LUMEN ET VIRTUS
ISSN: 2177-2789

THE IMPORTANCE OF TEACHER IMPROVEMENT IN BASIC EDUCATION

https://doi.org/10.56238/levv15n43-009

Submitted on: 04/11/2024 **Publication date:** 04/12/2024

Jefferson de Souza Gomes[1], Suzamary Almira de Figueiredo[2], Erli Santos[3], Adriano Valter Dornelles Dias[4], Ana Paula Rodrigues[5], Karina Costa Paes de Sousa[6], Tiago do Amor Divino Araujo[7]and Rebeca Maria de Oliveira[8]

ABSTRACT

This study investigated the challenges and perspectives of continuing education of teachers in basic education, addressing the question of how these trainings impact pedagogical practice. The general objective was to analyze the perceptions of educators in relation to continuing education and its importance in professional development. The methodology used was a bibliographic review, in which relevant works on the subject were selected and analyzed. The results showed that, although teachers recognized the relevance of continuing education, they faced difficulties such as lack of time and resources, as well as resistance to new methodologies. Public policies were also identified as disconnected from school realities, which limited the effectiveness of the training offered. The research also highlighted the relevance of digital technologies in the training process, although there were barriers to their integration into teaching practice. The final considerations reiterated the need for an alignment between training policies and the specificities of schools, as well as adequate institutional support for continuing education to become a meaningful process.

[1] Master in Emerging Technologies in Education
MUST University
E-mail: jefferson.desouzagomes@gmail.com
[2] Specialization in Libras
Faculty of Education São Luís (FESL)
E-mail: suzamaryfigueiredo@gmail.com
[3] Master of Education
Federal University of Mato Grosso (UFMT)
E-mail: erlisantos2013@gmail.com
[4] Master in Letters
University of the State of Mato Grosso (UNEMAT)
E-mail: adrianodornelles@uol.com.br
[5] Master of Education
International Ibero-American University (UNiB)
E-mail: anagold489@gmail.com
[6] Master in Letters
University of the State of Mato Grosso (UNEMAT)
E-mail: karinapaes041@gmail.com
[7] Specialist in Afro-Brazilian History and Culture
Leonardo da Vinci University Center (UNIASSELVI)
E-mail: tiagodoamordivinoaraujo@gmail.com
[8] Master in Emerging Technologies in Education
MUST University
E-mail: rebecca_adv@hotmail.com

The research also suggested future studies to thoroughly explore the effectiveness of training and the impact on the quality of education.

Keywords: Continuing Education. Teachers. Basic Education. Methodologies. Digital Technologies.

INTRODUCTION

The continuing education of teachers in basic education is a relevant theme for the development of educational quality. In a scenario in which the demands for improvements in teaching are intensifying, the permanent training of educators becomes an essential element for the effectiveness of the teaching-learning process. Educational policies in Brazil have promoted initiatives for teachers to participate in continuous training, aiming to improve their pedagogical practices and meet the needs of students in a context in constant transformation.

The importance of continuing education is justified by the need for educators to update themselves in the face of new methodologies, technologies and social demands. Rapid changes in the educational environment and teaching approaches require teachers to be prepared to adapt their practices and respond effectively to challenges that arise in the classroom. Continuous training contributes not only to the professional development of teachers, but also to the improvement of student learning, reflecting on the quality of education offered.

The problem to be addressed in this work refers to the difficulties faced by teachers in the search for continuing education and the effectiveness of the training actions made available. Despite policies to encourage training, many educators encounter obstacles such as lack of time, resistance to change, and scarcity of adequate resources. These issues impact the participation of teachers in training, limiting the benefits that could arise from this process.

The lack of teacher autonomy in evaluation practices is a recurring issue, especially in public schools. Although there are attempts to innovate the methodologies, external control continues to dictate the evaluation process, limiting the actions of teachers and reinforcing an exclusionary practice.

