TO BE A TEACHER OR TO ACT AS A TEACHER: THE IMPLICATIONS IN THE CLASSROOM CONTEXT

SER PROFESSOR OU ESTAR PROFESSOR: AS IMPLICAÇÕES NO CONTEXTO DE SALA DE AULA

SER PROFESOR O ESTAR PROFESOR: LAS IMPLICACIONES EN EL CONTEXTO DEL AULA DE CLASE

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ABSTRACT: In a context in which the use of active methodologies, strategies and lesson plans coupled with technology are promoted, among other many tools so significant to provide an environment conducive to the development of effective learning, it is questioned why our students do not reach their proposed goals. What is really needed for the teaching/learning process to be effective and make the student an autonomous individual? The problem may not be with the student alone. Did the teacher, even having professional qualification to work in his area, had the necessary guidance and academic formation to bring to students methods and tools for the widest possibilities of improving their universe of knowledge? In this context, this work aims to bring a reflection on teacher formation in order to meet the demand in the current context of education, added to the pedagogical act that encourages the teacher the autonomy that he must often instigate in his students, but due to the lack of motivation and performance of "being a teacher", he is unable to develop the skills that education requires.

KEYWORDS: Education. Teacher. Student. Learning. Pedagogy.

RESUMO: Em um contexto em que se promove o uso de metodologias ativas, estratégias e planejamentos de aulas aliados à tecnologia, entre outras muitas ferramentas tão significativas para disponibilizar um ambiente propício ao desenvolvimento de um aprendizado eficaz, questiona-se por que nossos alunos não alcançam os objetivos propostos. O que é necessário de fato para que o processo de ensino/aprendizagem seja eficaz e torne o aluno um indivíduo autônomo? O problema talvez não esteja somente no aluno. Será que o

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professor, mesmo tendo capacitação profissional para atuar na sua área, teve as orientações e a formação acadêmica necessária para trazer aos alunos métodos e ferramentas para as mais amplas possibilidades de melhorarem seu universo do conhecimento? Nesse contexto, esse trabalho tem o objetivo de trazer uma reflexão sobre a formação docente de maneira a atender a demanda no contexto atual da educação, somado ao ato pedagógico que incentive no professor a autonomia que muitas vezes ele deve instigar em seus alunos, mas devido à falta de motivação e atuação do "ser professor" não consegue desenvolver as habilidades que a educação exige.

PALAVRAS-CHAVE: *Educação. Professor. Aluno. Aprendizagem. Pedagogia.*

RESUMEN: *En un contexto en el que se promueve el uso de metodologías activas, estrategias y planificaciones de clases relacionadas a la tecnología, entre otras muchas herramientas tan significativas para disponer un ambiente propicio al desarrollo de un aprendizaje eficaz, se cuestionan por qué nuestros alumnos no logran los objetivos propuestos. ¿Qué es necesario de hecho para que el proceso de enseñanza/aprendizaje sea eficaz y vuelva el alumno un sujeto autónomo? El problema quizás no esté totalmente en el alumno. Aunque el profesor tenga formación profesional para trabajar en su área, ¿ha tenido la orientación y la formación académica necesaria para aportar a los alumnos métodos y herramientas para las más amplias posibilidades de mejorar su universo de conocimiento? En este contexto, este trabajo pretende aportar una reflexión sobre la formación del profesorado con el fin de satisfacer la demanda en el contexto actual de la educación, sumado al acto pedagógico que fomenta la autonomía del profesor que muchas veces debe instigar en sus alumnos, pero que debido a la falta de motivación y actuación del "ser profesor" no puede desarrollar las competencias que la educación requiere.*

PALABRAS CLAVE: *Educación. Profesor. Estudiante. Aprendizaje. Pedagogía.*

Introduction

In the educational context in which we are living today, we have witnessed many social, political, economic, cultural and technological changes. These issues have impacted people in work and society relations.

These transformations, according to Bauman (2009 *apud* DIESEL *et al*., 2017, p. 269), can be understood from two contributions: the solid and the liquid. It translates as liquid, the contrast of the current stage of humanity and, solid, the contrast previous to the current one. It is considered solid the period in which durability was the logic and the acquired knowledge supported problem solving. Liquid is the socio-historical condition in which we live, and is characterized by fluidity and uncertainty, where unpredictability reigns. Contemporary education is at this stage of impermanence, with the school and all those who depend on it.

Furthermore, we understand that, in contrast to solid pedagogical experiences and content, the current demands require a new attitude from the teacher in relation to knowledge.

Following this thought, the need arises to rethink the formation of teachers, taking as a principle the diversity of knowledge essential to their practice, valuing the knowledge already built and based on a reflective, investigative and critical posture.

When we talk about constructed knowledge, we must first position ourselves on the teacher's posture not only in terms of his praxis, but also in relation to ethics beyond to the "ethics" question itself, since he must be balanced because it corresponds not only to the figure that instigates and fosters knowledge, but is also, in a way, an influencer of great impact on the lives of students.

