions, time for study and planning, as well as professional recognition. When teachers feel supported and valued, there are greater chances of involvement in significant formative processes.

It is also important to emphasize that continuing education contributes to the strengthening teaching autonomy, encouraging critical capacity and decision-making more informed pedagogical decisions. According to Tardif (2002), teaching knowledge is

built at the intersection between academic training, professional experience and school context. Therefore, any training action needs to consider these dimensions, respecting the trajectory and knowledge already established by teachers.

One of the main criticisms of continuing education promoted by organizations educational is that many of them still follow a transmissive model, disregarding the active listening of teachers and the appreciation of their knowledge. When promoting a training that imposes standardized content without dialogue with the educator's reality, there is a risk of generating demotivation and discredit in the training processes. About this, Imbernón (2010, p.2) states:

Ongoing teacher training must be based on the premise that teachers are individuals who think, feel, act and transform. This implies building training processes that involve teachers in meaningful experiences that are connected to their daily practice and that promote collective reflection and the construction of contextualized knowledge. It is not just about teaching new techniques, but about fostering processes of personal and professional transformation, in which teachers can better understand their role and enhance their educational action with meaning and criticality.

In short, continuing teacher training is an essential dimension of professionalization of teaching and improvement of the quality of education. It must be understood as a right of teachers and as a collective commitment of educational institutions and education systems. For it to be effective, it is necessary that is aligned with teaching practice, involves subjects in the training process and promotes collaborative construction of knowledge, always in dialogue with the concrete challenges of the school and of society.

2.2 Main difficulties encountered by teachers in carrying out training continued

Although continuing teacher training is recognized as essential for the improvement of pedagogical practice and improvement of the quality of education, its implementation faces several obstacles. Many teachers, even aware of the importance of this process, encounter numerous barriers that hinder their active and reflective participation in the training activities proposed throughout their professional career.

One of the main difficulties faced by teachers is the lack of time. long working hours, associated with administrative demands, lesson planning,



correction of activities and support for students and families, leaves little room for dedication to training moments. In addition, many teachers need to supplement their income taking on multiple classes or shifts, which further aggravates this limitation. This overload prevents the teacher from fully engaging in more formative processes demanding and continuous.

Another challenge is the lack of institutional appreciation of continuing education. In various education networks, training processes are still not treated as part of the teaching career, but as complementary or optional activities. This results in the absence concrete incentives, such as career progression, bonuses, reduced working hours or formal recognition. Thus, many teachers do not see training as a priority or as something that can, in fact, transform your professional reality.

There is also the difficulty of accessing quality training, especially in rural or peripheral contexts. The centralization of training activities in capitals or in larger urban centers exclude teachers from more remote regions, who often do not are able to cover the costs of travel, accommodation and food. In addition, Furthermore, limited access to technological resources may prevent participation in courses at distance, increasing the inequalities already present in the educational system.

Another critical point is the inadequacy of the training content and methodologies. Often, the courses offered follow expository and decontextualized models, which do not address the real challenges faced by teachers in the classroom. The absence active listening and spaces for exchanging experiences ends up making training something merely bureaucratic. As Gatti and Barreto (2009, p.45) state:

It is still common to observe that the continuing education offered by education systems or institutions outside the school routine presents a verticalized structure, based on the logic of transmitting theoretical knowledge, without considering the empirical knowledge of teachers, their contexts of work and the real training needs. This approach tends to generate disinterest, a feeling of wasted time and the impression that the training does not effectively contribute to improving teaching practice. The challenge is to develop training proposals that value listening, dialogue and the collective construction of pedagogical knowledge, in order to make teachers the protagonists of their own professional development.

In addition to structural and methodological limitations, many teachers face personal resistance to continuing education, caused by previous frustrating experiences or due to a negative view regarding the usefulness of the courses offered. This resistance can be



reinforced by a school culture that devalues critical training and dialogue between peers. In some contexts, the idea still prevails that “to form” is synonymous with “to correct” failures”, which creates an environment of fear or guilt regarding participation in training.

Another relevant factor is the absence of a collaborative culture in schools, which makes it difficult to create learning communities among teachers. Many institutions still operate under a fragmented logic, in which each teacher works in isolation, without regular spaces for the exchange of knowledge, reflection on practice or planning set. Continuing education loses strength when it does not find fertile ground to grow take root and grow within the school environment itself.

Precarious working conditions also directly affect employee engagement. teachers in the training processes. Low salaries, lack of infrastructure, lack of teaching materials and contractual instability are elements that undermine enthusiasm and motivation of teachers. As Imbernón (2010, p.88) rightly observes:

Teachers cannot be required to actively engage in continuing education if they work in a context that does not value their work, that denies them minimum conditions of professional dignity and that overloads them with administrative and curricular demands. Continuing education will only make sense if it is linked to a broader educational policy that values teachers, which includes adequate remuneration, a structured career, time for study and institutional support.

Otherwise, discourses on training tend to become rhetorical and distant from the reality experienced in schools.

The lack of monitoring and evaluation of training is another problem recurring. Courses are often offered without any subsequent monitoring about its impacts on teaching practice. Without systematic feedback, the opportunity is lost to improve training processes and recognize advances made in the performance of teachers. Training needs to be understood as a continuous cycle that includes diagnosis, planning, execution, monitoring and evaluation.

