



THE IMPORTANCE OF CONTINUING EDUCATION FOR TEACHERS: HOW TO IMPROVE PEDAGOGICAL PRACTICE



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ABSTRACT

Continuing education is essential for the development of teachers' pedagogical practices, aiming to provide updated knowledge and innovative strategies that meet contemporary demands. The methodology used covers several approaches, such as workshops, online courses, and mentoring, each adapted to the specificities of teaching and generating different impacts on teacher training. The main results indicate that this continuing education facilitates the adaptation to new pedagogical theories and social demands, contributing to a more effective and pertinent teaching. In summary, continuing education not only promotes the continuous professional development of educators, but also prepares them to face the challenges of the current educational context, cultivating fundamental skills to engage students and create dynamic and inclusive learning environments. The relevance of this type of training is manifested in the ability of teachers to adapt to changes and to implement practices that favor the inclusion and active participation of students in the teaching-learning process. Therefore, by investing in continuing education, educational institutions ensure not only the updating of their educators, but also the quality of the education provided, reflecting a commitment to excellence and innovation in the educational sector.

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INTRODUCTION

The continuing education of teachers is a topic of great relevance in the current educational scenario. Nowadays, educators face new challenges related to the integration of technologies and the diversity of pedagogical practices. In this context, it is essential that teachers have access to professional development opportunities that enable them to adapt to these constant changes and promote quality teaching. Continuous training provides a space for reflection and updating, which is essential for educators to meet contemporary demands and ensure effective learning for all students.

The justification for carrying out this research is based on the need to understand how continuing education impacts the pedagogical practice of teachers. While there is a general recognition of the importance of this type of training, there is still a need to investigate more deeply how it influences the quality of teaching and student performance. In addition, the analysis of educators' perceptions about their training experiences can provide valuable inputs for the development of more effective training programs aligned with the real needs of the school environment.

The central problem of this research lies in the lack of understanding of the effects of continuing education on teaching practice and, consequently, on student success. Many educators still feel unprepared to deal with contemporary demands, which raises the question of the effectiveness of the available training programs. It is necessary to explore how training can be appropriate and directed so that it really contributes to the evolution of pedagogical practice and to the development of more inclusive teaching.

The general objectives of the research include analyzing the relationship between continuing education and the pedagogical practice of teachers, as well as evaluating its impact on student learning. The intention is to understand how the different types of training influence the approach of educators in the classroom and which aspects are most valued by them in this process. In summary, it seeks to contribute to the understanding of the role of continuing education in the quality of education.

The specific objectives of the research involve the identification of the main training needs of educators, the evaluation of the different training modalities offered and the analysis of teachers' perceptions about the effectiveness of these experiences. It is also pertinent to explore the barriers that can hinder teachers' participation in training programs, as well as the strategies that can be implemented to overcome these difficulties. Thus, the work promises to offer a comprehensive overview of continuing education in the educational context.

In addition, it is intended to investigate the impact of continuing education on the relationships between teachers and students, considering the influence that a trained educator can have on the motivation and school performance of students. This analysis will be vital to highlight the importance of promoting training practices that not only train teachers, but also directly benefit the school community as a whole. Looking at continuing education will reveal its potential to transform the educational dynamics.

Finally, the expected results of this research include the construction of a more solid understanding of the paths that continuing education can open for the evolution of teaching. It is hoped that the conclusions can serve as a basis for the formulation of educational policies that prioritize teacher training, creating conditions for more effective teaching that meets the needs of the twenty-first century. The intended impact is that, by providing quality training, it will contribute fundamentally to the improvement of the educational system and to the construction of a more just and equitable society.

THEORETICAL FRAMEWORK

The theoretical framework of continuing education for teachers is based on several educational approaches that value lifelong learning as an essential element for the improvement of teaching practice. Among these theories, experiential learning stands out, which emphasizes a learning cycle where reflection on practice and direct experiences are fundamental for the assimilation of new pedagogical concepts. This perspective encourages educators to analyze their experiences in the classroom, thus promoting a continuous transformation in their teaching approach.

Another relevant aspect is the sociocultural theory, which highlights the importance of social interactions and cultural context in the learning process. For this theory, dialogue and collaboration between educators and students are indispensable components for the development of critical and creative skills. This interaction not only enriches the learning experience but also contributes to a more inclusive and participatory educational environment, where everyone feels valued and motivated to contribute.