In contrast, we have the school understood as a contextualized institution where society and history are reflected, and the teacher is the assistant in the creation of this plot.

Rocha (2014) makes a reference to Apple (1986), who describes the teacher as a professional capable of judging his own actions. Therefore, it is necessary to give autonomy and a voice to him, to transpose the technique to the field of reflection, making its practice to be thought and rethought. This "practical-reflective" teacher comes to overcome the routine of his practices and reflect on the entire process of his actions. So, the teacher's notions of knowledge end up overcoming the dichotomy of theory and practice, making the association between teacher education and knowledge viable, even though the political-ideological character finds obstacles to its execution.

Reviewing our history, this thought about the reflection of the teaching action and of the most reflective teacher in relation to their practice, emerged from the 80s and, in Brazil from the 90s, starting to have the nomenclature of teaching reflective that, in turn, presupposed the formation of theoretical conceptions for the analysis of the questionable practice of teachers. In this way, we can understand that teacher formation does not take place at different times - first theoretical formation and then practical experience - but in the dialogue between practice and theory.

For Rocha (2014), according to Schön (1992), regarding teacher formation, this:

> [...] considers that only theory is insufficient to guide teaching practice. For him, the teacher should not be the specialist who applies knowledge, but a "reflective practitioner", someone who acts and makes decisions based on the assessment of problems that arise in the course of his work in the classroom. Such practice, in his opinion, should be constantly reworked due to the reflection on the action, which occurs before, during and after the teacher's performance with the students, with the objective of overcoming the difficulties experienced on a daily basis (our translation).

Thus, based on all the analysis carried out in these writings, we should not just "act as a teacher", that is, be only as a human being who places himself in an authoritarian way and passes on the knowledge transposed by textbooks. "To be a teacher" goes beyond many barriers of education.

Darsie and Carvalho (1996) bring us a reasoning about the formation of this teacher, where he needs to go through the reflection of his knowledge and his know-how, since both are inseparable, and the change of one implies rethinking and modifying the other. It also proposes the understanding of meta-cognition as an activity of thinking and verbalizing knowledge, its similarities and differences, as well as what is being learned, always reflecting on the procedures that allow us to reach that knowledge. Analyzing some authors on teacher education, the author distinguishes among many others the famous Shön, who was previously highlighted by Rocha (2014). In this, Darsie and Carvalho (1996) highlight the importance of the teacher acquiring three different concepts in order to integrate practical thinking: knowledge in action, reflection in action, and reflection on-action and on reflection-in-action. These three inseparable concepts will constitute practical thinking, in order to face situations in teaching practice, seeking to improve or modify it, namely:

> [...] the reflection on the learning of the content to be taught and on the learning of how to teach leads the subject to become aware of his knowledge and to re-elaborate it (DARSIE; CARVALHO, 1996, p. 106, our translation).

Therefore, the student becomes an active subject in the learning process, and learning must always be in his hands, and must be conscious and responsible subjects for his own knowledge. However, the teacher must perform the function and execution of the objectives, being active in the processes of critical reflection, being prepared to assume such a position and becoming able to think and conduct his task autonomously, not forgetting the importance of investing in a formation and a learning of the future teacher, in a reflexive way, creating foundations for which it will be praised: the value of the apprentice's knowledge and how to learn, as well as the value of the teacher's knowledge and how to teach.

For this, teachers need to be prepared to interact, instigate, mediate and stimulate their students, using technologies.

> The educator needs to appropriate this technological apparatus in order to launch himself to new challenges and reflections on his teaching practice and the process of knowledge construction on the part of the student (FARIA, 2004, p. 4, our translation).

At this point, we started to socialize, and such socialization has a constructivist basis and a lot is brought up from the Vygotskyan ideology. The teacher starts to participate together with the students in the interactions, research and construction of learning and the less frequent use of the traditional teaching method. Still, according to the author,

> [...] using the computer as a simple "blackboard" or a "click" of pages, does not generate motivation and does not exploit the full potential of this resource, in addition to not being considered interactive, but rather reactive (FARIA, 2004, p. 2, author' highlights, our translation).

Even in a context in which the use of technologies is privileged, we have to be careful not to transform the tools we use in traditional teaching, such as printed books, into digital books: the tool used is different, with the same content, however, in different format. Likewise, it is worth noting that, as interesting as technology is, the actors continue to be teacher and student, together for the construction of learning.

> Technology facilitates the transmission of information, but the role of the teacher continues to be fundamental in the choice and correct use of technology, software and applications to help students solve problems and perform tasks that require reasoning and reflection (FARIA, 2004, p. 2, our translation).

Education needs a new guise, new horizons and possibilities to stimulate the enthusiasm of both the teacher and the student. Technology comes to bring a different stimulus than traditional education. The intelligent application of the computer facilitates the transition from the mechanistic to the sociointeractivist model.

Despite a new paradigm that education depends on the political pedagogical project of the school, an interest in breaking the old methods and creating new proposals must also come from the teacher. For there to be a construction of learning, he must also be motivated and prepared for the use of technologies.

