

THE UTILITY OF NEW ICTS IN THE EDUCATIONAL PROCESS AND THE PRACTICE OF TEACHERS AT JOÃO RODRIGUES DE MELO BASIC EDUCATION SCHOOL IN THE CITY OF AMONTADA-CE

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Summary

This scientific article addresses the usefulness of new technologies in the educational process and the practice of teachers at Escola de Educação Básica João Rodrigues de Melo in the city of Amontada-CE, therefore, the primary objective is to investigate the usefulness of new ICTs associated with practice of teachers in the classroom. For this, the following instruments were used: observations and records of teachers' practice during a week, with the aim of identifying the use or ways of using technological resources in their classrooms. After this first method, an interview with open questions was applied involving managers, teachers and students from the aforementioned school. With this, it can be seen that although the school has a computer laboratory made up of 05 computers, 04 of which work well and also 01 data show, 01 speaker, cable internet and other technological resources, a large portion of teachers have not yet considered the use of such means. Therefore, it is necessary to take a different look at the importance of technologies for learning by many school teachers, given that according to students, multimedia attracts their attention more easily.

Key words:Technologies. Teacher. Utility.

Abstract

This scientific article addresses the usefulness of new technologies in the educational process and the practice of teachers at the João Rodrigues de Melo School of Basic Education in the city of Amontada-CE, so the primary objective is to investigate the usefulness of new ICTs associated with the practice of teachers in the classroom. For this, the following instruments were used: observations and records of teachers' practice during a week, in order to identify the use or ways of using technological resources in their classrooms. After this first method, an interview with open questions was applied involving managers, teachers and students of the school mentioned above. With that, it can be seen that although the school has a computer lab composed of 05 computers, 04 of them with good functioning and still 01 show date, 01 speaker, cable internet and other technological resources, a large portion of teachers have not yet focused on the use of such means. Thus, it is necessary to take a different look at the importance of technologies for learning by many teachers at the school, given that according to students, multimedia attracts attention more easily.

Keywords:Technologies. Teacher. Utility.

1. Introduction

It is known that, with the globalization of the world in all aspects, technology has constantly evolved and managed to attract the attention of children, young people, adults and even elderly people, this cannot be denied.

On the other hand, some organizations that have all these age groups as their clientele have not yet adapted to such technological evolution and this has caused a certain regression to what is experienced in contemporary times, with school education being one of these organizations that still faces arduous difficulties in adapting the use of technologies for pedagogical purposes.

It cannot be denied that education still needs to reflect on its teaching practices in relation to the use of new technologies, as what is clear is that many teachers do not feel prepared to deal with this new pedagogical dynamic, while students already have a significant and even beyond normal command of the knowledge of the resources that make up the technology.

This shows that teachers need to increasingly seek contact and knowledge of these resources so that they can use them as a pedagogical means, streamlining their classes and interacting better with the student, otherwise the teacher will simply be educated by the student, where it is argued that teacher and student should interact so that the teacher guides the student towards knowledge, however when it comes to technology, this is not what is happening in many Brazilian schools, especially in the school researched.

Based on this discussion, research was developed at the João Rodrigues de Melo School of Basic Education in the city of Amontada, state of Ceará, based on the theme of the usefulness of new technologies in the educational process and the practice of teachers at the João Rodrigues de Melo School of Basic Education. Melo from the city of Amontada, with the aim of investigating the usefulness of new technologies in the classrooms of that school and also analyzing the pedagogical practice of teachers working there.

To carry out the aforementioned research, procedures were used such as: observation in the classroom and in the computer laboratory for a week and also the recording of these observations in relation to the practice of school teachers regarding use and forms of use of the technological resources available to the school. The 2 managers, 10 of the 20 teachers and also

some students from the aforementioned school, with the aim of discovering the usefulness of the technological resources existing at the school for the pedagogical practice of its teachers.

2 Theoretical foundation

2.1 New tics and their contribution to the teaching-learning process

Education every day calls for the adoption of technological resources, however these elements have not been so accepted by many education professionals. From this perspective, it cannot be said that teaching will be able to evolve without mass acceptance of emerging technologies.

Because the students themselves feel this need and many teachers already present testimonies of the evolution of learning when using such technological resources in the classroom.