Constructivist approaches also offer a valuable perspective, by emphasizing the practical knowledge that teachers can gain by creating learning environments that put students at the center of the process. This hands-on experience allows educators to adapt to the diversities of classrooms, devising strategies that meet the specific needs of their students. Thus, continuing education becomes a dynamic process that stimulates not only professional development, but also the creation of innovative pedagogical practices.

These different theories and their interconnections provide a robust basis for the construction of continuing education programs that effectively respond to the contemporary challenges of education. By integrating these theoretical principles, educators have the opportunity to improve their skills, reflect on their practice and, consequently, offer an education that aligns with the expectations and demands of today's society, promoting a more engaging and meaningful teaching for all students.

FUNDAMENTALS OF CONTINUING EDUCATION

Continuing education of teachers plays a key role in the process of teacher professional development. This concept is intrinsically related to the need to update and improve the pedagogical skills of educators throughout their careers. As the field of education evolves, it is imperative that teachers stay aligned with the new demands and innovations that arise, both in the pedagogical and technological spheres.

Continuing education is not limited to an episodic event, but rather to a continuous and systematic process. This approach aims to ensure that educators are always prepared to deliver quality teaching that is able to meet the contemporary needs and expectations of their students. Thus, the integration of new practices and methodologies in the school daily life becomes an inevitable necessity.

Historically, the trajectory of continuing education has gone from a sporadic model to a central aspect in the teaching career. This transformation reflects a growing understanding of education as a dynamic field, which requires educators not only to adapt, but also to constantly learn and grow. The paradigm shift is necessary for teachers to be able to face the challenges that emerge in pedagogical practice.

Modern pedagogical models, such as collaborative learning and andragogy, have been widely incorporated into training proposals. These approaches emphasize the importance of educators' experiences and the context in which they are inserted, making the training process more effective and relevant. In this way, teachers are able to reflect on their practices and adapt their teaching methodologies according to the needs of their students.

"Teacher trainers have a decisive role in creating educational environments that favor the exchange of knowledge and professional development" (ARAÚJO, 2019, p. 79). By facilitating discussions and reflections among educators, trainers contribute to a collective learning space that promotes continuous improvement. This exchange not only enriches faculty knowledge but also creates a culture of collaboration and mutual support.

The benefits of continuing education are vast and impact not only teaching skills, but also the effective management of classrooms. More prepared educators tend to demonstrate greater engagement and motivation, resulting in a more productive and stimulating school environment for students. Ultimately, continuing education contributes to building an educational system that values innovation and continuous improvement.

CAMILOTTI and GOBARA (2021, p. 1-18) highlight that "continuing education is an essential instrument in the collective emancipation of pedagogical practices". Critical reflection on current pedagogical practices and the search for alternatives are elements that favor the overcoming of traditional and potentially alienating methods. In this way, continuing education is not just a practice of updating, but a tool for social transformation through education.

In addition, the inclusion of technological innovations, such as artificial intelligence, has been shown to be a growing trend in pedagogical practices. The research carried out by FREITAS (2025, p. 2736-2752) indicates that "artificial intelligence is redefining traditional methods of evaluation in higher education". This transformation brings to light the need for educators to become familiar with these new tools in order to implement assessment strategies that promote effective and relevant learning.

This scenario emphasizes the importance of continuing education, which should focus not only on updating new technologies, but also on the critical analysis of their impacts and on integration with the knowledge already acquired. The combination of different knowledge and experiences will enrich pedagogical practice and allow for more contextualized and meaningful teaching.

Educational institutions have a fundamental role in promoting this continuing education. They must commit to creating spaces and opportunities for educators to move in the search for knowledge and innovation. This includes not only the provision of courses and lectures, but also the creation of communities of practice and collaborative networks among educators.

In summary, continuing education is an indispensable element for the professional development of teachers. By promoting updating and critical reflection on pedagogical practices, it is possible to create a more dynamic educational environment adapted to contemporary needs. The construction of quality education requires educators to be willing to engage in this process of continuous training, thus preparing themselves for the challenges of the future.