Planning classes with the use of technologies requires a broader than usual thinking from the teacher since he needs to understand the skills that the student has and what skills he wants to work on in a particular content and tools. Likewise, he needs to be prepared to be the mediator in this process, as everyone can have access to the technologies, the teacher will still be the mediator: the one who will instigate the knowledge and the appropriate questions so that reflection and knowledge construction can happen.

This new pedagogical proposal needs to be thought critically, since the teacher leaves the school centered on knowledge where he is the "Master", with absolute power, and starts to

build, question, doubt, face challenges together with the students in a new teacher-student-machine-technology-content proposal, requiring the student also the necessary preparation to interact with the computational resource.

There are countless opportunities to use technology in function of learning, such as: software of authoring, tutorial, exercise, practice and even the use of television in the classroom. Despite being more widespread today, we cannot fail to point out that teaching with technologies in Brazil started around the 70s, and since then it has been creating forces.

The adoption of technology brings up the question of the point of preparation that the student has to use the technologies, another problem for the teacher at the time of his planning.

In a world where there is the expression "knowledge society", in which the adoption of technologies generates an advance in this knowledge itself, we also find the expression "information society", which uses technology for a quick update and socialization of the contents. We must be willing to analyze whether we are preparing our students to be autonomous and competent in order to perform their skills and competences in the labor market and, at the same time, develop self-organization.

It is the teacher's role to constantly rethink his practice, since he must be able to teach and learn, qualifying his students so that this dynamic can happen. He must be reflective, proactive and always look for new practices, methods and technologies. The love, the desire to learn and the search for participatory and interdisciplinary planning, together with constant evaluation, creates opportunities for permanent rebalancing and, consequently, greater learning.

Today, with the advent of the internet, we are able to access learning anywhere, anytime and on any subject. What we have with technology at the present time is an integration of times and spaces. For this reason, formal education is increasingly blended, mixed, hybrid, and the teacher, in turn, must continue to follow this evolution.

Educational institutions that are attentive to changes have two paths to choose from: a softer one, which deals with progressive changes, that is, it maintains the predominant curricular model and prioritizes the student's involvement with active methodologies. The other, a deeper path, brings innovative, challenging models. They modify the project, the physical spaces, the methodologies, understanding that each student has his own pace, but all with the supervision of supervising teachers.

As already seen, active methodologies need to follow the intended objectives. If we want proactive students, we need methodologies that require the involvement of this student.

If we want them to be creative, we need to encourage the initiative through countless challenges and activities.

Morán (2015) states that we can make progressive changes. We just cannot keep the traditional model and think that with a few adjustments everything will be all right. These adjustments, even if progressive, must be profound, since the focus is: "active and non-passive student, deep and non-bureaucratic involvement, guiding and non-transmitting teacher" (p. 22, our translation). Still according to the author, some components are fundamental for the success of learning: the creation of challenges, activities and games that stimulate rewards, combine personal paths and are inserted in adaptive platforms that are essential for the development of this student. The teacher becomes an articulator, monitoring, mediating and analyzing the paths taken by his students.

> In education - in a period of so many changes and uncertainties - we must not be Shiites and defend a single model, proposal, path. Working with flexible models with challenges, with real projects, with games and with contextualized information, balancing collaboration with personalization is the most significant way today, but it can be planned and developed in several ways and in different contexts (MORÁN, 2015, p. 25, our translation).

The Flipped class becomes a fundamental role in this process. The traditional logic is reversed, that where the teacher teaches first and the student resumes at home, performing school tasks. In this inversion, the student first walks alone through videos, readings and activities, and then develops in the classroom the knowledge that has not yet been possible to be developed, with the help of his colleagues and the guidance of his teacher.

This inversion of the traditional classroom model allows students to access videos and basic materials beforehand, studying them and giving feedback to teachers through short, automatically corrected assessments.

> Teaching and learning take place in a symbiotic, profound, constant interconnection between what we call the physical world and the digital world. They are not two worlds or spaces, but an extended space, an expanded classroom, which mixes itself, constantly hybridizes (MORÁN, 2015, p. 16, our translation).

In front of the results, the teacher plans what are the most relevant points to work with the classroom. In this case, the role of the teacher becomes more of a curator than of an advisor. Curator to make the choice of what is most important, helping students to find available materials and activities. Curator in the sense of caregiver, taking care of each one, giving support, welcoming, stimulating, valuing, guiding and inspiring.

According to Morán (2015, p. 23, our translation),

> A good teacher can enrich ready-made materials with active methodologies: research, flipped class, classroom integration and online activity, integrative projects and games. In any case, these models also need to evolve to incorporate more student-centered proposals, collaboration and personalization.

Blended learning also presents itself as an alternative of balance between individual and group learning. Morán emphasizes that in education there are several types of Blended, which is when we integrate several areas of knowledge through articulations between the more formal processes of teaching and learning with the informal ones, the so-called online.