For these reasons, technology should be more studied, known and applied in the classroom. Technology should serve to enrich the educational environment, enabling the construction of knowledge through active, critical and creative action on the part of students and teachers (MORAN, 1995).

The classroom environment will be much more reproductive and will become much richer when technology enters it and a pedagogical method is created, therefore, teachers would be the main responsible for this action and consequently for this great achievement that would only favor the education and the evolution of learning.

But the simple presence of new technologies at school is not, in itself, a guarantee of higher quality in education, as apparent modernity can mask traditional teaching based on the reception and memorization of information (GATTI, 1993).

In this way, it is understood that taking technology into the school does not mean that it will be taking methodologies involving technology, as many schools have numerous technological resources and are not used by teachers nor known by many of them, therefore, it is not worth It's worth talking about technology in education if we don't talk about its application for the benefit of learning and innovation.

What we see nowadays is that many professionals do not recognize the uses of technology or even recognize them but prefer to remain intact and monotonous rather than trying to adapt to these new pedagogical-technological trends arising through technology, while others focus heavily on search for knowledge and use of these trends in

teaching-learning process in search of better results in terms of knowledge. Based on this ideology Litwin, (1997) states that

Regarding technology, there are different proposals: those who praise it without considering its risks and limitations; those who criticize without rescuing positive aspects. Examining these current positions implies rethinking the place we give it, envisioning horizons for its possible uses in the educational system and consciously adopting a determined position (LITWIN, 1997, p. 94).

When it comes to the proposals mentioned above, it is clear that there are two sides of the coin, that is, there are education professionals who are still in the same place, teaching through chalk and a blackboard, on the other hand, there is another portion of these professionals who They follow all technological developments and take them to the classroom as a method and pedagogical resource.

Therefore, it is necessary to urgently reflect on how to bring technology to the classroom with the aim of benefiting teaching and learning. Furthermore, it is necessary to use digital resources that enable meaningful and effective learning, in order to achieve this. , it will only be possible if educational agents shed their insecurity, as well as their prevailing complacency and open themselves up to emerging technological innovations.

In these situations, it is possible to detect cases of teachers who go through a series of training and training on how to use technology for teaching, but do not adhere to the techniques of this use for the benefit of student learning, which is why Soares (2006) claims that

Teachers, although trained by programs to encourage the use of information technology at school, find themselves trapped in the pedagogical routine of content, National Curricular Parameters and commitments to assessment systems, and leave the innovations and autonomy that information technology could bring to the background. to your work. Students, in turn, depend on teachers and management to access the computer laboratory (SOARES, 2006, p. 113).

In this way, a theory without practice will be of no use, given that, according to Sores, the use of information technology in the classroom would enable autonomy and good results in the teacher's practice, as well as for the evolution of knowledge on the part of the student.

However, even though they are qualified to handle technological resources, many teachers prefer to remain neutral in the face of so many possibilities in front of them. As a result, education does not evolve in its integrity, however, there is hope that all these teachers who go through a training process can do justice to their pedagogical practice, taking into account the need to insert new teaching strategies based on the usefulness of digital media.

The teaching and learning process is highly dynamic. It can be said that it is not so simple to act and achieve success with all this dynamism that involves

the educational scenario. It is clear that many schools have made efforts to achieve good results.

From this perspective, Wesz (2016) states that it is the role of school institutions to promote the knowledge of students who belong to them in a responsible and mandatory manner. Faced with this situation, it can be seen that several attempts are devised and implemented in search of an education that trains citizens capable of entering the job market, as well as society, so that such subjects feel autonomous and capable of resolving situations. -problems of varying levels.

One of these attempts is carried out through digital technologies, as they present a series of possibilities and resources that can contribute significantly so that learning can flow within school environments through direct contact, both on the part of teachers and students. .

It is through this contact, this interaction that active methodologies emerge, as one of the paths in the search for this appropriation of knowledge, as they can and should be directed with the combination of Technologies in the educational process since we live in a totally connected world. (WESZ, 2016, p.43)

Digital technologies, in contemporary times, are of great importance for the teaching and learning process, as they present a range of tools that can be explored with the aim of facilitating the teacher's pedagogical practice and consequently generating significant learning in students. Furthermore, humanity, in general, lives connected for a long time during the day. For this reason, digital technologies have an intrinsic relationship with teaching and also with learning.

