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THE RELEVANCE OF CONTINUING EDUCATION ON THE PEDAGOGICAL PRACTICE OF EARLY CHILDHOOD EDUCATION

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ABSTRACT

This study addresses the importance of continuing education for early childhood education teachers and how it influences the quality of teaching. Starting from the questioning of the impact of this training on pedagogical practices, the research used a bibliographic approach based on authors such as Pizzani (2012), Goldenberg (2009) and Denzin and Lincoln (2006). The results indicate that continuing education is essential for the professional development of educators and for the improvement of the quality of teaching, especially in a world in constant transformation, marked by the advancement of technologies and social changes. The study points out that even a simple update of content or methodologies can generate significant impacts on school daily life, promoting more effective pedagogical practices and contributing to the educational success of students. Thus, the need to continuously invest in the training of early childhood education teachers is reinforced as an indispensable element to ensure the development of teaching skills and excellence in teaching.

Keywords: Continuing Education. Early Childhood Education. Professional Development. Pedagogical Practices.

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INTRODUCTION

The continuing education of teachers who work in Early Childhood Education plays a fundamental role in the organization and preparation to receive students who are beginning to socialize and acquire new learning. For this reason, it is necessary to review, reflect and analyze different pedagogical aspects to propose new strategies appropriate to different contexts that result in significant transformations that raise the quality of children's education.

Reaching this level is so important, because Early Childhood Education comprises some of the most important years of a child's life. In addition to providing the foundations of academic learning, this phase is when they learn how to interact with other individuals. Therefore, it is the time when children begin to create emotional connections and develop interests, which often remain with them throughout their lives.

This study presents a theoretical debate on the relevance of the theme for early childhood education professionals, highlighting it with simplified observations, that educators only need to adopt an update of content or methodologies to significantly impact the quality of teaching and the success of educational practices in daily school life. In this context, ratify the necessary tools to face the challenges of the profession, improve the quality of teaching and contribute to the integral development of children.

The main motivation to sustain this discussion lies in the importance of propagating the continuous development of teachers who are at the forefront of the early childhood education process, in which there is the opportunity to learn new methodologies to apply in the classroom, in addition to updating their knowledge and acquiring new skills, ensuring the quality of children's teaching. When it comes to continuing education, a single learning experience is not enough.

In view of this, it is important to emphasize that conceiving the gradual evolution of teachers is a fundamental pillar for the improvement of teaching, especially for the area of early childhood education, where the foundations for the learning and development of children are established from birth, therefore, this research started from such a question of how the continuing education of early childhood education teachers influences the quality of teaching?

For this answer, it is possible to observe that when educators do not prefer to continue their training, the tendency is to have difficulties in their classes, because the classes do not present methodologies that stimulate students, which makes the class tiring, that is, continuing education influences quality teaching in several aspects, such as innovation and creativity, reflection on the practice, impact on children's development and

among others.

Thus, based on these and other assumptions, the objective of the research was to understand how the continuing education of teachers boosts the labor development of teachers and influences the learning of early childhood education students, that is, the opportunity to explore current and relevant themes, reflect on their practices. This exchange enriches their pedagogical repertoire, allowing them to implement innovative approaches in the classroom. In addition, continuing education encourages adaptation to new educational demands.

METHODOLOGICAL PATH

In the development of the aforementioned research, a carefully outlined methodological path was followed, with the aim of ensuring that the research was conducted in a responsible and appropriate manner. In this sense, Goldenberg (2009) reports that the methodology guides the researcher to adopt an analytical and critical approach, allowing him to develop and articulate his understanding of the theme in an organized and clear way. Marconi and Lakatos (2003, p. 83) state that "The method is a set of systematic activities that, in an efficient and economical way, facilitates the achievement of valid and accurate objectives and knowledge, outlining the path to be followed".

