TEACHER TRAINING AND ACTIVE METHODOLOGIES

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Summary

Goals: This article deals with active methodologies and teacher training to work with new information, new methodologies, which are necessary to monitor student interest in more interactive and motivated teaching. It can be seen that basic education in Brazil is increasingly presented in a transformed way in the face of the dynamism of a society that transforms every moment with the information received in this era of globalization where competition with the media already permeates the school space, demanding that education space a constant reconstruction of its guidelines required by society as a whole. Given the development of human thought dispersed in different ways of understanding people, this leads to necessary changes in order to put education on a contemporary level.**Conclusion:** The bibliographical research uses several authors who have dedicated themselves to the topic and concludes that there is a need for teacher training to act in this new mentality of education that requires a change in perception of how to teach based on the student's needs and desire to learn.

Key words: Active Methodologies. Training. Teacher.

Abstract

Objectives: This article deals with the active methodologies and the training of teachers to work with new information, new methodologies, which are necessary to follow the student's interest in a more interactive and motivated teaching. It is evident that basic education in Brazil is being transformed every day, due to the dynamism of a society that is constantly changing with the information received in this era of globalization, where competition with the media already permeates the school space, demanding from this educational space a constant reconstruction of its guidelines required by society itself as a whole. In the face of the development of human thought dispersed in the various ways people understand, this leads to necessary changes in order to place education at the level of contemporaneity.**Conclusion:**The bibliographical research resorts to several authors who have dedicated themselves to the theme and conclude that there is a need for training teachers to act in this new mentality of educating, which requires a change in perception of how to teach based on the student's needs and will to learn.

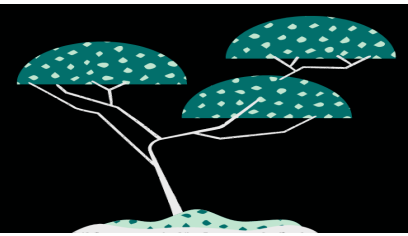**Keywords**: Active Methodologies. Formation. Educator.

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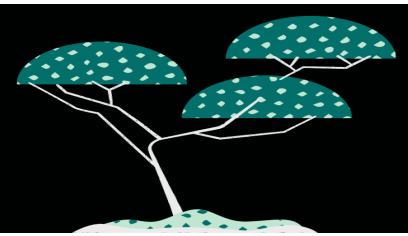
1. Introduction

In the knowledge society, learning requires a critical, creative, autonomous learner with the ability to form opinions. In this sense, several studies have emerged pointing out new methodologies that intend to invest in the training and preparation of students to exercise their autonomy, including Active Methodologies that use problematization as a goal to motivate the learner to develop reflections of ideas through the problem presented, relating its history, its reality, providing the opportunity for a reframing of its discoveries so that it can be applied in practice. Problematization leads the student, or participant in activities, to reflect on the information, producing knowledge with the aim of resolving doubts and concerns related to the problems faced, the challenges, thus promoting their own development through construction and reconstruction. of knowledge.

This bibliographical methodology article aims to reflect on active methodologies and teacher training in the face of new information, as, for learning, it is important that participants are prepared to take on more participatory teaching, where participants already interact with each other. , especially that there is proximity between teacher and student, as learning takes place in the relationships formed, in the exchange of affection, in motivation and commitment to achieving the objectives set. In relation to achievement, it is understood as the role of the school to train its students in order to guide them in achieving their aspirations, especially in the professional field, without leaving aside training as citizens, with values, principles and ethics.

Teaching needs freedom to progress, to have the option of creativity and construction of knowledge, spontaneously, without being asked to respond to what he really knows and has absorbed with associations from his experience. There is no longer room for memorized and meaningless answers for those who respond. In this sense, learning will only have value if it is sufficient to allow the student to develop freely, exploring their potential.

In this sense, the question arises: has teacher training often been considered based on technical criteria that aim, firstly, to meet the need to change paradigms by incorporating new information?

The opportunity for reflection provided to the teacher is very important, as education is no longer treated as something stagnant, where a curriculum is drawn up that must be followed without changes, the new reality requires reflection and action from teachers, so that it is

The interests of students are treated at school, in the classroom, by following a programmed content, but without allowing this content to be foreign to the reality of those involved.

