

**METHODOLOGICAL INNOVATIONS IN THE INITIAL AND PERMANENT  
FORMATION OF TEACHERS**

***INOVAÇÕES METODOLÓGICAS NA FORMAÇÃO INICIAL E PERMANENTE DE  
PROFESSORES***

***INNOVACIONES METODOLÓGICAS EN LA FORMACIÓN INICIAL Y  
PERMANENTE DE DOCENTES***

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**ABSTRACT:** This study shows records that teachers make about their practices, experiences considering the impact of changes in educational policy. The interest in knowing what teachers think about their practice began with a reflection aimed at a new praxis in which one of the obstacles to student learning is related to the teacher's precarious academic knowledge, with discrepancies between theory and practice, since theory is important, but alone it is insufficient for the classroom. The aim of the study was to explore, through the literature, the need for alignment between theory and practice. The methodological procedures used for data collection included literature review, on-site observation, and semi-structured interviews with teachers. The information collected was analyzed qualitatively, from the perspective of the authors who guided the theoretical foundation. It was concluded that it is up to the educator to perceive characteristics of the student and their interaction with the environment.

**KEYWORDS:** Methodological innovations. Pedagogical practice. Theory and practice.

**RESUMO:** *O presente estudo mostra registros que os professores fazem sobre suas práticas, vivências diante do impacto das mudanças na política educacional. O interesse por refletir sobre o ideário dos docentes iniciou a partir de uma nova práxis em que um dos entraves da aprendizagem dos alunos está relacionado aos precários conhecimentos acadêmicos do professor, com discrepâncias entre teoria e prática, visto que a teoria é importante, mas sozinha é insuficiente para a sala de aula. O objetivo do estudo foi investigar, através da literatura, a necessidade de alinhamento entre teoria e prática. Os procedimentos metodológicos utilizados para a coleta de dados incluíram revisão da literatura, observação in loco e entrevistas semiestruturadas aos docentes. As informações coletadas foram analisadas qualitativamente, sob a ótica dos autores que orientaram a fundamentação teórica.*

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*Concluiu-se que compete ao educador perceber características do discente e sua interação com o ambiente.*

**PALAVRAS-CHAVE:** *Inovações metodológicas. Prática pedagógica. Teoria e prática.*

**RESUMEN:** *Este estudio muestra registros que hacen los docentes sobre sus prácticas, experiencias ante el impacto de los cambios en la política educativa. El interés por conocer lo que piensan los docentes sobre su práctica se inició con una reflexión dirigida a una nueva praxis en la que uno de los obstáculos para el aprendizaje de los estudiantes está relacionado con el precario conocimiento académico del docente, con discrepancias entre la teoría y la práctica, ya que la teoría es importante, pero por sí solo es insuficiente para el aula. El objetivo del estudio fue explorar, a través de la literatura, la necesidad de alinear la teoría y la práctica. Los procedimientos metodológicos utilizados para la recolección de datos incluyeron revisión de literatura, observación in situ y entrevistas semiestructuradas con maestros. La información recolectada fue analizada cualitativamente, desde la perspectiva de los autores que orientaron el fundamento teórico. Se concluyó que corresponde al educador percibir las características del alumno y su interacción con el entorno.*

**PALABRAS CLAVE:** *Innovaciones metodológicas. Práctica pedagógica. Teoría y práctica.*

## **Introduction**

The present research was based on an analysis of methodological innovations aimed at teacher formation, both initial and permanent, and their records, in an attempt to understand their experiences in the face of the impact of changes in educational policy, in confrontation with their educational needs and possibilities that must be constantly improved in continuing education.

Many teachers have sought these formations in order to achieve professional advancement and enable the understanding of their professional practice. The problem that this research deals with emerges from this context, which raises some questions: Are these formative courses preparing education professionals to become reflective teachers and researchers? Have educators taken advantage of these studies to redefine their practices and direct their work with a view to contributing to the improvement of the teaching profession? Does the formation of the reflective teacher and researcher constitute a reference on the teaching practice?

In order to answer these questions, we tried to lead the teacher to start a reflection focused on the innovations experienced in the classroom and, in this way, to improve his understanding of the teaching practice, the obstacles and perspectives, from the reading of works presented in the body of the text.

The theoretical framework used included contributions from authors who translate current ideas on the redefinition of teaching practice. Hence its relevance, as it can contribute to the debate in the area of education and point out current formative paths, more in line with reality.

It is noticed that some teachers who work in the early years have no experience, making their classes monotonous and tiring, which compromises student learning (CHARLOT, 2006). The intention to understand the role of continuing education in the teacher's practice came from the interest in deepening knowledge on this topic with students, both in theoretical and practical aspects.