Thus, in the initial phase of the elaboration and development for this discussion, a search for preliminary elements was carried out in authors who address the selected theme. Thus, the approach is qualitative and bibliographic. For Pizzani et al. (2012, p. 54), bibliographic research can be understood as "[...] the literature review on the main theories that guide scientific work" and the bibliographic survey can be carried out "[...] in books, periodicals, newspaper articles, internet sites, among other sources".

In the view of Denzin and Lincoln (2006, p. 23), it is stated that qualitative research involves an interpretative approach to the world, that is, researchers examine each situation within its original context, seeking to understand the phenomena based on the meanings that people attribute to them. In this way, qualitative research focuses on interpreting the information and discovering its deep meanings.

In the second moment, a research was carried out on the continuing education of teachers in early childhood education. As pointed out by Freire (2002, p. 245), the training process of teachers is a continuous and permanent journey, and increasingly evident in the face of the constant emergence of new knowledge, not restricted to specific moments of the career, in which they can seek online courses such as Avamec, workshops, Neuroeducation, Emotional Intelligence, and others.

However, research is linked to the analysis of new discoveries based on previously established and produced knowledge, and thus, the interconnection between new and old discoveries is an essential aspect in teaching progress, allowing a continuous dialogue between different studies and the most robust and applied construction.

Therefore, it can be said that this bibliographic research will be fundamental to guide other studies on the subject and to encourage teachers to seek continuing education, capable of encouraging them to seek new knowledge.

THE RELEVANCE OF CONTINUING EDUCATION FOR THE TEACHING-LEARNING PROCESS

The continuous training of teachers is essential to ensure a quality teaching and learning process. This practice consists of lifelong learning, aiming at the constant improvement of pedagogical skills and updating of teachers. According to Tardif (2002), teaching knowledge is composed of different knowledge acquired in initial training, school practices and daily life, requiring frequent updates to meet new social and educational demands.

The Law of Guidelines and Bases of Education (LDB) Law No. 9,394, of December 20, 1996, reinforces the importance of continuing education by providing, in its Article 61, that improvement must occur throughout the career. According to Imbernón (2009), education is undergoing rapid transformations, and teachers need opportunities to develop more effective and innovative methodologies that ensure meaningful learning. Continuing education enables the introduction of new technological resources, which is in line with the need to prepare students for a constantly changing world.

In addition to pedagogical and technological updating, continuing education also contributes to the development of a reflective posture. Perrenoud (2000) argues that teachers should be able to critically analyze their practice, learning from their mistakes and successes, which strengthens the process of building professional knowledge. Continuous reflection allows the teacher to better understand the difficulties of students and adapt their strategies to promote more inclusive and efficient teaching.

Another relevant aspect is peer collaboration. Continuing education must be structured collectively, enabling the exchange of experiences between educators. For Tardif (2002), this interaction strengthens professional development and promotes the construction of shared knowledge. Public policies also play a key role in this process. According to Oliveira (2011), continuing education should be institutionalized and receive support from education departments and higher education institutions to ensure its

effectiveness.

CONTINUING EDUCATION IN EARLY CHILDHOOD EDUCATION AND THE NATIONAL COMMON CURRICULUM BASE (BNCC)

When addressing continuing education in early childhood education, it is highlighted that the Law of Guidelines and Bases of National Education (LDB), the National Common Curricular Base (BNCC) and the practical elements applied in the classroom, considering authors such as Oliveira (2011) and Perrenoud (2000) as theoretical foundations. Continuing education is one of the pillars that sustains quality in teaching, ensuring that teachers are prepared to respond to pedagogical, social and cultural demands. This work is organized in three axes: the policies of the LDB, the BNCC as a curriculum guide, and the teaching practices in the classroom.

The LDB, Law No. 9,394/1996, establishes, in its Article 61, that continuing education is both a right and an obligation of education professionals, and must be ensured throughout the career. This constant improvement is especially valued in early childhood education, as it allows educators to keep up with pedagogical innovations and adapt their practices to the new needs of children. Article 61 highlights the importance of promoting quality training, ensuring that teachers are trained to perform their duties with competence and responsibility.