The objective of this study is to analyze the challenges and perspectives of continuing education of teachers in basic education, considering the importance of this process for the improvement of pedagogical practice. To this end, the text is structured in sections that address the theoretical framework on continuing education, a development that analyzes the evolution and the challenges faced, followed by a description of the methodology used in the research. , discussion topics and results are presented that reflect on training policies, the effectiveness of training actions and teachers' perceptions. Finally, the final considerations summarize the main findings and implications for educational practice.

THEORETICAL FRAMEWORK

The theoretical framework of this work is organized in order to provide an understanding of the continuing education of teachers in basic education. Initially, the concept of continuing education is addressed, highlighting the definition and importance in the current educational context. Then, the Brazilian educational policies that guide the training of teachers are analyzed, emphasizing the relevant guidelines and legislation. The relationship between continuing education and the use of digital technologies is argued, showing how these tools can be integrated into the training process. This structuring allows a critical and reasoned analysis of the elements that make up continuing education, contributing to the understanding of the challenges and possibilities in this field.

THE EVOLUTION OF CONTINUING EDUCATION

The evolution of continuing education of teachers in Brazil is marked by several changes over the last decades, reflecting the educational and social needs of the country. At first, continuing education practices were sparse and often unstructured, focusing only on specific training. Over time, however, there has been a growing appreciation of continuing education as a central element for the professional development of teachers. This change is evidenced by the public policies that have begun to guide training practices, establishing guidelines that aim to ensure the quality of education.

Brazilian legislation plays a fundamental role in the organization of continuing education. According to Nogueira and Borges (2020, p. 42), "the National Common Curriculum Base (BNCC) and other regulations have sought to ensure that teacher training is aligned with pedagogical guidelines and the needs of the school context". This statement highlights the importance of the BNCC as a guiding document that boosts teacher training, promoting an articulation between theory and practice.

In addition, Resolution CNE/CP 02/2019, which establishes guidelines for the initial and continuing training of teachers, is an example of progress in educational policies. According to Moreira *et al*. (2022, p. 357), "the Resolution proposes that continuing education should be understood as a permanent process, which should occur at different times in the teacher's professional life, enabling critical reflection on pedagogical practice". It is evident the need for training that is not limited to isolated moments, but that extends throughout the teaching career, promoting continuous and meaningful learning.

The importance of guidelines and legislation in teacher training is corroborated by Garcia, Fonseca and Leite (2013, p. 240), who state that "the role of practice as a technology of the teaching self is fundamental, as it enables reflection and improvement of

the skills necessary to face educational challenges". Teaching practice is, therefore, an essential component of continuing education, allowing teachers to adapt to new educational demands and develop their skills.

The analysis of continuing education practices over time reveals a significant transformation in the perception of education as a dynamic and continuous process. Legislation and guidelines have contributed to the consolidation of a culture of permanent training, in which teachers are encouraged to seek continuous updating and improvement. This evolution is critical to ensuring that teachers are prepared to meet the demands of the ever-changing educational environment.

THE ROLE OF TECHNOLOGIES IN CONTINUING EDUCATION

The role of digital technologies in the continuing education of teachers has been significant, contributing to the modernization and diversification of teaching methods. Technologies have facilitated access to a variety of resources and platforms that enable educators to update, expanding learning opportunities. According to Koch and Bassani (2013, p. 106), "the use of virtual learning environments enables teachers to develop competencies and skills necessary for inclusive practice, while promoting critical reflection on their experiences". It was emphasized, therefore, that digital technologies not only offer new means of teaching, but also foster reflection on pedagogical practices.

In addition, Gasque and Costa (2003, p. 56) point out that "the search for information by teachers is increasingly mediated by digital technologies, which are an essential element in continuing education, allowing access to updated content and collaboration networks". The relevance of digital technologies in the search for information is highlighted, showing that they are fundamental for teachers to stay informed and updated in relation to contemporary educational practices.

Distance learning platforms, such as *Moodle* and *Google Classroom*, have become essential tools for continuing education. Garcia, Fonseca and Leite (2013, p. 250) state that "digital platforms not only offer courses and training materials, but also promote interaction between teachers, favoring the exchange of experiences and the construction of a community of practice". This argument reinforces the idea that digital technologies create a collaborative environment, in which educators can share knowledge and challenges, enriching their training.