Given this scenario, it is considered that one of the obstacles to the students' learning is related to the academic instruction of the teacher, which is notably fragmented, with theory often disconnected from practice. It is understood, therefore, that theory is very important, but alone is insufficient for the reality of the classroom.

The main objective of the research presented here was to investigate, through literature data, whether the theory and practice of teachers, especially those who teach in the initial grades, are being oriented and directed towards a satisfactory and successful theory-practice relationship in teacher formation courses. In this perspective, the following specific objectives were outlined: i. Understand the relationship of teachers with the knowledge that is constructed by them and evaluated as valid for their pedagogical practice; ii. To analyze the mobilization presented by the teachers in their practices in the face of the numerous difficulties they face in the school routine.

In this work, we discuss the understanding - ideal - of teachers in the initial grades of Elementary School about their praxis. In the analyses, they pointed out occasions that provided knowledge concerning the teaching act, intending to carry out bold pedagogical actions, representing intentionality and systematization with a view to the progress of students, with those responsible for the schools as research allies.

Given the above, the relevance of this study lies in the fact that it is a channel, in the didactic sense, for academic dialogue on initial and continuing teacher formation initiatives, since it makes it possible to rethink their practice, as well as the improvement of formation, helping to improve the quality of education. Complementing the requirements for carrying out the research, he submitted himself to the Ethics and Research Council - CEP, of the Federal Institute of Education, Science and Technology of Ceará - IFCE, in the Postgraduate Program in Science and Mathematics Teaching - PGECM, in which the main author carried out the research, under CAAE nº 40367120.5.0000.5589.

This study is justified, therefore, by the need to provide an updated reading of the school context, to direct efficient pedagogical practices aimed at human formation. The convenience of reflection on teaching praxis is, therefore, a suggestion to enrich the debate about the pedagogical act, thus providing its reassessment, helping the continuing education of educators and stimulating the full development of students in the initial grades of Elementary School.

### **Theoretical references**

The accelerated transformations in the social environment demand the performance of critical and reflective teachers. Society is experiencing a moment of profound changes in education and, in order to respond to this reality, it is necessary to motivate the initial and continuing formation of teachers to generate an intrinsic motivation related to the tasks.

At the end of the 20th century, great transformations were witnessed both in the socioeconomic and political fields, as well as in culture, science and technology. There were major social movements, such as those in Eastern Europe, in the late 1980s, culminating in the fall of the Berlin Wall. There is still no clear idea of the impacts generated by the capitalist 'globalization' of the economy, communications and culture and the technological changes that made the emergence of the 'information age' possible (GADOTTI, 2000).

In view of the aspects discussed, some theorists were consulted who approach this theme as an innovative, dialogical practice, which should favor awareness by teachers and, consequently, the learning of students.

For many years, the teacher was seen as a propagator of uncontested abstractions, as an expert whose responsibility was only to transfer knowledge to his students, without turning to the development of practical skills, thus not contributing to the advancement of efficient learning of the students. students (SCHON, 2000).

In this perspective,

[...] it is possible, through observation and reflection on our actions, to make a description of the tacit knowledge that is implicit in them. Our descriptions will be of different types, depending on our purposes and the languages available for these descriptions. We can refer, for example, to the sequences of operations and procedures that we perform; the signs we observe and the rules we follow; or the values, strategies, and assumptions that form our theories of action (SCHÖN, 2000, p. 31, our translation).

It is emphasized, then, the relevance of producing a pondering practice that allows the re-elaboration of conceptions, the validation of knowledge and that makes possible the critical

action of the educator, as well as a participant posture of the student, undoing the concept that the teacher is a mere protractor, remaking his identity as a professional. And this change, in fact, will only be viable if the critical reflection on the practice itself is clear in this action. It is argued, therefore, that although there is already many research on teaching practices in the early years, there are still some shortcomings such as the lack of adequate preparation of those responsible for working in this area (CONTRERAS, 2002).

In the case of educational practice, bringing to the debate a critical construction of reality and social transformation, the philosophical foundations of praxis are also captured. In this sense, the Vazquean concept of praxis is borrowed, presented as a “central category of philosophy that conceives itself not only as an interpretation of the world, but also as a guide to its transformation” (VÁZQUEZ, 2007, p. 6, our translation).

Furthermore, transforming praxis is understood as a product and expression of reality, of the needs generated by knowledge, and of the subjects' actions.