This legislation encourages partnerships with higher education institutions to develop training programs and supervised internships, providing educators with direct contact with current practices and theories. According to Oliveira (2011), these partnerships strengthen teaching practice and ensure that teachers have updated theoretical and methodological support, making it possible to face the specific challenges of early childhood education. These initiatives not only improve pedagogical practice, but also contribute to the development of inclusive and comprehensive education.

In practice, the LDB defines that continuing education should contemplate not only technical development, but also a socio-emotional approach, which is fundamental in the interaction with children in their early stages of development. The training proposed by the LDB, therefore, aims to enable the teacher to act in a complete way, promoting teaching that goes beyond the content, encompassing the integral development of the child.

In this regard, the inclusion of socio-emotional skills in the BNCC highlights the need for teachers to acquire knowledge about the emotional development of children, to create environments that promote respect and empathy. Thus, continuing education is essential for

the teacher to act with a comprehensive view of teaching, understanding the importance of pedagogical practices that meet both the cognitive and emotional development of children.

The BNCC, approved in 2017, establishes a curriculum framework that reinforces the importance of early childhood education focused on the integral development of children, including cognitive, emotional, and social aspects. The BNCC advises that early childhood education should be centered on inclusive and playful pedagogical practices, which promote play as a central axis of learning, allowing the child to explore, discover and learn in a safe and welcoming environment.

The BNCC also emphasizes that teachers must be prepared to integrate socio-emotional development into their pedagogical practice. As Perrenoud (2000) suggests, continuing education should provide teachers with skills that allow them to deal with the diversity of classroom situations, promoting an adaptive pedagogical approach that is sensitive to the needs of children. This includes developing skills to manage conflicts, working on the inclusion of children with special needs, and respecting the diverse cultural realities of students.

The Brazilian educational guidelines reinforce the importance of continuous training that allows educators to keep up to date with new methodologies and pedagogical practices. In the case of early childhood education, this update should consider the use of playful activities and inclusive approaches. Oliveira (2011) emphasizes that the partnership between schools and universities is an effective strategy to offer quality continuing education, promoting a constant exchange of knowledge and pedagogical practices.

Thus, universities are often at the forefront of pedagogical and educational research. Through this partnership, schools can apply the latest scientific and methodological findings, enriching teaching practices with new tools and approaches. This partnership can promote joint research projects, where school practice is analyzed and improved through scientific methods. This helps to generate more efficient pedagogical practices adapted to the local reality, based on concrete data.

In this context, the early childhood education teacher needs to be prepared to deal with a diversity of children, respecting the individuality of each one and promoting an inclusive education. Continuing education allows the educator to receive the necessary support to apply differentiated teaching methods, exploring resources such as games, games and creative activities, essential for the integral development of children. Thus, the guidelines established by the LDB and the BNCC encourage training that covers both technical and emotional skills, providing a rich and effective pedagogical practice.

The guidelines also highlight the need for continuing education to be planned in cycles, with clear objectives and goals, which allow for the continuous improvement of teachers. Perrenoud (2000) reinforces that a well-structured continuing education promotes the integration between theory and practice, enabling the teacher to deal with the complexities of the school environment and adapt their practices to the individual needs of the students.

In the school routine, the continuing education of teachers is indispensable for the development of a coherent and effective pedagogical practice. Well-prepared educators are trained to apply new methodologies, exploring the potential of playful activities and developing inclusive approaches adjusted to the individual needs of students. The BNCC, for example, advises that playing should be the center of early childhood education, and for this it is necessary that educators constantly update their practices.

Within this context, teachers need to consider the principles and guidelines of both the BNCC and the LDB so that they can guarantee a quality and inclusive education, respecting the diversities and specificities of students in the classroom, it is the space where the teaching and learning process occurs directly. The teacher is responsible for applying these principles so that the curriculum is meaningful and that students develop their skills in a comprehensive way.