The quality of teaching is manifested in group work with personalization (encouraging and managing the individual trajectories of each student), with collaboration between all, and at the same time, each of those involved committing to the learning process from the proposed objectives.

In this way, innovative pedagogical projects intertwine in the curricular organization, in space, time and in projects that balance personal and collaborative communication, in person and online.

As for the teacher, surely, he has an active role with the design of paths, group and individual activities, being decisive in this process and making himself different from the others. In view of this, he becomes a manager and advisor, in a more creative and entrepreneurial construction.

Even with several institutions adhering to these methodologies, we still find a certain "accommodation, repeating formulas with more attractive packaging, waiting for recipes, in a world that requires creativity and the ability to face more complex challenges", says Morán (2015, p. 27, our translation).

We found that some dimensions are becoming clear for formal education: the blended model, the active methodologies and the online model. What you need over the years is to grant formation to teachers, coordinators and students to work with these methodologies, creating more flexible curricula with flipped classes.

Many of the educational institutions are still in the past century, with a traditional view of teaching, focusing more on traditional and basic content. There is a lack of strategic vision for managers, as planning changes involves rethinking education in a more flexible and less bureaucratic way.

> There are also a good number of teachers and managers who do not want to change, who feel devalued by the loss of the central role as transmitters of information and who think that active methodologies leave the teacher at a secondary level and that technologies can take their place (MORÁN, 2015, p. 27, our translation).

Finally, it becomes possible to maintain "the classroom" if we adopt an innovative project, with curriculum, competent management, active methodologies, attractive environments (physical and digital), with well-prepared teachers to guide students to become protagonists of learning. All these processes become complex, but it is necessary to be reviewed and reorganized to move towards an education of the future, because,

> Education is a long-term project, and academic credibility is fundamental. It is important to reconcile academic quality with economic viability. It is possible to reconcile quantity and quality, focusing on flexibility and active methodologies (MORÁN, 2015, p. 29-30, our translation).

In his work, Edgard Morin (2001) emphasizes that the education of the future requires facing problems that, according to him, are ignored or forgotten. There is a concern for educators on how to transmit knowledge within a hierarchical and constantly changing society. It becomes a challenge to deal with the new knowledge that society itself imposes and to define what contributions will these new knowledges have to the education of the future.

> New pedagogical practices are necessary for a transformative education that is centered on the human condition, on the development of understanding, sensitivity and ethics, on cultural diversity, on the plurality of individuals, and that privileges the construction of a knowledge of a transdisciplinary nature, involving relationships individual-society-nature. This is the fundamental condition for building a viable future for present and future generations (MORIN, 2001, p. 13, our translation).

The author highlights the contemporary society and the different ways of connecting to the academic universe in a more humane way, not forgetting the old, modern and contemporary knowledge, nor leaving aside the technology, which brought to the man of this new century immense benefits for human intellectual formation.

The active methodologies, in short, can be used from early childhood education to the University, varying only according to the content. It is a very effective methodology, because in addition to cognitive learning, students learn social behaviors, such as: empathy, collaboration, emotional stability, among others.

The choice of the active methodology will always depend on the learning objective, that is, the curricular component and the technological tools that are available to the teacher.

When trying to define which active tools and methodologies should be used, the teacher will first define what the learning objectives are. These objectives are aimed at students, that is, what the student should be able to do after the content and activities are finished.

The structures must go through a planning process, and for that, it must be directly related to the content, procedures, activities, resources, strategies, methodology and evaluation, to be adopted over a period of time.

The educator may have expectations and guidelines that are not officially stated, but that will be part of the evaluation process, still it is important that the objectives are well defined.

Planning is not a simple task, even because the teacher does not know the level of maturity of his students, and often if there is compatibility with the objectives set and with the way that teaching will be conducted.

When defining the objectives clearly and in a structured way, considering the acquisition of knowledge, skills and the profile of the student, this analysis will guide the process and the choice of strategies, methods and delimitation of the contents, how the assessments will be made and if learning it will be effective.

> Developing this capacity for abstraction and the use of specific knowledge in a multidisciplinary way is a process that must be well planned, defined and organized during the formation period (graduation), taking into account the learning styles (BELCHOT; FREITAS; VASCONCELLOS, 2006 apud FERRAZ; BELCHOT, 2010, p. 2, our translation)

Bloom's taxonomy is a science that aims to structure learning efficiently and analytically, as it provides a framework for the development of evaluation and the use of different strategies to stimulate, evaluate and provide access to knowledge. It also proposes to the teacher to stimulate his students in a structured and conscious way, since he must plan the development of skills and competences that enable the integral development - from the simplest skills (facts) to the most complex concepts.

The cognitive, affective and psychomotor domains were widely discussed by the authors of this taxonomy, but the most used and worked on is the cognitive domain. Many educators take this theoretical assumption to define their plans.