2 Theoretical foundation

2.1 Teacher training

According to Cunha (2003), teacher training has been, especially since the 1990s, the subject of many discussions. This is the reason that gave rise to much research centralizing investigations, seeking to find "good teachers", "competent teachers", "reflective teachers", that is, educators who, in the classroom, present a pedagogical practice consistent with progressive conceptions of education.

However, research has revealed how the pedagogical practice of these professionals can be redefined in light of new concepts of education. Garcia (2003, p.22), talks about the subject, saying that "teaching, if considered a profession, is necessary, as in other professions, to ensure that the people who practice it have professional competence".

It is necessary to emphasize that for a long time official training was not concerned with encouraging the relationship between theory and teaching practice. Initially, he was content with "recycling" the educator, discarding his real knowledge, introducing the new disconnected from the old, offering quick and decontextualized courses, in addition to lectures and sporadic superficial meetings (GARCIA, 2003).

In the reflections of Garcia (2003) it is still found that later, consistent with the historical moment in which the conception of education was going through, he was content with "training" the educator with the modeling of behaviors as the central axis, triggering actions only for specific purposes. mechanics. The educator was assigned the task of doing and not thinking, imposing models, recipes, and pedagogical techniques. Seeking to overcome the dynamics of previous training, new concepts for thinking/doing this process emerged in the 1980s: "improvement" and "training" of educators. Consistent with such concepts, new decisions were made and new actions proposed. However, for some educators, such training strategies still do not respond to the demands of a transformative pedagogical practice.

When reflecting on the true meaning of the word perfect, (GARCIA, 1999) alludes to the fact that it becomes perfect, completing what was incomplete. In the concept of training,

become capable, there also seems to be an indoctrination, inculcation of ideas as absolute truths that simply need to be accepted, exercising a curative, remedial and immediate function.

Hargreaves (1998), referred to the rules of the world that were changing, therefore, it was time for the rules of teaching and teaching work to change too. Freire (1982), Nóvoa (2002) and Perrenoud (2003) refer to; "permanent training" and/or "continuous training". These two terms can be considered similar, as they point to research in education as a central axis, value the teacher's knowledge, and in an interactive/reflective process, seek to contribute to an analysis of teaching itself.

Freire (1982), has always been concerned with the formation of the people, having the school as a source where this education can occur, and contemplating the reality of the student, he says: "overcoming the fragmented vision of reality, leading people to overcome the individualism through cooperation, collective solutions, freedom of thought, becoming citizens, advancing from a "naive consciousness to a critical consciousness" (FREIRE, 1982, p.24), the search in this context is for a social mobilization that question the system itself and transform reality.

Nóvoa (2002), argues that educating/training from this perspective means recognizing teachers from three strategic axes: the person of the teacher and his or her experience; the profession and its knowledge, and the school and its projects. "Training is not built through accumulation (of knowledge courses or techniques), but rather through work of critical reflection on practices and permanent (re)construction of a personal identity" (NÓVOA, 2002, p.38) .

Therefore, it is necessary to respect teachers as people, beings in constant training, eternal learners, who, through contextualized training, seek to transform themselves, understand the group in which they are inserted and give new meaning to their pedagogical practices. Thus, Marin (2007, p.2) says:

> It is not a simple acquisition of knowledge, but a transformation of the person himself involving broader psychological mechanisms, and this subject-world interaction (the place where I live and in which I give and receive meanings) is what makes deeper problems appear, the which simple instructions cannot solve. A transformative practice constituted by theory and action is necessary, forming a pedagogical proposal that does not conceive of people as 'addressees' but as subjects of their own political activity.

As Marin (2007) reports, a new pedagogical competence is sought, arising from reflection and on practice, which in an action-reflection-action movement, moves towards
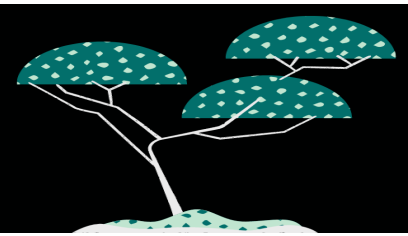
a smaller theory/practice dichotomy, always understanding that between a certain theory that one wants to assume and the practice that one wants to give new meaning to, there is the theory of the subject, which is constructed based on questions about what one does.