Up-to-date teachers are able to create these inclusive learning environments, where each child feels welcomed and encouraged to develop their potential. In addition, continuing education allows teachers to deal with unexpected situations, such as conflicts between students, and adapt their pedagogical practices according to the reality of each class. The training also prepares the educator to work in different contexts, promoting an education sensitive to the cultural and social diversity of students, in line with the principles of the LDB and the BNCC.

In the classroom, continuing education allows the teacher to apply the principles of the BNCC and LDB, integrating theory and practice in activities that develop both cognitive and socio-emotional skills. Play, as guided by the BNCC, is not only an entertainment activity, but an essential means for the integral development of children. For this to be possible, the teacher must be able to plan activities that use play in a pedagogical way, providing meaningful learning.

Continuing education is essential to ensure that early childhood education is of quality and aligned with children's needs. The LDB and BNCC provide a legislative and curricular basis that guides the training of teachers, promoting partnerships and encouraging an inclusive and diversity-sensitive pedagogical practice. Authors such as

Oliveira (2011) and Perrenoud (2000) highlight that continuing education allows the teacher to develop a flexible pedagogical approach adapted to the needs of students, integrating theory and practice effectively.

Therefore, continuous training allows teachers to be better prepared to transform challenges into opportunities, ensuring that the teaching-learning process is increasingly aligned with the objectives of the BNCC, such as the integral training of students, and with the guidelines of the LDB, which ensure the quality and equity of the educational system.

THE IMPACT OF CONTINUING EDUCATION ON THE QUALITY OF EDUCATION

Continuing education has a significant impact on the quality of teaching in early childhood education, as it allows educators to always be up-to-date with best pedagogical practices, innovative approaches, and new research on child development. In the first years of life, which are crucial for the cognitive, emotional and social development of children, this search for quality education becomes essential.

With this process, they are able to have a vision of what can be improved, adopting new strategies and methodologies to make teaching more dynamic, engaging, and appropriate to the needs of children. In addition, educators remain evolved on child development milestones, which allows them to offer more appropriate and effective activities to stimulate children's skills in a modern world.

In the notes of Libâneo (2013), he states that it is essential to constantly improve pedagogical practice, allowing educators to reflect on their actions and adapt their approaches according to new educational requirements. For him, this should be a practice that accompanies the professional life of the teacher, promoting changes that can directly improve the quality of teaching.

Another important impact is the promotion of inclusive education, since educators learn to deal with the diversity of needs in classrooms, including children with disabilities or learning difficulties. This favors a more inclusive and personalized service, respecting the pace and needs of each student, contributing to the creation of a positive and welcoming learning environment, fundamental for the emotional and social development of children, who need to feel safe to explore, learn and interact with their peers.

The scholar Saviani (2008) argues that teacher training should not be seen only as a technical process, but as a means for the development of competencies that involve a critical and reflective view of the role of the educator, which includes the promotion of the skills of teachers who are more apt to support the development of children's socio-

emotional competencies, such as empathy, cooperation and conflict resolution, essential skills at this stage

This ensures that educators are aligned with public policies and curriculum guidelines, such as the BNCC, ensuring that teaching in early childhood education follows national expectations for the integral development of children. As Siqueira (2017) puts it, this update ensures that the quality of teaching is in line with the curricular guidelines and with advances in research on child development, making teaching more effective and appropriate to the needs of children.

In this way, this pillar is essential for quality early childhood education, providing educators with the necessary tools to meet the needs of children in an efficient and sensitive way, contributing to a fairer and more egalitarian future. As Souza (2015) points out, this aspect only improves pedagogical practice, but also strengthens the role of the educator as a transforming agent, essential for the development of inclusive and quality education.