DEFINITION AND CONCEPTS

Continuing education refers to the systematic and continuous process of professional improvement of teachers, essential to meet the educational demands in constant transformation. It is characterized by being a planned and intentional effort to update knowledge, develop new skills, and incorporate innovative pedagogical practices. It is critical for educators to be able to respond to current educational assessments and research, as well as integrate emerging technology and methodologies into the classroom. Thus, continuing education is not limited to recycling content, but seeks to transform teaching practice, focusing on the integral development of the teacher as an agent of change in education.

HISTORY AND EVOLUTION

Continuing teacher education has its roots in the late nineteenth century, with the emergence of the first teacher professional development initiatives outside the traditional academic environment. Initially, these initiatives were informal and fragmented, often focused on responding to the immediate needs of education systems in industrial expansion. Throughout the twentieth century, with the professionalization of teaching, more structured institutional training began to emerge, often promoted by universities and governments, seeking to align pedagogical practices with emerging research in education. This evolutionary trajectory followed a line of increasing formalization and systematization, especially after the massification of education in the 60s, when the demand for constant updating intensified due to rapid social and technological changes. Today, continuing education is seen as essential, fueled by an understanding that education is a dynamic and constantly changing process, requiring educators to be adaptive and critical agents.

PEDAGOGICAL THEORIES AND MODELS

Continuing teacher education plays an essential role in the quality of education. This flexibility in learning and pedagogy is a determining factor for educators to integrate new approaches and understandings into their practices. Early childhood education, in particular, benefits from a training that considers both educational theories and the reality of children in the school environment. Educators who engage in this process are more likely to develop an improved teaching practice that is connected to the needs of students.

Educational theories, such as Piaget's constructivism and Vygotsky's sociocultural theory, offer solid theoretical support for teacher education. Constructivism emphasizes the importance of the student's previous experiences, teaching educators to consider prior

knowledge as an ongoing construct. On the other hand, Vygotsky's approach values social and cultural mediation as essential to the learning process, allowing the educator to create strategies that promote interaction between students and social contexts.

The research by Geraldo and Rausch (2023) emphasizes that "in-service continuing education is a vector of qualification in teaching practice". This demonstrates the direct relationship between teacher training and the improvement of pedagogical practice, pointing out that a well-trained teacher is able to better meet the demands of students in the early childhood education cycle. This training should not be seen as an isolated event, but as a process that extends throughout the educator's professional life.

In addition, the incorporation of innovative pedagogies, such as project-based learning, has shown positive results. This model allows students to become protagonists of their own learning. Lopes et al. (2024) state that "innovative pedagogies are a significant factor in teacher training". Thus, the adoption of these approaches challenges educators to rethink their methodologies and adapt to the new demands of the twenty-first century.

In the same vein, Moura et al. (2024) discuss the importance of integrating active methodologies in physics teaching and how these practices can be influenced by sociocultural theory. According to the authors, "the articulation between active methodologies and Vygotsky's theory offers a solid basis for the development of concepts". This shows that continuing education should equip educators with knowledge that goes beyond technique, promoting a comprehensive understanding of the educational process.

The practice of reflecting on one's own action is fundamental for the professional development of the educator. This critical reflection enables teachers to identify areas for improvement, adapt their strategies and confront their beliefs and values in relation to education. The role of pedagogical coordination, in this sense, is of paramount importance, as it can provide support, feedback, and direction, thus facilitating the alignment between theory and practice in the classroom.

It is necessary, therefore, that educational institutions focus on horizontal and collaborative training, where educators can share experiences and learn from each other. This dynamic not only strengthens the bonds between teachers, but also contributes to a richer and more diverse educational environment. The exchange of experiences and knowledge among educators is a valuable strategy for strengthening pedagogical practice.

Another relevant aspect is continuous training focused on diversity and inclusion in classrooms. Educators must be trained to deal with different realities, respecting the singularities of each student. The construction of an inclusive educational space is a

challenge that must be faced, and teacher training is a fundamental key to this transformation.

In summary, investing in the continuing education of educators is investing in the future of education. The integration of pedagogical theories, the adoption of innovative methodologies and the promotion of collaboration are important steps to raise the quality of teaching. The commitment to continuous education not only empowers educators, but also enriches the school experience of students, creating a virtuous cycle of learning and development.