Ultimately, it is essential that the educator is helped to reflect on his practice, to organize his own theories, to understand the origins of his beliefs so that he can become a researcher of his action, a reflective professional, improving his work in the classroom. , constantly recreates his practice. It should be noted that the teacher's reflective practice, combined with meta-learning attitudes on the part of students, will only mean a substantial improvement in the quality of knowledge acquired at school, if this stance does not take place from an individual perspective in the school space.

Moraes (2000), points to the importance of training teachers as long as they are open to a change of attitude regarding their role, promoting the equalization of opportunities and rights of their students, which will extinguish any and all aggressive behavior and promote not only cognitive, but also social and affective development.

It is necessary to emphasize that for a long time official training was not concerned with encouraging the relationship between theory and teaching practice. Initially, he was content with "recycling" the educator, ignoring his real knowledge, introducing new knowledge disconnected from what had already been acquired, offering quick courses decontextualized from reality, in addition to lectures and sporadic superficial meetings. Further on, consistent with the historical moment in which the conception of education was going through, he was satisfied with "training" the educator with the modeling of behaviors as the central axis, resulting in actions with only mechanical purposes. In this context, the educator was assigned the task of doing and not thinking, imposing models, recipes, and pedagogical techniques.

Nowadays, we can see the existence of an education with new guises, completely different from the education of the last century. These new characteristics led to significant changes and interfered strongly in the way the teacher teaches and the way in which the student understands. In this sense, researchers and educational theorists have defined several important theories and different ways of looking at the classroom, including traditional methodologies, those related to techniques, those that take into account interaction between peers and Active Methodologies themselves. which according to Berbel (2011) are forms of

develop the learning process, using experiences, whether real or simulated, with a view to the conditions for finding a solution, facing challenges arising from the essential activities of social practice, in different contexts.

2.2 Active methodologies

An important period for education was identified in the Escola Nova movement, where it was strengthened by countless followers, who approved the idea of teaching focused on the student, demanding active and creative methodologies (DEWEY, 1959). Learning belongs to the student: only he learns, and for himself; Therefore, the initiative lies with you. The teacher is a guide, a director; pilots the vessel, but the driving energy must come from those who learn (DEWEY, 1979, p.43).

The authors Barbosa and Moura (2013) also refer to active methodologies, who say that active learning occurs through the student's interaction with the subject studied, listening, speaking, asking, discussing, doing and teaching, being encouraged to build the knowledge rather than receiving it passively. In this sense, applying learning in contexts different from those in which it was obtained will require more than simple decoration or mechanical solution of exercises. Mastery of concepts, flexibility of reasoning and analysis and abstraction skills will be required. By carrying out such reflections, the student will have greater clarity about the content. In the future, this constructed knowledge will not need to be revisited, just remembered (ZABALA, 2001).

Active learning (*Active Learning*), in the definition of Bonnell and Eison (1991), is a generic term that emerged to express the multiple activities designed to involve students in carrying out and thinking about the tasks they are doing in the learning processes. In the same sense, Silberman (1996) teaches that Active Learning is a method of engagement pedagogy, where students' commitment to learning is sought.

As Hunh (2015) defines, active learning brings together a huge range of educational activities, with motivating teaching strategies and methods, and also any pedagogical approach where the aim is to activate or develop students' critical thinking in the learning process. With the approaches of the authors mentioned above, Active Methodologies can be understood as mechanisms that teachers use in favor of

student learning, motivation, involvement, interaction. The use of these methodologies can promote autonomy, awaken curiosity, and encourage individual and collective decision-making. And, what is considered very important, reversing school repetition rates, which is considered a possible cause of student dropout.

Active methodologies are a new way of thinking about traditional teaching. This is because one of the principles of the National Common Curricular Base (BNCC) that should guide the curriculum of all Brazilian Basic Education encourages the promotion of the student as the protagonist of their teaching-learning process. Therefore, active methodologies emerge as an alternative to provide students with the means to guide their educational development, moving away from the teaching model in which the teacher holds all the knowledge within the classroom.