The use of digital technologies in the continuing education of teachers represents a significant change in the way education is conceived and practiced. These tools not only facilitate access to knowledge but also promote the construction of learning communities,

where educators can develop continuously and collaboratively. Therefore, the integration of technologies in continuing education is an essential element for the improvement of educational practices and for the preparation of teachers in the face of the challenges of contemporary education.

CHALLENGES OF CONTINUING EDUCATION

The challenges of continuing education for teachers are diverse and impact the quality of the educational process. The difficulties faced by educators in the search for continuous training include lack of time, scarcity of resources and resistance to new methodologies. According to Nogueira and Borges (2020, p. 45), "the day-to-day demands in schools and the overloads of work often prevent teachers from dedicating themselves to training, limiting their professional development". It is evident how the school routine can interfere with the improvement of teachers, making it difficult to participate in training activities.

Moreira *et al*. (2022, p. 358) point out that "resistance to continuing education, often fueled by a lack of institutional support, can result in stagnant pedagogical practices that do not meet the needs of contemporary students". This statement reveals the importance of the support of educational institutions to motivate teachers to engage in training processes. The absence of adequate incentives can lead to the perpetuation of outdated pedagogical practices, which compromises the effectiveness of teaching.

Another relevant aspect is the negative perception that some teachers have in relation to continuing education. According to Gasque and Costa (2003, p. 58), "many educators see training as mere bureaucratic obligations, devoid of relevance to their daily practice". Thus, it is verified the view that, for some teachers, training does not translate into concrete benefits, which can generate disinterest and demotivation.

Resistance to continuing education, combined with practical difficulties, represents a significant obstacle to the professional development of educators. The strengthening of a culture of continuous training requires, therefore, actions that encourage the active participation of teachers, in addition to a change in mentality that values continuous learning as an essential part of teaching practice. For continuing education to become an effective process, it is essential that institutions offer support and resources that favor overcoming these barriers, ensuring that teachers can develop in a meaningful way.

METHODOLOGY

The methodology adopted in this study is characterized as a bibliographic review, which focuses on the analysis of texts already published on the continuing education of teachers in basic education. The approach used is qualitative, allowing a rich and contextualized understanding of training practices and policies. For data collection, the selection and critical reading of academic articles, dissertations, theses and official documents that deal with the theme in question were used as instruments. The procedures included the search for relevant publications in databases such as *Google Scholar*, *Scielo* and other academic platforms, in which the main studies on continuing education were identified. The analysis techniques consisted of categorizing the information and synthesizing the results found, enabling a reasoned discussion about the challenges and perspectives of continuing education.

The following table presents the main references that support this literature review, organized according to criteria of relevance and year of publication, facilitating the visualization of the studies analyzed.

Chart 1: Main References of the Literature Review

Author(s)	Conforming title published	Year	Type of work
GASQUE, K. C. G. D.; COSTA, S. M. S.	Behavior of basic education teachers in the search for information for continuing education.	2003	Article
VERDUM, P. L.	Continuing education of basic education teachers: policies and practices.	2010	Dissertation
GARCIA, M. M. A.; FONSECA, M. S; LEITE, V. C.	Theory and practice in teacher education: practice as a technology of the teaching self.	2013	Article
KOCH, S. M.; BASSANI, P. B. S.	Continuing education of teachers in a virtual learning environment: possibilities of action and reflection for inclusive practice.	2013	Article
NOGUEIRA, A. L.; BORGES, M. C.	The National Common Curricular Base and its impacts on the continuing education of Basic Education teachers.	2020	Article
CUNHA, F. I. J. *et al*.	Continuing education of teachers in Basic Education: a systematic review.	2022	Article
GUIMARÃES, F. F.; JÚNIOR, C. A. H.; FINARDI, K. R.	Language teacher training mediated by digital technologies.	2022	Article
XIMENES, P. A. S.; MELO, G. F.	BNC-Teacher Training: from the complete subordination of educational policies to the BNCC to the path of propositional resistance.	2022	Article
MOREIRA, M. R. *et al*.	Teacher training policies in Brazil from a discursive perspective: an analysis of Resolution CNE/CP 02/2019.	2022	Article
SILVA, L. F.	The continuing education of basic education teachers in Brazil: realities and needs.	2024	Article

