

EDUCATOR AND EDUCATED AS PROTAGONISTS OF YOUR EDUCATIONAL PATH

**EDUCADOR E EDUCANDO COMO PROTAGONISTAS DA SUA TRAJETÓRIA
EDUCACIONAL**

EDUCADOR Y EDUCADOS COMO PROTAGONISTAS DE TU CAMINO EDUCATIVO



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ABSTRACT

Education is a preponderant factor in human life and considered a universal right, as it is part of human dignity, contributing to expanding it with knowledge, knowledge and discernment. From the perspective of Rogers (1973, 1986) and Freire (1996, 2000, 2005, 2011, 2013), it assumes a humanist, conscientizing and emancipatory character, as it perceives students as active and reflective beings, capable of recognizing the character historical and transformative of self and others. The methodological approach was based on bibliographical research based on studies carried out by Imbernón (2016), Lopes and Amorim (2018) and Scocuglia (2019), among others, which deal with the theme centered on teacher training, of an awareness-raising nature and committed to the critical training of students and also by Freire (2000) who defends permanent training for educators, considering that the human being is a complex being, with a unfinished, therefore it needs to understand and follow the demands of men and society in general towards education, and therefore, towards the educational system. Thus, using the studies carried out by Demo (1990, 1996, 2015, 2020, 2023), this research aims to contribute to reflection on the concepts of education and teacher training, in light of Freirean and humanist theory as well as its implications for the development of the student's critical thinking and also regarding the problem of non-learning as a consequence of teaching of a reproductive nature present in Brazilian schools. In this sense, the responsibility falls on the educator to gather qualities that allow him to assume the important task of forming conscious and critical citizens, making them emancipated and active subjects in society. Thus, the results point to the need for educators to reinvent themselves, to seek knowledge that allows them to be authors, scientists and researchers in such a way that encourages students to also be so. This action will allow educators and students, by becoming individuals aware of the reality of themselves and the world, through the transformative nature of education, to become protagonists of their educational trajectory and be able to give new meaning to their action in society.

Keywords: Humanistic Education. Teacher Training. Authorship. Search. Science.

RESUMO

A educação é fator preponderante na vida do ser humano e considerada como direito universal, pois faz parte da dignidade humana, contribuindo para ampliá-la com conhecimentos, saberes e discernimento. Sob a ótica de Rogers (1973, 1986) e Freire (1996, 2000, 2005, 2011, 2013) assume um caráter humanista, conscientizador e emancipatório, à medida que percebe os educandos enquanto seres ativos e reflexivos, capazes de

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reconhecer o caráter histórico e transformador de si e do outro. A abordagem metodológica foi pautada na pesquisa bibliográfica tendo como pressupostos os estudos realizados por Imbernón (2016), Lopes e Amorim (2018) e Scocuglia (2019), dentre outros, que tratam da temática centrada na formação docente, de caráter conscientizador e comprometido com a formação crítica dos educandos e ainda por Freire (2000) que defende uma formação permanente para os educadores, tendo em vista que o ser humano é um ser complexo, de natureza inacabada, portanto necessita compreender e acompanhar as demandas dos homens e da sociedade em geral para com a educação, e, por conseguinte, para com o sistema educacional. Assim, valendo-se dos estudos realizados por Demo (1990, 1996, 2015, 2020, 2023), essa pesquisa estabelece como objetivo contribuir para a reflexão acerca das concepções de educação e formação docente, à luz da teoria freireana e humanista bem como suas implicações no desenvolvimento do pensamento crítico do educando e ainda acerca da problemática da não aprendizagem enquanto consequência do ensino de caráter reprodutivo presente nas escolas brasileiras. Nesse sentido, recai sobre o educador a responsabilidade de reunir qualidades que o permita assumir a importante tarefa de formar cidadãos conscientes e críticos, tornando-os sujeitos emancipados e atuantes na sociedade. Assim, os resultados apontam para a necessidade de que o educador se reinvente, busque conhecimentos que o permita ser autor, cientista e pesquisador de tal forma que estimule os educandos a também o serem. Essa ação permitirá que educadores e educandos, ao se constituírem em indivíduos conscientes da realidade de si próprio e do mundo, mediante o caráter transformador da educação, se tornem protagonistas da sua trajetória educacional e possam ressignificar sua ação na sociedade.