When referring to the challenges of education focused on new educational guidelines and centered on the teacher's competence, Souza (2009) says that the period is one of transition resulting from the presence of numerous challenges that involve different dimensions, such as cultural, social, political, moral and spiritual. This search for new understandings about learning leads to the search for a new framework for education. Learning requires the student to understand the content and this occurs through the construction of networks of relationships in a system where each new knowledge is inserted by the student, expanding or modifying the initial system.

As Pereira (2012) reports, in addition to basic education, these methodologies have been widely disseminated in universities abroad and implemented in institutions in Brazil. Its use leads students to become more interested in classes, as through this approach, their curiosity is awakened due to the use of everyday situations, bringing new discoveries constructed from information already available to the student (BORGES; ALENCAR, 2014).

When referring to active methodologies, Miter et al. (2008), clarifies that they are based on problematization as a strategic impulse for student motivation in the teaching/learning process, because when they face a problem and feel encouraged to solve it, they stop, study it attentively, reflect, relate it to the his experience and begins to reframe it and find ways to resolve it, through countless discoveries.

When faced with a problem situation, the student can be brought into contact with information and the possibility of producing knowledge, mainly with the objective

overcome impasses and promote their own development. Therefore, learning through problematization and/or problem solving is one of the possibilities for active involvement of students in their own training process (MITRE*et al*. 2008),

These new methodologies, which represent education in current times, make clear the lack of teacher training, courses that empower them and encourage them to face new challenges, which is reflected in Active Methodologies. Paulo Freire (1996) defends active methodologies when he states that in adult education, what drives learning is overcoming challenges, solving problems and building new knowledge based on individuals' previous knowledge and experiences. .

There is still resistance on the part of many educators to reconstruct their already outdated practice with a more dynamic and interactive teaching, because, for Active Methodologies to become part of everyday educational life, fulfilling the intentionality for which they are designed, it is necessary, mainly, that educators, the main actors in the process of training students within the school, assimilate them, in the sense of understanding them and believing in their pedagogical potential and showing themselves available, both intellectually and affectively, valuing a reconstruction of the educational process to work accordingly the proposal.

In this way, the role of the teacher is extremely relevant, as they add responsibilities, leaving them out of their comfort zone, leaving conventional work styles aside. According to the literature in the motivational area, it is unlikely that students, in school situations, will spontaneously engage in all learning activities autonomously, with great interest, joy or pleasure (GUIMARÃES, 2003). Interaction between teachers is one of the main sources of strengthening and encouraging students, motivation is built on trust and empathy between teachers and students, facilitating interaction in the classroom, enabling the appreciation of proposed activities and content and the internalization of external requirements or demands.

With the collaborative environment, students begin to enjoy carrying out work and carry it out with speed and quality, which contributes to individual and collective motivation, which is associated with information processing, creativity, persistence, preference for challenges , among other positive results. As students are not all the same, differentiated planning is also necessary, so that each step can make sense to bring together all students. In this sense, the need for the teacher to seek
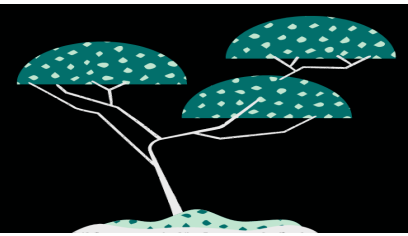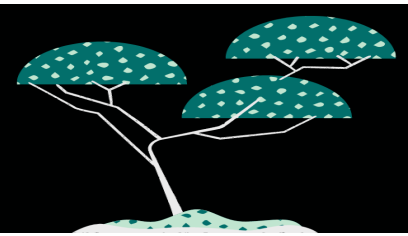
different alternatives that contain, in their proposal, the conditions to provoke activities that stimulate the development of different thinking skills in students and enable action in situations that promote autonomy, replacing, whenever possible, situations of implicit control and direction and explicit. It is up to the teacher to insert themselves in the most dynamic ways of teaching so that, together with their students, they can enjoy the benefits of Active Methodologies.