Finally, it is important to highlight that public policies for continuing education do not are always built with the active participation of teachers. They are often developed in a centralized and vertical manner, disregarding the voices of educators. This lack of listening compromises the effectiveness of training actions and contributes to distancing between theory and practice.



2.3 Main benefits provided by an effective continuing education process

Continuing teacher training is an essential pillar for the consolidation of a quality education. When carried out effectively, planned and articulated with the reality of schools, it contributes significantly to the professional growth of teachers, the improvement of pedagogical practices and, consequently, for the improvement of student learning. The benefits of a well-structured training process go beyond the individual dimension and positively impact the school collective and the educational system as a whole.

One of the main gains is related to the strengthening of identity teaching professional. By participating in training that values practical experience, encourage critical reflection and promote dialogue between peers, the teacher becomes recognize as an active subject in the educational process. He ceases to be just an executor of content and assumes himself as a researcher of his practice, capable of redefining his performance light of new knowledge and challenges.

Effective continuing education also contributes to improving the quality of teaching. Through strategies such as pedagogical workshops, study groups, training in service and technical advice, teachers have the opportunity to improve their methodologies teaching, diversify teaching strategies and better understand the specificities of their students. This is directly reflected in increased student engagement and higher learning levels.

Another important benefit is the development of pedagogical autonomy. When the training process considers local contexts, school realities and needs of teachers, a situated training is promoted, which respects and enhances the teaching protagonism. From this perspective, the teacher feels empowered to take safer and more informed decisions regarding planning and conducting the process of teaching and learning.

Furthermore, continuing education provides spaces for dialogue and construction collective knowledge, strengthening bonds between educators and creating a culture of collaboration within the school. This constant exchange of experiences contributes to overcoming of common challenges and promotes more innovative and contextualized pedagogical practices. As Gatti and Barretto (2009, p.4) state:



When continuing education is well planned and structured, based on the real contexts in which teachers work, it becomes a privileged space for sharing experiences, collectively constructing solutions, and strengthening pedagogical practices. From this perspective, teachers stop working in isolation and become part of learning communities, where knowledge is constructed in a dialogical, critical manner, committed to transforming the school reality. It is in this environment that teacher identity, autonomy, and commitment to quality public education are strengthened.

Continuing education is also directly related to the appreciation of teacher. Participate in training processes that recognize teaching knowledge, offer adequate study conditions and provide career advancements contribute to increasing professional self-esteem and motivation for work. This impacts not only the performance in the classroom, but also the permanence of these professionals in teaching, combating teacher dropout.

In the field of school management, continuous training enables teachers take on more active and participatory roles in the school's pedagogical decisions. They become strategic agents in the planning, evaluation and development processes projects, contributing to a more democratic and collaborative management. This engagement collective strengthens the institution's political-pedagogical project and consolidates a more integrated education.

Another relevant gain is the teacher's ability to deal with diversity and contemporary classroom challenges, such as issues of inclusion, changes technological, new literacies and sociocultural transformations. By being continually in training, the teacher expands his theoretical-practical repertoire and feels more prepared to welcome the different realities of students, promoting an education more equitable and meaningful.

In relation to student learning, successful continuing education has direct and measurable effects. Research shows that the continuous qualification of teachers is among the factors that most positively influence student performance. As highlights Imbernón (2010, p.44):

It is important to understand that continuing education is not only an individual benefit for the teacher, but an essential investment for the education system as a whole. When teachers develop professionally, they teach better, relate better to students, adapt their strategies more competently and promote more meaningful learning. Therefore, it is essential to ensure that this training is ongoing,



contextualized, reflective and linked to the real needs of school practice. Only in this way will it be possible to achieve a true transformation of education.

Finally, effective continuing education favors pedagogical innovation by stimulating teachers to experiment with new approaches, technologies and methodologies in the classroom class. In a world in constant transformation, where students are increasingly connected and demanding, it is essential that the teacher is also constantly movement, seeking to update and reinvent its practice.

3 FINAL CONSIDERATIONS

We have reached the end of this work with great findings about ties provided in the process of continuing teacher training, at which time we can say that the objectives that were outlined at the beginning of the leaving writing were fully achieved.

It was noticed, for example, that the continuing education process has a delimitation extremely broad as it is not limited to the complementary study process that the teacher goes through after graduation but is linked to his teaching practice and there is a process of formation and construction as a social and cultural subject that seeks to improve itself within their profession.

Education diary is one of those that have a continuous informational need extremely relevant because it requires teachers to always be looking for new knowledge and teaching methodologies to make your teaching and learning practices increasingly assertive towards their students, incorporating this process into the use of new methodologies and technologies that aim to facilitate this process.

What was also noticed was that there are a large number of challenges that permeate this because they need to be resolved or at least mitigated so that the process continuing education occurs in the way it needs to be developed, making this teacher has access to resources and training tools that help him/her in the learning process intervention.

To do this, he needs to have a training process that is realistic to the resources and possibilities that he finds in his work environment because continuing education disconnected from this premise is not effective because the teacher cannot adapt it to reality to your demands.

All of this needs to be developed so that the various benefits provided through continued training can come to light and teachers can improve and become stay up to date with the new 21st century students who need to be motivated to participate in the learning process and become protagonists of it.

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