In view of the picture presented here, we agree that

[...] it is relatively consensual, in these research, the diagnosis regarding the low quality of teaching, regarding the ineffectiveness of the adopted methodological strategies and, mainly, about the 'precarious' content knowledge presented by the teachers (LIMA; MAUÉS, 2006, p. 164, our translation).

For a better understanding, we tried here to highlight the principles of the pedagogical exercise, with the intention of presenting, in the present work, the discourse of the critical and reflexive teacher. It is opportune, then, to see clearly what the pedagogical practice would be and discuss about the concept of a critical reflexive attitude of the teacher.

These considerations were based on the contributions of Vásquez (2007), articulated above, and on the contributions of Veiga (2008), who turns to the pedagogical part, punctuating the contributions of theory and practice itself.

It is necessary, however, to make it clear that the teacher's pedagogical action needs, in short, the understanding that he has about his own work. The teacher must be able to strengthen a routine that is renewing, considerable, adequate to the social environment of the students, because, on the contrary, he will be able to show a mechanical reality, whose main purpose is to transfer content and perform merely repetitive activities.

It is noteworthy that praxis always benefits from theoretical knowledge, which is corroborated by Vásquez, when he states that “theory comes to support practice” (VÁSQUEZ, 2007, p. 243). Thus, there is a reciprocity between the two, as one contributes to the

development of the other. In this regard, we present the conception we defend, emphasizing the relationship between the theoretical and practical sides, as follows:

[...] the objective side of pedagogical practice is constituted by the set of means, the way in which pedagogical theories are put into action by the teacher. What distinguishes them from theory is the real, objective character of the raw material on which it acts, of the means or instruments with which the action is carried out, and of its result or product. Its purpose is the real transformation, objective in a natural or social way, to satisfy a certain human activity (VEIGA, 2008, p. 17, our translation).

It should, therefore, be mentioned that, unfortunately, in the face of obstacles that are daily encountered in everyday life, as well as in the education system itself, the teacher is increasingly distanced from these changes, which are important for a better execution of their pedagogical practice. This certainly occurs because many formation courses present theoretical knowledge that is dissociated from practice, which, in many moments, ends up not benefiting the research and the formative process itself, which prevents its transformation.

Thus, it is important that the educator recognizes this concept and collaborates with the construction of actions developed as such. It is also considered that the current education system, especially the public one, ends up not offering all the necessary conditions for progress and improvement that requires time and dedication, which many teachers lack. The teaching activity is daily, a personal and professional composition that does not come to an end, because the educator constantly needs new knowledge.

The teacher needs, therefore, to be able to continuously remake his pedagogical action and, for that, it is necessary that he be stimulated to investigate and be able to modify his exercise in an act that is, in fact, transformative and allows students to dive into a learning space that has appropriate and expressive knowledge.

It is opportune to emphasize the argument necessary for pedagogical performance, so that a clear understanding of the act developed by each teacher in the classroom can be achieved, so that he can, from then on, guide his work in a critical and reflexive way. In this sense, he must observe himself, and reflect on the needs presented and look at himself with a frank examination of conscience and, above all, instructive regarding his praxis, so that, in fact, he can experience a probable improving in the results of his work.

It is assumed, therefore, that reflection is essential to the exercise of teaching, confirming that the definition of pedagogical practice must be continually questioned by the teacher, in order to provide the achievement of a new path to improve the activity developed by him. It is relevant, then, to indicate that the "[...] reflexive practice leads us to two mental

processes that we must distinguish, especially if we consider theirs" (PERRENOUD, 2002, p. 30, our translation).

It is necessary to believe that the educator, from the analysis of his activity, can improve his craft and provide better learning to his students. This sets up the idea that the understanding generated through questioning their own practice can lead the teacher to redo their work, based on changes that provide authentic changes, which will enable a better quality of their teaching.

In this context, the teacher's attitude is characterized as a high point in the sum between what is wanted and what can be done to transform attitudes and lives through the act of educating. Still, the task of building a better future is assigned to the student, but the performance of the manager nucleus together with the teaching practice is the starting point for, in part, this to materialize.

The teacher needs to permanently reflect on his behavior, which must instigate the learning subjects to build different points of view, in order to obtain a contextualized notion of the world in which he lives. We agree with the following statement:

[...] that teaching knowledge is not formed only from practice but is also nourished by theories of education. In this way, theory is of fundamental importance in the formation of teachers, as it provides subjects with different points of view for a contextualized action, offering perspectives of analysis so that teachers understand the historical, social, cultural, organizational contexts and of themselves as professionals (PIMENTA, 2000, p. 24, our translation).