Palavras-chave: Educação Humanista. Formação Docente. Autoria. Pesquisa. Ciência.

RESUMEN

La educación es un factor preponderante en la vida humana y considerada un derecho universal, por ser parte de la dignidad humana, contribuyendo a ampliarla con conocimientos, conocimientos y discernimiento. Desde la perspectiva de Rogers (1973, 1986) y Freire (1996, 2000, 2005, 2011, 2013), asume un carácter humanista, concientizador y emancipador, al percibir a los estudiantes como seres activos y reflexivos, capaces de reconocer el carácter histórico. y transformador de uno mismo y de los demás. El enfoque metodológico se basó en investigaciones bibliográficas basadas en estudios realizados por Imbernón (2016), Lopes y Amorim (2018) y Scocuglia (2019), entre otros, que abordan la temática centrada en la formación docente, de carácter sensibilizador, y comprometido con la formación crítica de los estudiantes y también por Freire (2000) quien defiende la formación permanente de los educadores, considerando que el ser humano es un ser complejo, con una inacabado, por lo que es necesario comprender y acompañar las demandas de los hombres y de la sociedad en general hacia la educación y, por tanto, hacia el sistema educativo. Así, utilizando los estudios realizados por Demo (1990, 1996, 2015, 2020, 2023), esta investigación pretende contribuir a la reflexión sobre los conceptos de educación y formación docente, a la luz de la teoría freireana y humanista, así como sus implicaciones para la el desarrollo del pensamiento crítico del estudiante y también sobre el problema del no aprendizaje como consecuencia de la enseñanza de carácter reproductivo presente en las escuelas brasileñas. En este sentido, recae en el educador la responsabilidad de reunir cualidades que le permitan asumir la importante tarea de formar ciudadanos conscientes y críticos, convirtiéndolos en sujetos emancipados y activos en la sociedad. Así, los resultados apuntan a la necesidad de que los educadores se reinventen, busquen conocimientos que les permitan ser autores, científicos e investigadores de tal manera que animen a los estudiantes a serlo también. Esta acción permitirá a los educadores



y estudiantes, al convertirse en individuos conscientes de la realidad de sí mismos y del mundo, a través del carácter transformador de la educación, convertirse en protagonistas de su trayectoria educativa y poder dar un nuevo significado a su acción en la sociedad.

Palabras clave: Educación Humanística. Formación Docente. Paternidad Literaria. Buscar. Ciencia.

1 INTRODUCTION

It can be inferred that the humanist theory was one of the precursors of the discussions that currently defend the need for a plural education of the student, and the teacher should be the mediating agent and/or facilitator of what should be a meaningful learning, that is, beyond the limits of the acquisition of reading and writing.

When we defend meaningful learning, we turn to Rogers (1973), among others, since we understand this as something that becomes perceptible to the student from the moment it is relevant to his purposes. The author defines learning as "insatiable curiosity", inherent to the human being and its essence is meaning, whose focus is on the process and not on the content of learning, (Rogers, 1986, p. 28-30). That said, the educator needs to consider that the student learns what seems significant to him and that, for this reason, the passivity often experienced in the classroom is a product and producer of disinterest, which is one of the greatest enemies of effective learning.

It is appropriate to highlight the concept of Student-Centered Learning or Person-Centered Approach to Education (Rogers, 1973; 1986), where the author states that in this process the student becomes the protagonist of his knowledge, with the teacher as mediator/facilitator of access to information. In a study focused on the theories of Carl Rogers, Moreira (2010) defines this teaching process as a means to learn to interpret, be critical and receive criticism, acting actively:

The student should be active, not passive. She or he has to learn to interpret, to negotiate meanings; You have to learn to be critical and accept criticism. Uncritically receiving the narrative of the "good teacher" does not lead to critical meaningful learning, to relevant, long-term learning; it does not lead to learning to learn. (Rogers, 1969, cited by Moreira, 2010. p. 4).