In the opinion of Pimenta and Anastasiou (2005), the class is a privileged moment, where knowledge will be constructed through joint actions between teacher and student. Joint work between teachers and students is necessary, and it is essential that the teacher knows and organizes teaching activities, as the student's action will be carried out according to their mediations.

Making students responsible for their own learning implies that they must perform a series of tasks. Woods (1994) lists the following: a) explore the problem, raise hypotheses, identify and elaborate research questions; b) try to solve the problem with what is known; c) identify what is not known and what needs to be known to solve the problem; d) prioritize learning needs, establish learning goals and objectives and allocate resources so, namely, what, how much and when is expected and, for the team, determine individual tasks; e) plan, delegate responsibilities for the team's independent study; f) share new knowledge so that all members learn the knowledge researched by the team; f) apply knowledge to solve the problem; and g) evaluate the new knowledge, the solution to the problem and the effectiveness of the process used, reflecting on the process.

Therefore, it is necessary to adopt methodologies that encourage involvement in increasingly innovative and complex activities, in which students have to follow the entire development, maintaining focus on each stage and results. If the objective is for students to be creative, it is necessary to offer them countless different possibilities to show their initiative and ability to create. Regarding Active Methodologies, Smith (et.al. 2005) reported that educators, researchers and policymakers have advocated student engagement for some time as an essential aspect of meaningful learning. In this sense, active learning methodologies are a way of attracting and involving students. Therefore, the importance of active methodologies is expressed in the words of many authors when Morán (2015) argues that long ago, theorists such as Dewey
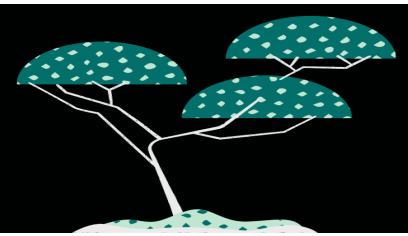
(1979), Freire (2009), Rogers (1973), Novack (1999), among others, emphasize the importance of overcoming traditional banking education and focusing learning on the student, involving him, motivating him and dialoguing with he. Berbel (2011) reports that Active Methodologies are based on ways of developing the learning process, using real or simulated experiences, aiming at the conditions for successfully solving challenges that come from the essential activities of social practice, in different contexts.

In Candau's arguments (1991), the school finds itself immersed in its insufficiency and in its struggle for daily survival, the community's problems increase, in this context the student is not prepared to deal with, to interfere in such problems, remaining outside the facts. . Active methodologies are defended by Freire (1996), when he states that, for education to occur, overcoming challenges, solving problems and building new knowledge based on previous experiences are necessary to boost learning.

3 Final considerations

Analyzing the needs for a new direction in the educational area, seeking learning with the participation of the main focus, which is the student, it is important to reflect on the need for teacher training to be part of this increasingly innovative and dynamic approach that is the education. The intervention that must be made, at the level of continuous training, which, under no circumstances, can leave out doubts, difficulties, concerns, that arise within the school, making the methodology take on new directions, as in this case of active methodologies.

Thus, this study sought to learn a little more about Active Methodologies and bridge the need for teacher training, as it is only with qualified staff that one can make sense of the new developments that emerge in all areas, especially in the case discussed that is education. And also provoke a reflection on educational practice and the importance of seeking training studies. At this time when children, teenagers and young people of school age spend a large part of the day connected and sitting in front of a computer, cell phone, interacting with different people or participating in recreational activities, it is important that the school offers attractive teaching, with the ability to attract attention and involve students in pleasurable activities that have meaning in their real lives. In this sense, this study also represents a process of growth, where we seek a

more comprehensive form of knowledge, without exclusion but rather union of education professionals in search of cultural improvement.

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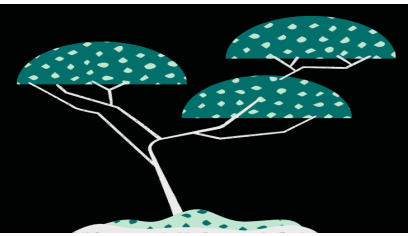
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