It is essential to ensure that early childhood education is of quality and aligned with the needs of children. The LDB and BNCC provide a legislative and curricular basis that guides the training of teachers, promoting partnerships and encouraging an inclusive and diversity-sensitive pedagogical practice. Oliveira (2011) highlights that by implementing this process in the curricular portfolio, teachers are allowed to develop flexible pedagogical approaches adapted to the needs of students, integrating theory and practice effectively.

It is essential to improve consistent and quality pedagogical practices. This training must be aligned with the guidelines of the LDB and the BNCC, ensuring an educational approach that favors the integral development of children and respects the principles and objectives established by these regulations. It is understood that with the succinct application of this process it is possible for educators to update themselves on new theories and teaching methodologies, being essential to keep up with the accelerated pace of social changes.

According to Placco (2015), continuing education goes beyond the simple updating of content, as it favors a critical reflection on pedagogical practices, allowing educators to reevaluate their approaches, identify points for improvement and adopt new strategies that meet the demands of the twenty-first century, as the years go by. In this way, these professionals are encouraged to seek new procedures to enrich their performance.

This process allows them not only to receive information passively, but also to question, analyze, and adapt these new ideas to their realities. This learning model is structured to promote permanent professional development, it is an innovative methodology

that allows for a more integrated and practical teaching, aligned with the current needs of students and their students.

By integrating technology and new pedagogical practices, educators are preparing for a more dynamic and adaptable performance, promoting quality teaching that meets social demands. Teachers have the opportunity to incorporate innovative actions, such as project-based learning, active methodologies and the use of educational technologies that enhance the teaching-learning process

Item III of article 58 of the Law of Guidelines and Bases of National Education (LDB) determines that teachers must have "adequate specialization at a secondary or higher level for specialized care", in addition to being "trained to integrate students with some type of disorder or disability in the common classes". This provision underlines the responsibility of the educator to prepare to meet the specific needs of students with disabilities or disorders, promoting effective inclusion in regular classes.

When the teacher takes the initiative to go after more knowledge in his area, he opens new paths for quality teaching, however many times this is not what happens, without a significant incentive from public policies. This overloads professionals, who already face strenuous hours and, in many cases, need to invest out of their own pockets to qualify properly. Inclusive education should not be an additional burden for educators, but rather an integrated priority in the education system, with support, appreciation and resources.

The investment in this action benefits them individually, but also contributes to a whole, that is, the improvement of the quality of education and, consequently, to the development of society. According to Gatti (2016), this development is essential for educators to adapt to the new pedagogical requirements, helping to build a reflective and transformative vision. By stimulating constant development, it is adapted to changes in the school scenario, meeting different needs.

It not only responds to emerging curricular and technological demands, but also promotes reflective practice, allowing educators to question and renew their approaches. The transformative character of this type of continuous development is crucial to ensure that the education offered is relevant and adapted to the needs of students, who are also in constant transformation.

Certainly, this movement is essential to raise the quality of early childhood education, directly impacting children's development and the construction of a more just and egalitarian society. In fact, focusing on more inclusive and appropriate pedagogical

practices that are based on meaningful learning from the first years of life, impacting the evolution of children in a more implicit way, which reflects on students' learning.

As André and Almeida (2017) state, continuous development contributes to the improvement of pedagogical practices, allowing teachers to keep up to date and in tune with the contemporary demands of education. In this context, early childhood education is not limited to the transmission of content, but involves the creation of a rich and meaningful learning environment, which respects the individualities and potentialities of each child.

The focus should not only be on content, but on creating a space where children can explore, experiment and develop their potential in an integral way. This approach recognizes the uniqueness of each student and promotes respect for their individualities, offering the opportunity to learn in a meaningful and contextualized way. In addition, quality education in childhood can help reduce social inequalities, as it provides all children.

Educators who seek new knowledge are able to reflect on their practices, integrate new methodologies, and adapt their approaches to the specific needs of their students. In addition, this method provides the exchange of experiences between professionals, enriching collective knowledge and promoting an environment of collaboration. For Oliveira-Formosinho and Kishimoto (2020), this exchange of knowledge between peers strengthens pedagogical practice and contributes to more effective teaching, which stimulates the integral development of children.