Entering the barn of "learning to learn" we turn to Freire (1996), one of the most notable Brazilian educators, internationally recognized for his libertarian and autonomous conception of education, in addition to the innovative method of adult literacy, thus constituting his great legacy for education. For this educator, it is important to value everything that the individual learns from the knowledge of other people, a moment in which he builds his own knowledge:

Learning does not occur by simply transmitting something that is outside. Learning is an interpretative phenomenon of reality and requires the act of building and rebuilding at all times. Learning cannot be compared to the reproduction of reality or passivity; It depends on the cognitive imbalance that is found in the processes of interaction and the actions of the subjects on the objects of knowledge. The act of learning requires

experience, autonomy, reflection, dialogue, collective construction, creativity and openness to the new. (Freire, 1996, p. 21).

And also:

For Freire, experience is linked to the subject of experience and its presence in the world: "it is by experiencing ourselves in the world that we make ourselves. We are making ourselves little by little, in the social practice in which we take part". The experience as constitutive of the subject includes dreams, desires and joys, but also discontent, lack of love and malaise. (...) Experience for Freire has to do with people, with affection, with involvement, with life, with humanization (Lopes and Amorin, 2018, p.7-8).

On the other hand, it is necessary to remember that the teaching/learning relationship is built through several factors that are interrelated, therefore, they bring together a set of individual competencies and skills, both of the learner and the one who teaches, inferring special responsibility from the latter, whose pedagogical action will directly interfere in the significant learning of the student.

To this end, it is understood that the practical and evolutionary functioning of knowledge goes through a process of behavioral change, not only of the student, but also of the educator from the recognition of their potential to provide meaningful learning.

In this context, we perceive that society 's demand for a transformative school institution has caused a change in the meaning previously attributed to education, which today defends the integral formation of the individual, considering his or her performance in a critical and active way in society, based on the principle that it will enable the transformation of oneself.

If this change demanded a concern with the integral formation of the individual, on the other hand it also altered the concept of being a teacher, as an agent responsible for a large part of this training, since he could no longer be seen as someone who mastered the contents, whose obligation would only be to "transmit" them to his students.

From this perspective, the act of educating has been reconstructed and must be complemented through the situations experienced in the school routine, which require from the educator a permanent reflection of his pedagogical practice (action-reflection-reaction), above all, that he perceives the importance of continuing the knowledge acquired in his initial training, making use of his school experiences and contrasting them with the results obtained with the production of new knowledge or theories about the educational process, arising from rich and innovative experiences of various educational theorists.

When the teacher is unaware of this new knowledge or even when he restricts his action only to the work in the classroom, disregarding the reflection on his action in the classroom, he runs the risk of becoming outdated of the phenomena that interfere in the educational context. By using archaic pedagogical practices, based on stereotypes, the educator gives up his role as a mediator in the acquisition of knowledge as well as contributing to the integral formation of the individual as a citizen, considering the previous knowledge and idiosyncrasies of each student.

Thus, in addition to the physical structure and technological complex, we infer that the figure of the educator constitutes the neuralgic point of this problem that, undoubtedly, directly interferes in the success or failure of students at school and that there is no way to exempt them from the responsibility of "forming" autonomous individuals since they play a prominent role in society as a mediating agent for the acquisition of systematic knowledge. as Freire pointed out:

As a teacher, if my option is progressive and I have been consistent with it, if I cannot allow myself the naivety of thinking of myself as the same as the student, of ignoring the specificity of the teacher's task, I cannot, on the other hand, deny that my fundamental role is to contribute positively so that the student can be the architect of his or her education with the necessary help of the educator. If I work with children, I must be attentive to the difficult passage or journey from heteronomy to autonomy, attentive to the responsibility of my presence, which can both be helpful and disturb the restless search of the students. (Freire, 1996, p. 36).

Thus, we believe it is necessary for the educator to understand that his pedagogical actions influence the student in order to contribute, or not, so that he can achieve the necessary maturity and continue his academic and personal journey, with a view to the integral development of his subjectivity and his autonomy as a subject.

It should be said that this research, by itself, does not have the presumption of promoting the necessary change for a change in teaching praxis, in order to make it contextualized and transformative for the students and for the teacher himself. Its sole objective is to contribute to the reflection on the conceptions of education and teacher training, in the light of Freire's and humanist theory, as well as its implications for the development of the student's critical thinking. Thus, it is elementary to understand that there is not only one correct way to teach or to learn, but in order to be successful in this process, the practice of teaching and learning needs to be constantly rethought and reinvented, in such a way that it allows mastering and managing skills that are presented as essential

elements of high quality teaching, and thus promote the necessary behavioral change, so necessary and current.