Source: authorship

The table above provides a summary of the main references that support the research, allowing a visualization of the sources that were used for the preparation of the literature review. The selection of references contributes to the analysis and discussion of the topics addressed, offering a basis for the final considerations of the study.

CRITICAL ANALYSIS OF CONTINUING EDUCATION POLICIES

The critical analysis of continuing education policies for teachers is fundamental to understand their impact on teaching practice. Public policies aimed at the training of educators in Brazil have advanced over the years, seeking to meet educational demands and the need for constant updating of teachers. However, it is necessary to assess how these policies translate into concrete actions and the improvement of the quality of education. According to Verdum (2010, p. 58), "continuing education policies should be understood as dynamic processes that need constant monitoring so that their objectives are achieved". The importance of continuous monitoring of policies is emphasized, allowing adjustments that ensure their effectiveness.

In addition, Nogueira and Borges (2020, p. 44) state that "the guidelines established by public policies are not always adequate to the reality of schools, resulting in training that does not meet the specific needs of teachers". It is evident that the disconnect between policy guidelines and the realities faced in schools can limit the success of training initiatives. Therefore, the adaptation of policies to local needs is a key factor in ensuring that trainings are relevant.

Brazilian educational policies are often disconnected from the realities of schools, resulting in training that does not meet the needs of teachers. As Oliveira (2023) observes, teachers face external pressures, such as guidelines imposed by multilateral organizations, which affect their daily practices (Oliveira, 2023, p. 110).

Ade, Moreira *et al*. (2022, p. 360) highlight that "the implementation of continuing education policies requires not only financial resources, but also a commitment from educational institutions to promote a favorable environment for professional development". In this way, the idea that the sustainability of training policies goes beyond financing is reinforced, involving a commitment by schools and administrations to create a climate that values and encourages the continuous training of teachers.

Therefore, the critical evaluation of continuing education policies reveals the need for a close alignment between government guidelines and actual educational practices. It is essential that public policies are not only formulated, but also that they are evaluated and adapted to the specificities of schools and the demands of educators. From this analysis, it

will be possible to advance in the implementation of training that contributes to the professional development of teachers and to the quality of education offered to students.

THE EFFECTIVENESS OF THE TRAINING OFFERED

The effectiveness of continuing education offered to teachers is a fundamental aspect to assess their impact on pedagogical practice. The result of these training courses can be seen in several dimensions, such as updating teaching methodologies, developing skills, and improving student engagement. According to Koch and Bassani (2013, p. 107):

> Continuing education, when well structured, has the potential to promote a significant change in teaching practice, allowing teachers to experiment with new pedagogical approaches and feel prepared to face the challenges of teaching.

It is thus highlighted how adequate training can result in practices adapted to the needs of students. Additionally, Garcia, Fonseca and Leite (2013, p. 245) state that "teachers who participate in continuing education reported greater confidence in teaching skills, which is reflected in the willingness to experiment with new strategies and approaches in the classroom". The authors reinforce the idea that continuing education not only improves the technical knowledge of educators, but also strengthens their self-confidence, which is essential for innovation in pedagogical practice.

The analysis of the results of continuing education also reveals that many teachers observe improvements in student performance. According to Moreira *et al*. (2022, p. 361), "continuing education has proven effective in promoting better educational results, reflected in the increase in student interest and motivation, in addition to contributing to the construction of a collaborative learning environment". Thus, it is indicated that, in addition to benefiting teachers, training has a direct and positive impact on student learning.