Therefore, by integrating new practices in the classroom, educators are preparing for a more dynamic and adaptable performance, promoting quality teaching that meets social demands. Tardif (2014) reinforces that in order to proceed continuously, a permanent and necessary process will have to be carried out, as the pedagogical framework is dynamic and needs to be always updated to meet the demands of a society.

This adaptability not only improves the quality of teaching, but also prepares teachers to deal with this complexity and the speed that has been happening over the years. Therefore, by keeping up to date and incorporating pedagogical innovations, educators ensure a richer and more contextualized portfolio, promoting an education that goes beyond traditional content, engaging students in a meaningful and relevant way.

This step is fundamental for raising the quality of early childhood education. By promoting updating, the development of skills, critical reflection and collaboration among educators, this training not only enriches pedagogical practice, but also directly impacts the integral development of children.

Investing in continuous models, as highlighted by Gatti (2016) and André and Almeida (2017), is an essential strategy to ensure that new generations have access to an

education that prepares them for the challenges of the future. One of the critical points is that, many times, training programs are designed without considering the real needs of educators who work directly with children.

Investment cannot be a superficial or one-off initiative; It requires careful planning that takes into account the specific context of each school and the demands of each educator, so that this has a practical and direct application. Often, educators, often overwhelmed with the daily demands of their role, find little time or incentive to dedicate themselves.

Therefore, it is correct to say that education must be up to the rapid changes and transformations that take place in society. In order for teaching to be able to meet the new demands that arise over the years, it is essential that educators are prepared to deal with these challenges. The continuing education of teachers emerges, then, as the essential strategy to ensure that the educational process evolves in line with the needs of today.

As society advances, new demands and challenges emerge, directly influencing the educational process. In this context, the continuing education of educators becomes essential, as it allows teachers to adapt to these transformations. By constantly updating, teachers can incorporate new methodologies and pedagogical approaches, adapting their practices to the needs of students and, thus, ensuring quality teaching.

By stimulating constant development, this training helps to adapt to changes in the school scenario and meets the different needs of a teacher. It not only responds to emerging curricular and technological needs, but also promotes reflective practice, allowing educators to question and renew their approaches in the classroom.

FINAL CONSIDERATIONS

Continuing education is essential for the evolution of pedagogical practice in Early Childhood Education, as it has a direct impact on the quality of teaching and the integral development of children. By enabling a constant updating of educators' knowledge, it offers the opportunity to improve their skills, adopt new methodologies and critically reflect on their practices. This process contributes to professionals becoming more prepared and sensitive to the needs of each student, in addition to training them to face the diversity and challenges of the school environment.

By investing in the constant training of teachers, we are not only improving education, but also creating the necessary conditions for the development of a more just, inclusive and equal society. Strengthening continuing education is, therefore, one of the

essential steps to ensure that education meets the needs and expectations of students and society as a whole.

One of the main advantages of continuing education is the direct impact it has on the quality of education. Teachers who participate in continuing professional development programs are better able to identify the needs of their students, apply different pedagogical strategies, and create more motivating and challenging learning environments.

Investing in the knowledge of Early Childhood Education educators goes beyond a simple pedagogical strategy; It is a decisive action to ensure a more solid and enriching educational future for children. Therefore, continuous training strengthens the educator's professional identity, helping him to consolidate his vision of teaching and to find greater satisfaction in his career, which can result in lower levels of stress and burnout.

However, it is important to highlight that continuing education should be understood as a continuous process, not something punctual or isolated. Training must be contextualized, taking into account the specific realities and needs of each school and community. In addition, training programs should be accessible and ensure the effective participation of all teachers, regardless of their experience or geographic location. The offer of courses, lectures and other training resources must be regular and well structured, so that teachers can really benefit and apply the new knowledge acquired.

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