The student should not limit himself to the content passed on in the classroom, as he must have an investigative spirit, go beyond, seeking new knowledge, trying to observe what was seen in theory. In this perspective, a criticism against banking education, as defined by Paulo Freire (1998) should be made explicit as an approach in which one commands and the other obeys, in which the teacher imagines himself to be the sole owner of knowledge and the student a mere apprentice, a conception of education that is clearly shown as an instrument of oppression.

Due to this new conception of the student as a subject of rights, he is considered a being in harmony with history, which is permanently in development. Therefore, the teacher who must act in this scenario of changes needs to incorporate the figure of the interlocutor, the one who listens to the student, points out the paths to him and provides an environment in which a mutual relationship of equality of learning can be developed.

Regarding teacher formation, in Brazil there is indeed a tradition in defining the pedagogue as someone who teaches something. This conception came from the 1930s with the idea that a pedagogue is the professional who will teach in the initial grades, education cannot

be reduced to teaching, nor to teaching methods (GIMENES, 2012).

In view of what was analyzed, it was found that the teacher's instruction is characterized as the high point in the sum of 'what you want and what you can do' to transform attitudes and lives through the act of educating. The student is assigned the task of contributing to a better future, but this teacher's instruction is the focal point so that, in part, this happens. However, university formation courses have not adequately accounted for academic development. Ideally, the proposals developed would focus on the knowledge that teachers use in their daily lives, demarcating that it is not pure practicality, but a choice between alternatives pointing to a successful experience (PIMENTA, 2002).

The reality of education today reflects issues discussed in the past. Families asked specialized educators to exempt them from caring for their children's education, that is, to transform their (undisciplined) children into judicious, polite, educated, self-possessed subjects. They aspired to free themselves from a task to someone who worked systematically and methodically (PAULON, 2007).

Having knowledge and 'knowing how to do' are the essential qualities of the educator, which characterize and distinguish him. He is the only one to whom all these characteristics are necessary since pedagogy was born. Knowledge and action are therefore two inseparable aspects of human activity. Knowledge is not mere contemplation, nor practice mere activity. There is, therefore, no authentic knowledge and authentic action if they are not expressed in a permanent unitary interrelation.

It is necessary to pay attention to the knowledge of teaching and among them the issue of teacher formation. Inácuí Filho (2003) states that pedagogical disciplines are in such discredited ways that undergraduate students prefer to study the content of the specific part.

It is worrying to graduate teachers, managers and researchers in a course with limited formative aspects. There is a risk of promoting courses that are lightened and jettisoned from the knowledge necessary for practice. A specific higher-level configuration from first to fourth grade is naturally necessary for elementary education, due to the need for the curriculum to master knowledge and methodologies from very different fields, such as: Portuguese, mathematics, history, geography, science.



## **Methodological procedures**

The research consists of seeking answers concerning the methodological innovations related to the current context of initial and permanent teacher education. Trying to adapt this existing practice in another reality.

Seeking to better understand what teachers think about methodological innovations and other issues that surround this area of education, questionnaires were applied to four teachers who work in the early years of elementary school. The answers will be presented, along with the theoretical discussion, below.

The questionnaires, as already mentioned here, were sent to the teachers' emails, with a period of 30 days for responses. At the end of this period, the four teachers returned the answered questionnaire.

The answers were then tabulated, facilitating the analysis of the data obtained. A first reading of the answers given was carried out, pointing out aspects that could be presented as relevant to the present research. The second, more attentive reading aimed to list categories that would help in the analysis of the responses. The third reading aimed to separate, from the cataloged categories, the proximities or similarities of the answers given, as well as the distances or differences found.

The questionnaire presented the following questions:

- 1) Considering the social context, school knowledge is of great importance to prepare the student for life, in this way, can we qualify the discipline of science as a social tool that allows a scope that passes through qualified discipline in external evaluations? Explain your answer
- 2) In the current conjecture with environmental challenges so exacerbated, does the evaluation carried out in schools, in relation to the discipline of science, contemplate the expectations that are mentioned in the BNCC?
- 3) In the contemporary world, would not worrying about scientific literacy be a way of inserting the discipline in external assessments? Justify.

In the present work, the formation of teachers was described, analyzing the meaning they need to give to their practice, positioning themselves on it. Participant observation and semi-structured interviews were the procedures used in data collection, in an attempt to detect some relevant points for this research that were submitted to a qualitative analysis, in the light of the opinions of the authors consulted in the literature review.

In this perspective, qualitative research, according to Bogdan and Biklen (1994), does not exempt the researcher from getting involved with the researched. The relationships and experiences that unite all the research actors are strong and unpredictable, as we seek to understand the universe experienced by each of them. However, it is understood that the identities concretized in the persons of the researcher and the researched can remain well defined if they mutually recognize each other, each one in his own condition.