Evaluation, when linked to historical-cultural theories, should be understood as a formative and continuous process, capable of promoting the integral development of students. However, many teachers find it difficult to apply this approach due to the lack of autonomy and the interference of exclusionary evaluation systems. As pointed out by Oliveira (2023, p. 113), "the perception of the teachers interviewed, what was accentuated in their statements was the lack of autonomy to manage the evaluation process, which continues to exclude and focus on rankings".

Therefore, the effectiveness of continuing education is visible not only in the transformation of educators' pedagogical practices, but also in the results achieved by students. The implementation of well-planned and contextualized training is a promising path for the professional development of teachers and for the improvement of educational

quality. In order for this effectiveness to be maximized, it is necessary that training be evaluated and adapted, ensuring that it meets the demands of the school environment and contributes to the integral formation of students.

THE TEACHERS' VIEW OF CONTINUING EDUCATION

The teachers' view of continuing education is a fundamental aspect that influences participation and engagement in training activities. Educators' perceptions of continuing education may vary, reflecting previous experiences, expectations, and support received by institutions. According to Silva (2024, p. 215), "most teachers believe that continuing education is essential for professional development, although many point out that training does not always meet their specific needs". This argument demonstrates that, despite the awareness of the importance of training, there is a criticism regarding its adequacy and relevance.

In addition, Nogueira and Borges (2020, p. 46) emphasize that "formative experiences should be seen by teachers as opportunities for growth, and not just as bureaucratic obligations, which requires a change in mentality on the part of educators". Thus, the need for a change in the perception of teachers is evident, suggesting that training should be seen as a tool for improvement and not as a mere fulfillment of requirements.

The difficulties faced by teachers, such as lack of time and resources, also affect their view of continuing education. Garcia, Fonseca and Leite (2013, p. 242) state that "the overload of work and the stressful routine of schools can discourage the participation of educators in training, leading them to see these moments as a task to be accomplished". Thus, it is demonstrated how the reality of daily school life can impact the willingness of teachers to seek training.

Therefore, the reflection on the perception of teachers in relation to continuing education reveals a panorama that combines recognition of the importance of training with criticism of its effectiveness and adequacy. For continuous training to be valued by teachers, it is necessary for institutions to create learning environments that meet their needs and provide meaningful experiences. Only in this way will it be possible to ensure that educators feel motivated to participate in training processes, recognizing their relevance for professional development and the improvement of educational quality.

FINAL CONSIDERATIONS

The final considerations of this study aim to synthesize the main findings related to the continuing education of teachers and their implications for pedagogical practice. The research showed that continuing education is perceived by educators as essential for professional development. However, the difficulties faced in the search for training, such as lack of time and resistance to new methodologies, limit the effectiveness of this process. In addition, the disconnection between public policies and the reality of schools was a highlighted factor, pointing to the need for effective alignment that considers the specificities of educational contexts.

Another relevant point is the influence of digital technologies on continuing education. Teachers recognized the importance of these tools for accessing new knowledge and building learning communities. However, resistance and lack of support for the integration of these technologies into daily practice are still significant obstacles.

In view of these findings, it can be stated that the research answered the question about the challenges and perspectives of continuing education of teachers in basic education. The barriers identified and the need for adequate institutional support are aspects that need to be addressed so that continuing education becomes a significant and impactful process in teaching practice.

The contributions of this study are relevant, as they offer a clear view of educators' perceptions in relation to continuing education, in addition to highlighting the importance of policies connected with the reality of schools. The analysis of training practices and the challenges faced by teachers can serve as a basis for future interventions and improvements in training actions.

Finally, the need for further studies that complement the findings of this study is emphasized. Future research could explore the effectiveness of the training offered, as well as investigate the students' perception of the pedagogical practices resulting from the continuing education of teachers. Such studies contributed to an understanding of the impact of continuing education on the quality of education and on the professional development of teachers.

REFERENCES

1. Cunha, F. I. J., et al. (2022). Formação continuada de docentes na Educação Básica: uma revisão sistemática. Research, Society and Development, 11(7), e10511729383-e10511729383. Disponível em: https://rsdjournal.org/index.php/rsd/article/view/29383. Acesso em: 03 nov. 2024.