2 THEORETICAL FRAMEWORK

Continuing the discussions, we understand that in education as a whole, there is the challenge of making the student have a transformative learning, in addition to the acquisition of reading and writing, based on the principle that these are skills that constitute the beginning of a process of continuous qualification of the human being.

As a *sine qua non* condition for the development of the student's potential, which is indispensable for the achievement of the right of each individual to be the protagonist of his or her own story, it is noted that this right is being denied to most people, as the minimum conditions are not being provided for them to develop critical thinking, in order to allow them to position themselves, with autonomy, in the face of the cultural and socioeconomic situation that they have to live in or even act to transform it.

It is necessary to remember that when someone proposes to educate, it is assumed that their intentions are aligned with the perspective of the integral formation of the subject and that, therefore, by giving them conditions to transcend decoding and writing, they are encouraged to reflect on their reality, allowing them to seek ways to polish it.

Thus, the school as a space for reflection, learning and development of the human being, occupies a very important space in their lives, not only in the construction of knowledge, but mainly in the development of cognitive and socio-emotional skills, especially in self-knowledge and awareness of their social and collective duty. Thus, inferring that the school, in the figure of the educator, among others, has the duty to promote teaching and learning, how are these weights configured in the scale, currently? Judging by the results obtained in the Brazilian Education Development Index/IDEB (Demo, 2020), teaching, to the detriment of learning, has skyrocketed at practically all levels of schooling, and it is necessary to reflect on the problem, albeit briefly, in order to find possible causes for this unlearning effect (Demo & Silva, 2021).

Although the results of the major evaluations deserve to be analyzed under what circumstances they were obtained, with regard to the Brazilian evaluation, studies carried out by Demo (2020) prove that these are minimally questionable, as they are unable to identify, in their entirety, the real causes of the poor results if we compare them with the countries that are in the first positions.

It is worth noting that for some time now, Demo (2023) has been warning us about the ineffectiveness of the content-based school, whose educational system is based on activities that are exhausted in instructionism, in the well-known class pattern, based on *power point presentations*, test and transfer, which in addition to ineffectiveness has caused the unlearning of students, as it is limited to taking care of teaching to the detriment of student learning, masking the pedagogical decadence of the educational system as a whole.

This is due to the fact that, regardless of the level or area of knowledge, learning is a process permeated by sudden obstacles, arising from internal and external factors to the student, such as preference for a certain subject, limitations, potentialities of a cognitive and social nature, interfering in access to information, or loss of interest, change of plans, among others, as Souza warns us, Lopes & Silva (2013).

On the other hand, we understand that as long as the idea of fostering the improvement of schools is reduced to the obsession with educational results and the performance indicators that are correlated to them, this reality will not be changed, because generally this "improvement" is achieved through instructionism, materialized in sterile curricula, whose momentary knowledge fades shortly after the realization of national exams such as the International Program for the Evaluation of Education. Students/PISA or IDEB.

However, although the educator is not the only one responsible for the school failure of students, as a piece of the school gear, he also has his share of guilt, when he is limited to being a "teaching professional" (Demo, 2023) whose incessant concern is to pass on content with methodical and boring classes and then apply the test.

Thus, in order to arouse curiosity in the student, the search and research, it is necessary to have a constant dialogue through questioning and listening, since the classroom, in addition to the socialization of knowledge, is also a fundamental space for the exercise of knowing how to listen, a primordial fact that contributes to the autonomy of the students. Thus, based on the theoretical contribution of Imbernón (2016), we highlight that with regard to the current requirement of the educator profile, they must assume:

A more relational, more cultural-contextual and community character, where the interaction between colleagues and all people linked to the community or exchange networks acquires importance. The twenty-first century configures a new way of being a teacher, since he has to participate actively and critically in his context and transmit to future citizens certain values and certain forms of democratic, egalitarian behavior that respects social cultural diversity, the environment, etc. And this costs more than before. (Imbernón, 2016, p. 52).