As for taxonomy, we will briefly talk about how it can be used to plan learning in a way that students will build their knowledge from the proposed objectives and methodologies. It brought a possibility of language standardization in the academic environment; in this

universe, with more integrated and structured learning instruments, technological advances have been worked on and new and different tools have been developed to favor learning.

The cognitive domain of taxonomy is structured in levels of complexity - according to the skills mentioned above, and to acquire a new skill belonging to the next level, the student must have mastered and reached the skill of the previous level.

The categories of the cognitive level proposed after 2001 from the review influenced by Krathwohl (2002) are: remember, understand, apply, analyze, synthesize and create.

Such processes are cumulative, that is, it characterizes a dependency relationship between the levels so that there is effective cognitive development.

From the revision made by Krathwohl (2002), the principles were maintained: from the simple to the complex; from concrete to the abstract; more flexibility was attributed to the cumulative concept, since:
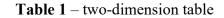
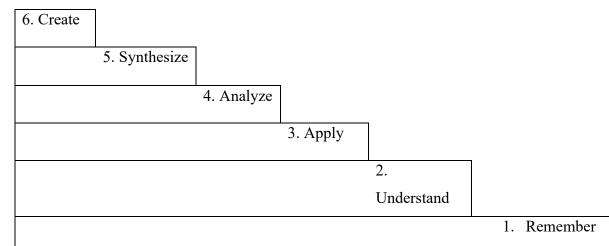- Some disciplines require different cognitive processes;

- Learning styles make it possible to learn at a higher stage and then understand the previous ones;

- The concept of metacognition opens space for students to move freely through the subcategories, improving self-learning.

With the structural revision of the proposal, a new usage model was created and a two-dimension table of Bloom's taxonomy was structured. Such a table focuses on structuring the educational objectives and assisting the educator to make a more adequate planning to the technologies and educational strategies.

In the two-dimension table, knowledge belongs to the vertical column, and the cognitive process to the horizontal column; in the cells, formed by the intersection of the dimensions, the objectives are inserted. The original design was maintained, but the possibility of interpolating the categories was added when necessary; the dimension of knowledge (content) and cognitive processes was different, the action verbs of the original taxonomy can be inserted, but to describe how the objective will be achieved, choice of strategies and technologies, one must think about the verb in the gerund. The setting up of the table should be thought from the definition of the specific objectives of the discipline and from there create the categories of development of learning in a constructive way.

Table 1 – two-dimension table

6. Create

5. Synthesize

4. Analyze

3. Apply

2. Understand

1. Remember

Source: Ferraz and Belhot (2010) – adapted by the authors
Current categorization of Bloom's Taxonomy proposed by Anderson, Krathwohl and Airasian, in 2001.

This update allowed a new look, providing a new direction in the planning, better definition of instructional objectives and clearer, more precise and concise direction, in order to effectuate the teaching-learning process and become an ally to the teachers to really promote a lasting learning and more effective.

When you are a teacher, you cannot think that you are the "owner" of knowledge and that you are at a higher level. To practice the act of teaching, it is necessary to consider the knowledge of the student, knowing how to respect him, to practice his speech by promoting gestures and not requiring articulation of what is said and not what is done. The educator must promote criticality in learners and not just transfer data that does not make sense to them.

He must research, but not only in his area of expertise, but within the context of the students to promote a critical reflection on the practice. It is important to understand cultural identity, to respect it, but it is not necessary to make it your truth.

Teaching requires recognizing the student's autonomy and respecting it with common sense, since,

> Knowing that teaching is not transferring knowledge but creating the possibilities for your own production or construction. When I enter a classroom, I must be a being open to questions, curiosity, students' questions, inhibitions, a critical and inquiring being, restless in the face of the task I have - teaching him and not of transferring knowledge (FREIRE, 2002, p. 27, our translation).

But it should also be noted that their attitudes mark the student positively or negatively. That is why the importance of valuing yourself as a professional, even if that valuation is not given by government agencies.

While you teach, you learn. And everyone ends up not staying accommodated; they pass from listening beings to interventional ones. And that is the goal of teaching. It is to practice the knowledge that has been learned in a critical, meaningful way.

> The key is that the teacher and students know that their attitude, that of the teacher and the students, is dialogical, open, curious, questioning and not passive, while speaking or while listening. What matters is that teachers and students are epistemologically curious. In this sense, the good teacher is the one who succeeds, while speaking to bring the student into the intimacy of the movement of his thought. His class is thus a challenge and not a "lullaby". His students get tired, they do not sleep. They get tired because they follow the comings and goings of their thinking, they surprise their pauses, their doubts, their uncertainties (FREIRE, 2002, p. 52, our translation).

Certainly, it is necessary to know how to work with the student. Knowing that knowledge is not only necessary in its various forms, but humility to work with simplicity, knowing how to promote criticality and significant construction of knowledge in this student.

Rocha (2014) presents us with a very thought-provoking reflection when quoting Apple (1986), as he reports that the teacher is a professional capable of judging his own actions and, in this case, it is necessary to give autonomy and voice to him, being extremely important to transpose the technique for the field of reflection, since it must be a thought and rethought practice. The "reflective practical" teacher will overcome the routine of his practices and reflect on the whole process of his praxis.