### **Results of the survey with teachers**

Considering that school education has progressed, especially through the expansion of Elementary Education, it is essential to ensure that students learn. In this view, teacher formation points to indicators that must be considered for new segments and interventions. Nevertheless, it is necessary to look at the instruction of teachers as a mediating action, of construction and renovation.

In this development, the permanent formation of teachers can contribute to the improvement of educational practice, since it can be used as a tool that helps the transformation of their practice aimed at student learning. Therefore, one of the great challenges of educators' daily lives is the application of knowledge relating them to classroom practice and to the knowledge constructed by students in their daily lives. However, it is necessary to lead students to understand the need to change their posture, based on current theories applied in initial formation courses, and this is not something easy.

It is evident, therefore, the need to articulate theory and practice in a new emerging model of study, since the accelerated transformations that have occurred in society demand an instruction from critical and reflexive teachers, in which theoretical knowledge is associated with the practice experienced in the classroom, anticipating the necessary transformations and equipping oneself to intervene in it, is a basic assumption.

From the teachers' answers to the interviews, it was found that a reassessment of the pedagogical practice is of great importance, starting with the concept of reflection as a tool that will indicate the teacher's exercise and will provide the taking of a new position in the face of the difficulties faced, thus validating the acquisition of significant skills for the two actors in the classroom: teacher and student.

When critical and reflexive teachers emerge, educational practice will improve considerably, in the sense of finding solutions to the problems faced in the classroom, leading teaching to achieve more significant results. However, it should be noted that, in the quest to

achieve an effective transformation in the ways of teaching, there is a possibility that the teacher will not reach the goals that direct this change. It is noteworthy, then, that it is essential that teachers are well prepared and define the paths to achieve the expected educational goals.

It is important for the teacher to qualify for the pedagogical experience. For this, he must be motivated to seek to overcome all adversities imposed by reality, overcoming all obstacles, and building a new practice through new knowledge. The teacher's motivation must be influenced by the classroom, which is his/her laboratory.

The teacher's motivational position is something that can be impacted by socio-contextual factors such as the number of students in the classroom, time of teaching experience, interactions with management, among others.

When there is an exchange relationship with the student, the teacher leaves his solitary routine to see all the repercussions that his practice can bring to the student. This, therefore, is one of the reasons that leads him to value teaching and, in this way, to start investing in projects to improve his craft.

### **Final considerations**

In the elaboration of this work, it was sought to sharpen the look on all the details that could provide information closer to the teachers' thinking, in order not to standardize conceptions. The pandemic currently experienced due to Covid-19 forced social isolation to prevent the spread of the causative virus, Sars-Cov-2. Thus, the research deviated from the field of observation, but this did not prevent the completion of the research, nor did it interrupt its process, requiring, however, a new moment of study.

The writing of this article was based on the data that the observation of the teachers' practice revealed and on the interpretation of the information gathered from the teachers' reflections on their practices, expressed in the interviews. Therefore, what was presented here contains the teachers' reports and their analyzes and interpretations described in confrontation with the thinking of the authors consulted in the literature review, establishing relationships between them, which characterized a qualitative approach.

A point to be highlighted is the teachers' position on their formation, which did not associate theory with practice to be developed in the classroom and did not encourage the realization of teaching and learning from the dialogue between the teacher and the student, which is essential to the exchange of specific knowledge and occupies an important place.

The educator's daily life is complex and challenging and establishing a routine to deal

with it is a very demanding and difficult task. Some of the aspects that must be considered in this context are the recording of the learning carried out by the students and their evaluation. Certain aspects that are part of the educator's daily life can significantly influence the development of students. Often, these aspects are practices that are little discussed.

These practices should work as strategies that draw the attention of students and this would be a care that the educator could exercise to do a good job in the classroom, resulting in student interaction, socialization and the development of autonomy, resulting in good learning.

It was found that it is up to the educator to understand what the characteristics of each student are, their way of being and relating to the environment they start to attend, as well as the way they interact with their colleagues and with the people who care and educate them. It is therefore necessary to respect the rhythm of each student, as well as their manifestations and consider their previous learning, built in the environment in which they live.

It is hoped that this study will provide good references on critical-reflexive pedagogical practice and serve as a foundation for other research that seeks to understand the improvement of teacher knowledge and practice, so indispensable to learning, as an important instrument of change. The critical analysis produced by this academic research on teacher formation, briefly exposed, highlighted the need for actions within the classroom and its determinations by the school system.

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