In turn, we must not forget the importance of recognizing that a process of pedagogical renewal requires a more sensitive approach to school daily life – their ways of teaching and learning, therefore, the continuing education of the educator, centered on the universal ethics of the human being, enables the insertion of the sociocultural elements produced in the historical process.

Scocuglia (2019, p. 100) states that "the training of educators, in addition to technical competence, comprises the political learning inherent to all choices and decisions – ranging from the textbook to the mobilization for better salaries". In turn, education materializes as a form of intervention when the educator recognizes the importance of his political action, as a progressive practice centered on the awareness of the subjects, allowing them to evolve from the condition of naivety to that of criticality.

Finally, we conclude that continuing education is a necessary condition for the teaching work, because it is in it that the educator acquires knowledge indispensable to the development of his pedagogical practice in socialization with the work groups and also allows the understanding that the reality that presents itself is not a determination, but a condition to be reaffirmed or transformed. and that, depending on their pedagogical praxis and their choices, allows both themselves and the student to be protagonists of their educational trajectory.

3 METHODOLOGY

The methodology used in this research was outlined through the qualitative approach and materialized in the bibliographic research, considering that the qualitative research aims at the "[...] aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations", (Demo, 1995, p. 32), as it emphasizes the interpretation of the object, taking into account the researched context.

The choice for bibliographic research was due to the theoretical studies recently carried out on the occasion of our continuing education as a student as a Special Student of the Graduate Program in Human Rights and Citizenship, offered by the University of Brasilia, after completing the master's degree in education by the Graduate Program in Education, also taught by this renowned University.

According to Gil (2002), this methodology is important because it allows the researcher to explore a range of phenomena and also, as stated by Demo (1995), although instrumental, bibliographic research is necessary for scientific competence, as it means the critical and self-critical production of alternative paths and the inquiry about the present and the past.

In practice, bibliographic research provides the researcher with the opportunity to read analytically and to order and summarize information contained in various means of scientific communication, making it possible to obtain answers to the research problem. In this sense, it is up to the researcher to adopt an attitude of objectivity, impartiality and respect for the researched object.

4 RESULT AND DISCUSSIONS

In this sense, we understand that education materializes as a form of intervention when the educator recognizes the importance of his political action, as a progressive practice centered on the awareness of the subjects, allowing them to evolve from the condition of naivety to that of criticality. This perspective leads us to reflect on the place and role of the initial and continuing education of the teacher, since the former does not meet the demands of learning, and the latter is essential, something perceptible to the teacher who is committed to the quality of his pedagogical practice and who is attentive to the idiosyncrasies of each student. He will certainly be open to new educational ideas that will make him increasingly qualified as a professional and main agent of education. In this vein, Mizukami (2002) recommends some necessary conditions for the teacher to learn to teach in new ways:

Opportunities to develop new understandings of the subjects, the content they teach, the roles they play in school and the classroom, and their inclusion and participation in a teaching community. They also need opportunities to rethink the subjects they teach and the implications of the products of their learning, in order to assist students to construct meanings for themselves (Mizukami, 2002, p. 79).

Undertake a critical evaluation of their practices in order to learn and teach in new ways, implying the delimitation of time and opportunities to physically and mentally leave their daily classroom work, so that they can question, read, discuss, obtain information, observe, think, write and experiment (Mizukami, 2002, p. 79).

And yet,

Belong to a community of peers that strongly influences their attempts to rethink or change their practices or even to learn new practices. This community needs to be flexible enough to accommodate teachers of different repertoires and learning levels. Support and leadership from the school principal, who has to understand the implications of public policies and the dynamics of teacher learning to learn to teach in new ways. Be part of a wider learning community. Policies to support their professional development (Mizukami, 2002, p. 79 and 80).

But for this to materialize, it is necessary to reinvent teacher training courses, and this depends on educational policies to be implemented, in order to allow them to know how to differentiate learning from teaching, and when reflecting on their practice, to be able to resignify it in order to conceive that what has been learned throughout their initial training is not enough, for at that moment, he had only begun to climb the difficult, but important, process of learning to teach. On this concept, corroborating Freire (2005), Mizukami (2002) brings an important distinction between learning to teach and starting to teach:

Learning to teach is a process that continues throughout the teaching career and that, despite the quality of what we have done in our teacher training programs, at best we can only prepare teachers to start teaching (Mizukami, 2002, p. 22).