> [...] the teacher should not be the specialist who applies knowledge, but a "reflective practitioner", someone who acts and makes decisions based on the evaluation of problems that arise in the course of his work in the classroom (ALMEIDA, 2001, p. 4 *apud* ROCHA, 2014, p. 124, our translation).

The teacher's notions of knowledge go beyond the dichotomy of theory and practice, thus making the association between teacher education and knowledge viable, even if the political-ideological character finds obstacles to its execution.

> Indeed, the influence of the traditional teaching method, centered on the teacher and the transmission of content, is still quite common, in which students maintain a passive posture, only receiving and memorizing information in an attitude of reproduction (DIESEL *et al*., 2017, p. 270, our translation).

We have seen that, even with the technology included in the classroom, the scenario of students' dissatisfaction remains the same, because the tools have changed, but the didactics of the way of acting have not changed.

Based on this, as we explained earlier, the planning and organization of learning situations should focus on students' activities, since the main objective of this educational action is their learning. Thus, there is a need for teachers to seek new teaching methodologies that focus on the role of students, favoring motivation and promoting their autonomy.

We can say then that the active methodology, or rather, the active method, is a process that aims to stimulate the student's self-learning and curiosity in researching, reflecting and analyzing his possible decision-making, making the teacher a facilitator of this process. Therefore, we can assume that all teaching and learning methodology starts from how the individual learns. So, it is necessary to reflect in order to give a new meaning to teaching practice.

To understand how this historically happened, we have to understand some theoretical approaches.

In the construction of the *Escola Nova* methodology, the student's activity and interest were valued. Dewey had a great influence on this idea when he argued that student learning occurs through action, placing him at the center of the teaching and learning processes.

Within the principles that constitute this active teaching methodology, we have as a first focus:

1. The student as the center of the teaching-learning process: first we seek practice and, from it, we seek theory, that is, in this, there is a change from "teaching" to "learning", deviating the focus of the teacher to the student, who takes responsibility for his own learning. Then you have control over your actions within the classroom, such as: research, readings, comparison, imagination, classification, criticism, search for assumptions, project planning etc..

2. Autonomy: makes the student assume an active posture, exercising a critical and constructive attitude, seeking an autonomous posture.

Diesel *et al*. (2017) portray that Freire's perspective (2015) coincides with this approach of active methods. According to this educator, one of the major problems of education would be the fact that students are not encouraged to think autonomously.

The teacher contributes a lot to promote active methodologies in the classroom. He contributes when, in its planning, theorization ceases to be the starting point and becomes the arrival point for learning.

3. The problematization of reality and reflection: although they seem to be two different things, they are completely inseparable.

Within the context of the classroom, problematizing means raising an analysis of reality in order to become aware of it. As the student becomes able to make this analysis, becoming a protagonist, he can interact with the content, listening, speaking, asking and discussing. This will bring different skills, such as reflecting, observing, comparing, inferring, among many others.

> In this same bias, Schön (1995) considers that a reflective teacher must have a close eye on his student. More than that, he needs to let his student express himself and plan his class based on the tacit knowledge expressed by the learner. The mentioned author considers that the pedagogical practice guided by the reflection-in-action of the teacher who gives reason to the student is divided into moments: initially, this teacher allows him to be surprised by the student; next, he reflects on this fact and tries to understand the implications that involve the aspect raised by the student; from there, he will be able to reformulate the problem; and, finally, puts into practice a new proposal (DIESEL *et al*., 2017, p. 279, our translation).

Paulo Freire (1921-1997), according to the authors, in their discourse on problematizing pedagogy, part of the argument that educator and student learn together through a dynamic relationship, where the practice is guided by theory, enabling the critical reflection of the student and the development of their own autonomy.

4. Teamwork: it favors interaction with the students themselves as we start from the individual's social practice, becoming an element of mobilization for the construction of that same knowledge. This interaction movement leads students and teachers to reflect, issue and argue, both for and against a given situation.

5. Innovation: based on the principle that both teacher and student should innovate methodologies, renewing them, inventing or creating methodologies, daring to innovate in the educational context.

6. It is up to the teacher as a mediator, facilitator and activator: teaching to think actively, provoking, challenging and promoting conditions for his students to build, reflect, understand and transform, without losing sight of the respect for autonomy and dignity, reflecting the posture of the teacher within an approach of active methodologies. This same

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teacher must assume an investigative posture of his own practice, reflecting on this in order to recognize problems and propose solutions.

Based on all the ideas previously developed, the authors raise the theoretical foundations that supported the great dimension of this approach, a very important factor for our understanding.

The contributions of interactionism, unlike inactivity and behaviorism, have an active subject in the student who, to appropriate his knowledge, appropriates the contents provided by teachers, textbooks and activities developed in the classroom. In this approach, it is up to the teacher to provide his students with the environment and the means necessary for their learning. It should favor an affective environment, giving space for the student to be heard, suggesting strategies and recommending readings.