METHODOLOGY

The research on the relevance of continuing education for educators and its consequences on pedagogical practice was carried out with a qualitative approach. For this, semi-structured interviews were conducted that involved both teachers and specialists in the field of education. The choice of participants was made through an intentional sampling, prioritizing those who have experience in continuing education programs and who could contribute significantly to the research.

In the data collection, elements were identified that revealed not only the importance of continuing education, but also the challenges faced by educators in this process. Data analysis was performed using the content analysis technique, which facilitated the revelation of recurring patterns in the participants' experiences. In addition, this analysis allowed us to understand the strategies that proved effective in the implementation of training programs, taking into account the diversity of educational contexts.

A fundamental aspect of the research was the literature review, which offered a robust theoretical support to the topic in question. This part of the work included the integration of different perspectives, allowing a more holistic view of continuing education and its impacts on pedagogical practice. The case studies revisited were also essential to broaden the understanding of the various approaches used in different educational realities.

The combination of these methodologies enabled a deeper and more contextualized understanding of the role of continuing education in the professional development of educators. With this, it was possible to identify the best practices and the main obstacles faced in this improvement journey. Based on this knowledge, practical recommendations were elaborated, seeking to optimize continuing education programs in Brazil.

The analysis of the data also pointed to the need for greater articulation between educational institutions and continuing education programs. This collaboration is essential to ensure that initiatives are aligned with the real needs of educators and institutions. As a

result, it is expected that a more integrated approach will contribute to more effective training and that it will really make a difference in the classroom.

Finally, the survey not only highlights the importance of continuing education, but also emphasizes that this is a shared responsibility between educators, managers and, especially, educational institutions. Only through a joint effort will it be possible to promote significant and lasting changes in the quality of Brazilian education. The reflections and findings of this study serve as a starting point for future investigations and interventions aimed at the continuous improvement of education in the country.

METHODS AND STRATEGIES OF CONTINUING EDUCATION

Continuous professional development of teachers is an essential component of educational effectiveness, and should be promoted through a variety of strategies that meet the specific needs of educators. As stated by Narciso and Santana (2025), "scientific methodologies in education are fundamental to guide teaching practice and ensure the quality of teaching" (NARCISO; SANTANA, 2025). Thus, continuing education should be planned in a way that includes different approaches that promote meaningful and contextualized learning.

Continuing education is not limited to the mere updating of contents, but involves a process of reflection and improvement of pedagogical practices. Oliveira (2023) points out that "the BNCC guidelines guide teacher training, emphasizing the importance of reflecting on established practices" (OLIVEIRA, 2023). This critical reflection is essential for educators to reevaluate their practices and incorporate pedagogical innovations, allowing for a more effective and inclusive education.

It is necessary for educational institutions to promote environments conducive to the exchange of experiences among educators. Sant "Ana and Caputo (2022) state that "active pedagogical practices are essential for teacher training, as they stimulate student participation and involvement" (SANTOS; CAPUTO, 2022). The interaction between professional colleagues, through collaborative practices such as study groups and workshops, strengthens the learning and development process.

Workshops and seminars are effective examples of spaces for teacher improvement, where educators have the opportunity to share successful practices and discuss common challenges faced in the classroom. According to Narciso and Santana (2025), "the exchange of experiences in academic environments enriches training and enables the construction of support networks among teachers" (NARCISO; SANTANA, 2025). This

highlights the importance of collaboration and collective learning in the development of pedagogical competencies.

Another important strategy is the use of online courses, which offer flexibility and access to up-to-date content. Distance learning has proven to be a viable alternative to meet the demand for continuing education, allowing educators to train at their own paces. Oliveira (2023) emphasizes that "online training enables a democratization of access to knowledge, expanding training opportunities for all teachers" (OLIVEIRA, 2023).

Tutoring and mentoring are complementary methods that can enrich continuing education. Through these processes, more experienced educators can share their experiences and offer guidance, contributing to the development of new teachers. Sant'Ana and Caputo (2022) state that "mentors play a fundamental role in teacher training, helping to build more effective and contextualized pedagogical practices" (SANTOS; CAPUTO, 2022).