From the above, we conceive that it is not possible to exempt the educator from his responsibilities for meaningful learning or lack thereof, but the same applies to the State. Existing public policies need to be reviewed and contextualized according to the economic, social and political reality of each place, by demanding a significant improvement in the educational indicators of a country that claims to prioritize education.

However, this means investing in teacher training as established in the Brazilian educational legal framework, the National Education Plan/PNE, which, although relatively close to completing its period of validity, less than half of the measures provided for in this document have been carried out, which makes it almost impossible to comply with them by the end of the decade. Unfortunately, it is clear that the continuing education of teachers in the basic network in Brazil has been embodied through an educational policy that succumbs to the influences of international organizations and civil society organizations, such as the Kroton Educacional network, etc., which takes advantage of the lack of vacancies in public educational institutions in numerous Brazilian municipalities. to sell an entire teacher training package, which includes the pedagogical system and handouts, without the guarantee that what is taught will make any difference in the pedagogical praxis of the student.

In this sense, it can be seen that the consolidation of Goal 16 of the PNE is slowly moving along winding paths, with continuing education that, as a rule, is restricted to the *lato sensu* level, most of the time carried out in the private sector and at a distance, proving that the commitment to the strategy of expanding the offer of scholarships for graduate studies has not been successful.

Without disregarding the benefit of distance education for those who do not have adequate mobility conditions or even lack of resources/opportunities to access better quality

education, according to the Yearbook of Brazilian Education (2021), the analysis of courses that train teachers in Brazil shows the significant expansion of this modality in recent years. For example, in 2019, of the 1.6 million enrollments in courses focused on teaching, 866.6 thousand were in the distance learning modality, 88.7% of which in the private network. The growth of this modality of supply raises important questions about the quality of teacher training, a chronic problem in Brazilian Education. There is an unequal condition of possibilities of offering and access to continuing education, especially at the graduate level, in the different regions of the country, allowing teachers to be vulnerable and hostages to the standardization of training courses offered by foundations and Social Organizations (OS) and the imposition of step-by-step teaching materials with exclusive emphasis on the contents of curricular areas and disciplines. If, on the one hand, it is positive that enrollment in courses that train teachers has grown by more than 20% in the last ten years, on the other hand, it is necessary to consider the urgency of evaluation and monitoring policies that ensure the quality of this training.

Thus, in addition to ensuring continuing education for teachers in practice, it is important that it is of quality, that it is not restricted to meeting training demands or solving emergency problems encountered by teachers in their daily practice, but that it puts them in contact with the knowledge historically accumulated by humanity. For this, it is essential that there is public investment in public education, ensuring the expansion of vacancies in higher education institutions, the expansion of Graduate Programs in public HEIs, in addition to providing free and socially referenced education, without neglecting the implementation of a policy of continuing education with quality for all teachers, especially in Basic Education. through training that considers the contexts in which they are inserted as well as their demands.

In turn, as warned by Demo (1990), it is necessary for the educator to reinvent himself, to assume the profile of authorship, science and research in order to be able to contribute to the formation of students who are also authors, scientists and researchers. As an author, the educator needs to elaborate autonomously, even if starting from pre-established knowledge, in order to arouse the student's interest in real learning. As a learning professional and knowing how to learn as an author, he will be able to make the student develop his own authorship. As a scientist, knowing how to discuss science with autonomy and propriety, because society demands knowledge and although the past is important to understand the present, it is necessary to be a protagonist in today's society, and as a researcher, to know how to take advantage of the latent character of research as a scientific and educational

principle (Demo, 1990; 1996), to produce knowledge, not only in the master's or doctorate, but from the beginning of his training.

This behavioral change of the educator will form a vicious cycle where the student author, scientist and researcher of yesterday, becomes the educator of today who will be will form the student tomorrow.

Finally, the results indicate that continuing education is a necessary condition for the teaching work, as it is in it that the educator acquires knowledge indispensable to the development of his pedagogical practice in socialization with the work groups. Continuing education also allows the understanding that the reality that presents itself is not a determination, but a condition that can be reaffirmed or transformed, and that, depending on their pedagogical praxis and obviously on their choices, will enable both themselves and the student to be protagonists of their educational trajectory.

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