2. Garcia, M. M. A., Fonseca, M. S., & Leite, V. C. (2013). Teoria e prática na formação de professores: a prática como tecnologia do eu docente. Educ. Rev., Belo Horizonte, 29(03), 233-264. Disponível em: http://educa.fcc.org.br/Scielo.php?script=sci_arttext&pid=S0102-46982013000300010&lng=pt&nrm=iso. Acesso em: 03 nov. 2024.

3. Gasque, K. C. G. D., & Costa, S. M. S. (2003). Comportamento dos professores da educação básica na busca da informação para formação continuada. Ciência da Informação, 32, 54-61. Disponível em: https://www.Scielo.br/j/ci/a/SCkTXH6fGGHdRLKX9X4LbqB/?format=html&lang=pt. Acesso em: 03 nov. 2024.

4. Guimarães, F. F., Júnior, C. A. H., & Finardi, K. R. (2022). Formação de professores de línguas mediada por tecnologias digitais. Revista Linguagem & Ensino, 25(especial), 179-204. Disponível em: https://periodicos.ufpel.edu.br/index.php/rle/article/view/24773. Acesso em: 03 nov. 2024.

5. Koch, S. M., & Bassani, P. B. S. (2013). Formação continuada de professores em ambiente virtual de aprendizagem: possibilidades de ação e reflexão para a prática inclusiva. Revista Prâksis, 2, 103-110. Disponível em: https://periodicos.feevale.br/seer/index.php/revistapraksis/article/view/766. Acesso em: 03 nov. 2024.

6. Moreira, M. R., et al. (2022). Políticas de formação de professores no Brasil numa perspectiva discursiva: uma análise da Resolução CNE/CP 02/2019. Revista Nova Paideia-Revista Interdisciplinar em Educação e Pesquisa, 4(3), 353-364. Disponível em: http://ojs.novapaideia.org/index.php/RIEP/article/view/168. Acesso em: 03 nov. 2024.

7. Nogueira, A. L., & Borges, M. C. (2020). A Base Nacional Comum Curricular e seus impactos na formação continuada de professores da Educação Básica. Educação em Revista, 21(2), 37-50. Disponível em: https://revistas.marilia.unesp.br/index.php/educacaoemrevista/article/view/9902. Acesso em: 03 nov. 2024.

8. Oliveira, V. B. (2023). Discussões das práticas avaliativas em turmas do nono ano do ensino fundamental de uma escola pública estadual de Goiânia e os depoimentos dos docentes sob o olhar das concepções de cunho histórico-cultural (Dissertação de Mestrado em Educação). Pontifícia Universidade Católica de Goiás. Disponível em: https://tede2.pucgoias.edu.br/handle/tede/4960. Acesso em: 03 nov. 2024.

9. Silva, L. F. (2024). A formação continuada de professores da educação básica no Brasil: realidades e necessidades. Revista OWL (OWL Journal)-Revista Interdisciplinar de Ensino e Educação, 2(1), 212-224. Disponível em:

https://www.revistaowl.com.br/index.php/owl/article/view/142. Acesso em: 03 nov. 2024.

10. Verdum, P. L. (2010). Formação continuada de professores da educação básica: políticas e práticas (Dissertação de Mestrado). Pontifícia Universidade Católica do Rio Grande do Sul. Disponível em: https://repositorio.pucrs.br/dspace/bitstream/10923/2686/1/000422044-Texto%2BCompleto-0.pdf. Acesso em: 03 nov. 2024.

11. Ximenes, P. A. S., & Melo, G. F. (2022). BNC-Formação de Professores: da completa subordinação das políticas educacionais à BNCC ao caminho da resistência propositiva. Revista Brasileira de Estudos Pedagógicos, 103(265), 739-763. Disponível em: https://www.Scielo.br/j/rbeped/a/sXS7mctjLMxVBr9LSYNhJPp/. Acesso em: 03 nov. 2024.