It is important to highlight that many teachers today are turning to digital technologies in order to improve their classes and achieve successful results from their students.

2.2 Technological resources and teaching practice

Technology is full of resources that can assist in a very productive and consistent way in the teacher's methodological practice, such as the computer, Datashow, DVD and others, not to mention the internet which is the main source of knowledge. But what we see is that these resources are not always explored as they should or are not even explored by some teachers to improve teaching. With regard to teaching and the use of pedagogical resources by teachers, Haidt (2003) says that

The teaching relationship is a communication relationship par excellence, which aims to form and inform. Instruments that can fit into this dynamic always have the possibility of serving teaching: books, videos, photographs, computers and others are ways of communicating knowledge and, as such, are of interest to education (HAIDT, 2003, p. 277).

Teaching, through pedagogical resources, has the possibility of improving knowledge. And when it comes to technological resources, the computer enters the scene as one of the means widely used for the dissemination of information and knowledge. Therefore, the use of the computer as a pedagogical resource is a tool that can strongly influence the improvement of teaching practice and the progression of learning.

Almeida (2001); Mercado (2002); Moraes (2000) recognize the potential of the IT area, agreeing that computers can greatly benefit the school education process.

So, it is obvious that the computer is a resource of great importance for teaching and student learning, as the authors rightly stated above, but there is a contradiction when it comes to the forms of use and the objectives of using this machine, especially when it comes to its use without a minimum of planning or objective when taking it to the classroom, this way the computer will not be useful for the progression of teaching.

(...) the isolated and disjointed presence of computers at school is never a sign of quality teaching; By comparison, the existence of some ultra-modern tomography and magnetic resonance imaging devices in a given hospital or health network does not, in itself, express the general quality of the service provided to the population. We need to be very alert to the risk of computers becoming the golden calf to be worshiped in Education. (CORTELLA, 1995, p. 34).

The computer has great importance for the teacher's pedagogical practice, however such importance is not always given to this technological and pedagogical tool, as in some cases the computer is used without the slightest preparation and planning, thus making its use isolated from the objectives. educational and this is not recommended and is not very useful for the progress of learning.

When trying to use any pedagogical resource in the classroom, there must be a whole process of planning and organization, so that an aspired goal can be reached. School education, nowadays, needs more creators of the use of technological resources in the classroom. Based on school education and technology, Alonso (2008) says:

In the experiments proposed for schools, those [...] relating to the more intense use of computers/ICT stand out. Along with purchasing equipment, *software*, among other artifacts, teacher training programs and/or projects are created, with the aim of transforming daily school life. The incorporation of ICT by schools is intended to be a catalyst for significant changes in student learning. (ALONSO. 2008, p. 749).

For Alonso, the computer and its respective programs are one of the proposals that stand out both in terms of sale and use, with the aim of transforming the daily life of the classroom, which often becomes monotonous and without motivation, and this leads to a return to the system education. Therefore, it is important that these technological tools become more intense in teaching practice.

Final considerations

New ICTs are very important for the teaching-learning process, as their use in favor of learning enables a major transformation of the teacher's pedagogical practice, and without a doubt these information and communication technologies are considered facilitating tools for the interaction between teacher and student, thus making classes more dynamic and creative.

In this way, the teacher teaches and the student learns, as it is a tool that attracts and relaxes the student and, above all, it is a tool that energizes and improves the teacher's pedagogical practice, making classes more attractive and welcoming.

Based on the idea that technological resources should be used more intensely and appropriately in the classroom, it is necessary for today's teachers to reflect on their pedagogical practices regarding the use of technological resources in their classes.

Based on the above considerations, it can be seen that the João Rodrigues de Melo Basic Education School still needs to adhere to the practice of using technological resources in the classroom, as some teachers are still in the process of adapting, others do not have the minimum of intimacy with such resources.

This proves that technology is not yet a tool for general use in schools with the aim of improving teaching, as just like this school, it is possible to find others in the same situation.

Therefore, it is important that teachers recognize the importance of using such technological resources to improve their practices and from then on begin to

adapt to the use of these tools in their classrooms, as it is a way of attracting students, as they actively master the technology.

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