The main personalities of this theoretical current are: Jean Piaget and Lev Vygotsky. The first developed a look at the stages of cognitive development, and the second considered the interaction of the teacher and student elements, conceiving a more social perspective.

For Vygotsky, the teacher must start from the principle that his student already knows and masters the content, so that he can interfere and act in the ZDP (Zone of Proximal Development), leading the individual to achieve new learning through mediation. Expressing in other words:

> In Vygotsky's conception, social interaction is fundamental for the individual's cognitive development, as it constantly provokes new learning from the solution of problems under the guidance or collaboration of more experienced children or adults. Vygotsky considers that learning occurs within the zone of proximal development, which is the distance between the individual's actual level of cognitive development (ability to solve problems independently) and the level of potential development (ability to solve problems under adult guidance) (MOREIRA, 2011b). Thus, the teacher must consider the child's real knowledge and, from that, provoke new learning, which, when they become real knowledge, will again propel other learning (DIESEL *et al*., 2017, p. 281, our translation).

In the John Dewey pedagogy cited by Diesel, when the child goes to school, there is no separation between life and education, thus, education becomes a continuous reconstruction of experience. The school, according to him, should provide learning moments that make sense to the student, presenting circumstances so that their experiences are identical to the student's living conditions.

> Thus, according to Dewey's (1978) thinking, students are allowed to understand the objects, events and acts of their social context, enabling them to participate actively in activities. The author defines five conditions for

> learning that directly integrates life. [...] you only learn what you practice; but it is not enough to practice, there must be a conscious reconstruction of the experience; learn by association; you never learn just one thing; all learning must be integrated with life (DIESEL *et al*., 2017, p. 282, our translation).

Active methodologies favor meaningful learning because it does not become mechanical. Mechanical learning is one where the student memorizes formulas, tricks, laws, etc. After the assessment, he no longer remembers. The theoretical current of Ausubel deals with the conditions of the occurrence of this significant learning, that is, the non-arbitrariness of the material, subjectivity and availability for learning. Thus, the teacher needs to consider the student's prior knowledge, the potential of the material used and the student's willingness to learn.

According to Freire (2015 *apud* DIESEL *et al*., 2017, p. 274, our translation), "one of the great problems of education is that students are encouraged to think autonomously". His constructivist approach makes the teacher responsible for developing respect for others and the ability to dialogue.

According to the authors of these explicit thoughts and theories, we can draw several conclusions: from the one in which the teachers insist on continuing with their monotonous and tiring classes, building mechanical knowledge, to those in which the educator places his student as the center of attention, constituting a meaningful learning, based on active methodologies.

> In this sense, the (re)signifying of the classroom, as a space for interactions between historical subjects and knowledge, debate, curiosity, questioning, doubt, proposition and assumption of position, undoubtedly result in protagonism and in the development of autonomy (DIESEL *et al.,* 2017, p. 285, our translation).

For a good reflective teacher, according to Darsie and Carvalho (1996), there must be an understanding of metacognition, which is the activity of thinking and verbalizing what we know, the similarities and differences between that knowledge and what is being learned and the procedures that allow us to reach that knowledge.

For that, it proposes some topics:

1. Reflection and teacher formation: refers to the need to form reflective practical teachers, emphasizing the value of reflection on and in practice.

In formation schools, the teacher acquires the knowledge historically constructed and is guided to the producer of knowledge and know-how.

According to Schön (1992 *apud* ROCHA, 2014), the teacher as a reflective practitioner distinguishes three different concepts that integrate practical thinking:

a) Knowledge-in-action: it is what guides human activity and is manifested in knowing how to do and know what is done. According to the author,

> For Nóvoa (1992), initial formation schools should be a place for acquiring knowledge, where teachers are prepared for the dissemination of historically constructed knowledge, but they are also "a place for reflection on practices, which allows a glimpse of a perspective of teachers as professional producers of knowledge and know-how" (DARSIE; CARVALHO, 1996, p. 92, our translation).

b) Reflection-in-action: it represents the attitude of thinking about what we did while we performed a certain action. It is the best learning tool according to Perez Gómez (1992): in contact with practice, we not only build new theories, schemes, but also learn the dialectical process of learning.

c) Reflection on action and reflection in action: Schön (1992 *apud* ROCHA 2014), is the analysis that is carried out *a posteriori* on the characteristics and processes of one's own action.

These are three inseparable components for constituting practical thinking because, with this, it can face practical situations, seeking to improve or modify it.

2. Distant reflection: it is thinking about one's own intellectual procedures or activities. The subject is led to take a look at what he has done or learned. This kind of look allows us to criticize and rework our knowledge. It means becoming aware of what you know and what you don't know, as well as reflecting on your own learning and what is changing.

It is the taking of knowledge of the knowledge itself, both theoretical and practical, leading to criticism and directing all involved to reflect, rethink, rework and establish a confrontation between previous knowledge and new learning, leading to a new construction of knowledge, comprising the object in a different way than it was before.