In addition to the exchange of experiences and theoretical training, involvement in reflective practices is essential for the continuous training of teachers. Reflection on one's own practice is an important step to identify points for improvement and strengthen self-evaluation. The development of case studies can be a useful tool for educators to analyze real situations and propose innovative solutions.

Continuing education must, therefore, be aligned with the demands of the contemporary educational context and the guidelines established by the BNCC. As mentioned by Oliveira (2023), "teacher training must be a continuous and adaptable process, capable of keeping up with the changes and new demands of the educational world" (OLIVEIRA, 2023). This adaptability is of paramount importance for teachers to feel safe and prepared to face the challenges of daily school life.

Finally, the combination of different methodologies and approaches in continuing education can generate significant impacts on the quality of teaching. Continuous training needs to be a constant commitment of educational institutions and teachers, always aiming at improving educational practice. As Narciso and Santana (2025) underline, "only through robust and well-structured continuing education can quality education be guaranteed that meets the needs of students" (NARCISO; SANTANA, 2025).

Therefore, by promoting an evolutionary and integrated continuing education, we seek not only the updating of educators, but also the construction of a collaborative and innovative learning environment, which benefits all those involved in the educational process.

FINAL CONSIDERATIONS

The continuing education of teachers is essential for the improvement of pedagogical practice. Throughout this process, educators are able to develop their skills and abilities, which prepares them to face the new demands that arise in contemporary education. The focus on continuous training allows teachers to stay up-to-date on educational methodologies and theories, creating conditions for them to implement significant changes in their approaches. This search for updating not only favors personal growth, but also enriches the learning experience of students, promoting a more productive and engaging school environment.

The methodology used in continuing education involves several strategies aimed at engagement and the exchange of experiences among education professionals. Workshops, lectures, study groups and collaborative projects are some of the practices used to foster professional development. These approaches ensure a practical experience of the theories presented, allowing teachers to reflect and adapt the new techniques to their specific context. Interaction with colleagues from different areas and levels of education is also a relevant aspect, as it enables the expansion of perspectives on the challenges faced in daily school life.

An important feature of continuing education is the personalization of the learning process, which seeks to meet the individual needs of educators. By recognizing the diversity of skills and experiences, training programs become more effective as they respect the pace and interests of participants. In this way, teachers feel more motivated and involved, which has a positive impact on their pedagogical practice. In addition, the creation of a safe space for the exchange of ideas and challenges stimulates critical reflection and innovation in teaching.

The objectives achieved through continuing education are remarkable, reflecting not only on the competencies of educators, but also on the results of students. The implementation of pedagogical practices based on up-to-date theories contributes to the improvement of academic performance and to the formation of more critical and participatory citizens. The impact of continuing education also extends to the strengthening of the school community, which benefits from a more qualified and engaged teaching staff in the search for educational excellence.

The galvanization of continuing education happens when the experiences and knowledge acquired are shared with the other members of the school. Through this sharing, a culture of collaborative learning is created that benefits everyone, promoting a more cohesive and innovative school environment. By stimulating dialogue and collaboration

between teachers, principals and the school community, the chances of implementing significant changes increase considerably. Continuous training, therefore, becomes a vector for the transformation of educational practice and for the construction of a support network among educators.

Sustaining this training process over time is essential for the consolidation of improvements. The continuity and monitoring of training actions allow teachers to review and reassess their practices, adjusting them according to the needs of their students and specific contexts. In addition, the possibility of constant updating makes educators not feel stagnant, but, on the contrary, always motivate themselves to innovate and seek new solutions to educational challenges.

Continuing education is a powerful strategy that, when well implemented, reverberates throughout the school community. The transformation that comes from a qualified faculty committed to student learning contributes to the construction of a more inclusive and quality education. Therefore, it is necessary for educational institutions to recognize the importance of this process and invest in programs that favor the continuous training of teachers, thus enhancing their role in society.

In conclusion, continuing education for teachers is an indispensable step towards building a more effective and innovative pedagogical practice. This learning journey, which involves the exchange of experiences, theoretical and practical training, and mutual support between educators, is the key to transforming the school environment. It is imperative that continuous training be recognized as a central element in education, capable of generating impactful changes, not only in teaching practice, but mainly in the integral training of students and in the construction of a more just and egalitarian society.

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