Reflection favors a connection between the context of the classroom and personal life, that is, it becomes possible to reflect on learning and teaching at the same time that we analyze the practice of other teachers, compared to themselves.

> [...] the reflection on the learning of the content to be taught and on the learning of how to teach leads the subject to become aware of his knowledge and to re-elaborate it (DARSIE; CARVALHO, 1996, p. 106, our translation).

3. Reflections on the Practice in the initial formation: the reflection brings to the discussion the attention to their past school experiences, experiences in the learning of personal life. This becomes very important as it can bring an assessment of the process of teaching and learning.

The awareness and reflection on life experiences and on their learning brings a new teaching model that leads to reflection and criticism to the old teaching model.

Thus, student-teachers learn not only the initial contents, but also learn to teach, based on reflections on their experiences.

4. Pedagogical differentiation: Reflective work is consistent with pedagogical differentiation, since student-teachers are led to reflect on their practices, experiences, and from this reflection they can work on their knowledge and know-how.

5. Triggering the reflection: in this topic the author brings the reflection on the activity called distant reflection, which proposes the use of diaries with records of the teachers' daily classes. These journals are meant to:

a) Monitor the learning process, collecting information;
b) Enable awareness of the learning process itself.

Thus, from the records, student-teachers can exercise an observation and reflection on their practices within a new teaching model; from this process, it was also possible to reflect on their own practices and compare them with the practices of the teachers they had during their school life, having a critical-constructive view of the teaching that is intended.

Finally, in order to end all these reflections, Darsie and Carvalho (1996) bring us the thought that the student is an active subject in the learning process, and that learning must be in his hands, we must be conscious and responsible for our knowledge, but the teacher must perform the function and execution of the active objectives in the processes of critical reflection.

You must be prepared to take such a position and be able to think and conduct your task autonomously.

They also emphasize that the importance of investing in formation and learning the future teacher in a reflective way creates foundations such as the value of the learner's knowledge and how to learn and the value of the teacher's knowledge of how to teach.

Final considerations

In order to end our discussion and reflection, we ask: Are we and should we be or act as a teacher?

Faced with this more reasoning, Rampineli (2001) brings a reflection on ethics in different areas of society and presents the focus to the teacher, asking if the teacher has the value of ethics in his profession, as well as in other professions that have even a code of ethics. It brings as an answer that there are no codes of ethics for the teacher, but that the profession of education requires an ethical posture on the part of everyone involved since teachers are "models". The author also presents a reflection on the teacher's attitude towards fellow professionals. According to her, the ethical function should be praiseworthy and bring students positive reviews from her co-workers, and it is not up to the teacher to criticize other colleagues because it creates an unfavorable situation for the teaching of different disciplines. In addition to being ethical in relation to the information that the management and the faculty deal with, there is no need for such information to go beyond the environment of the teachers/management room.

Ethics proposes principles for praxis, but we live in a complex world that requires a range of ethics. At school, for example, the teacher is committed to being the model for his students working justice, the formation of the individual, inspiring through their actions and attitudes the generations that are in development, with the school community and with society.

The teacher must be moderate, sober and balanced in the sectors of his life, since he is the representative of the family at school, and that at times the students' parents themselves are unable to provide a socio-economic-cultural education that their children should receive in House; it is at school that the teacher will influence the students' lives. Therefore, he must constantly analyze his posture, behaviors and presentation, since he is the synonym for trust for everyone involved in the school environment.

The school is a contextualized institution that figures society and the history of generations and the teacher, in relation to the school, is also conditioning and conditioned because his attitudes and actions influence the school. The opposite is also true.

In the sequence, we also see that the teacher's posture in relation to friendship and sympathy with the student body brings positive aspects and influences to the development of his activities.

The teacher must be empathetic, motivating, cultivate healthy relationships for the students' learning and always work with equality among all.

Emphasizing the unity between all, should not show their opinions or encourage prejudices, but should have a neutral party view, not presenting words that are not suitable for the school environment, much less making the classroom a place for mean comments and gossip about grades, life and problems related to your students.

The responsibility of a teacher is great towards society, because he is an influential agent, and for that reason he must be convinced of his self-definition. It is an obligation to prepare a course plan with all the possibilities to explore and bring out the best knowledge for your student, in addition, you must also be constantly updated to be able to bring innovations in your discipline and be aware of the didactic strategies that surround society.

The good teacher is self-critical, has maturity, balance, boldness and critical sense, as he often rethinks his praxis, his methodologies to develop the best possible progress in the teaching of his students.

Thus, "Being" a teacher is not just a profession, he must have characteristics in addition to professionals to develop his profession with mastery. Must be motivating, encouraging, have a vision of the future, be a good at provoking and challenging, ethical, and keep in mind that his action helps to shape future generations and that it depends on this profile to bring the best that the student can give, always with empathy, friendship and understanding the limits and horizons that can help the student achieve.

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