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THEORETICAL STUDY ON FORMATIVE PROCESSES AND PEDAGOGICAL THEORIES IN THE FORMATION OF TEACHING PROFESSIONALS

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Abstract: The article discusses how the dichotomy or the unification of theoretical and practical relationships can influence the education of educators, positively or negatively affecting their professional performance. The general objective of the article is to present how the analysis of pedagogical practices and their foundations, understood as praxis according to the theoretical perspective adopted, can help in understanding the complexity of these relationships. The idea is to investigate how teaching praxis in the face of dilemmas and perspectives can be developed in projects, with the aim of contributing to the application of studies on innovations in teaching practices. To better address the objectives and appreciate this research, it is observed that it is classified as exploratory research. A need for bibliographical research was also detected, in which materials already prepared were used, such as books, scientific articles, magazines, electronic documents and encyclopedias, to seek and allocate knowledge about the theoretical and practical foundations of teacher training, understood as praxis according to the theoretical perspective adopted. These can only be understood from the perspective of their totality. Thus, we sought to gather information with the purpose of answering the following research question: how the analysis of theoretical and practical relationships that involve the process of teacher training, the subject of several contemporary studies, can help in the development of epistemological knowledge that they are learned in the experience of teacher education.

Keywords: Pedagogical practices; Pedagogical theories; Epistemological, Teacher Training.

INTRODUCTION

The theme of the article under development addresses the complexity of the relationship between theory and practice in the teacher

training process, a topic that is the subject of several studies in the area of professional teacher training. The aim of the article is to investigate how the analysis of these relationships, which are based on several contemporary studies, can contribute to the development of epistemological knowledge in teacher education and experience, considering the importance of pedagogical action as a relationship between theory and practice. To answer the research questions, a bibliographical research was carried out, which included consulting books, scientific articles, magazines, electronic documents and encyclopedias, with the objective of identifying theoretical approaches that can contribute to the analysis of theoretical and practical relationships in teacher training. According to Charlot (1998), the correlation between theory and practice is essential in the context of educational methodology. In the structure of education, it is not possible to dissociate theory and practice, as both are complementary categories. Education is a practice idealized by theory and the dissociation between them can compromise the performance of both.

Theory and practice are necessary knowledge for teacher education. When researching teacher training, it is necessary to reflect on aspects that are at the core of the profession. Renowned authors such as Gatti (1997), Tardif (2008), Imbernón (2011) and Libâneo (2013) discuss the theme using investigative methodologies that relate factors such as: teaching methodologies, teaching knowledge, pedagogical mediation, excessive theory, lack of practice, teacher unpreparedness and deficient initial training. It is noticed that the initial training of teachers has repercussions on the initial actions of the profession, and consequently, as society changes over the years, the same happens with the work of teachers, since their action

is in favor of society. Imbernón (2011) highlights that the teaching profession can no longer be based on the mere transmission of academic knowledge, just as it must not only teach the basics and reproduce the dominant knowledge. In his thinking, the author points out that if human beings have become more complex, the teaching profession must also evolve. This is an evolutionary process that cannot be stopped.

Such ideas were also analyzed and worked on by Paulo Freire, who always emphasized the need not to separate knowledge and not allow it to be disseminated unethically, nor disconnected from praxis, stating that “This world is not constituted in contemplation, but in work” (FREIRE, 1987) and “Men are beings of what to do is exactly because what they do is action and reflection. It is praxis. It is transformation of the world” (FREIRE, 1987).

Thus, it is clear that the meaning of pedagogical practice can vary and cannot be defined, but conceived, depending on the principles on which our idea is based. The construction of knowledge is seen as a process carried out by two actors: teacher and student. This pedagogical relationship is not asymmetrical, as both teach and learn, building and rebuilding knowledge together. The teacher learns with the student, researching their reality, their cognitive and affective development, while the student learns through a process of reconstruction and creation of knowledge based on what the teacher knows and has to share. (VERDUM, 2013).

The author emphasizes the importance of critical reflection on practice in the continuing education of teachers. A static practice cannot be accepted and there must always be a critical reflection on current or past practice, seeking constant improvements. For this, it is essential to have a concrete theoretical discourse, which is close to practice. In addition,

teaching knowledge is formed not only by practice, but also by theories of education. Therefore, theory is fundamental to provide different perspectives and allow informed and contextualized decision-making. The educator needs to have a different view of the educational process and exercise reflection and analysis of reality to change the paradigm.

Bibliographic research was carried out, using materials already prepared, such as books, scientific articles, magazines, electronic documents and encyclopedias, to seek and allocate knowledge about the theoretical and practical relationships that involve the teacher training process, since there is no theory without practice and vice versa. This knowledge was correlated with approaches from other authors. The research problem was directed to the area of relating epistemological knowledge apprehended in the experience of teacher training, using a case study to analyze the theoretical and practical relationships that surround the teacher training process as a whole, considering that there is no theory without practice and vice versa. The objective is to discuss how the dichotomy or the unification of both can influence the educator's formation in a positive or negative way, presenting possible ways of analyzing these theoretical and practical relationships, as expressed in the general objective.

METHODOLOGY

To meet the objectives established in this article, a qualitative bibliographic research approach was adopted, based on a case study. The qualitative methodology is derived from phenomenology, which emphasizes the subjectivity of human behavior. According to Bogdan (1994), when using a qualitative approach, the researcher uses points of view different from those used in studies that aim to unravel facts and causes of human behavior. The text above presents the choice

of bibliographical qualitative methodology to meet the objectives proposed for the article. This choice is justified by the emphasis given to the behavioral subjectivity of individuals, which is one of the main characteristics of the qualitative approach.

According to Bogdan (1994), the qualitative approach differs from the quantitative approach, which seeks to measure and quantify the studied phenomena, with the aim of unveiling facts and causes. In the qualitative approach, the researcher seeks to understand the subjectivity of individuals, their perspectives, values and meanings attributed to the phenomena under study. This methodological choice is especially relevant for the study of theoretical and practical relationships that surround the teacher training process, since it involves complex and subjective issues related to the construction of knowledge, critical reflection on practice and the development of epistemological knowledge. The qualitative approach allows for a deeper understanding of these issues, taking into account the experiences, perspectives and values of the subjects involved.

At first, the works relevant to the proposed theme were selected to subsequently carry out a bibliographical review based on the authors presented throughout the article. According to Fachin (2006), bibliographical research is essential to provide support to any other type of research and consists of a set of knowledge gathered in works of different natures, with the objective of guiding the reader in the search for information about a certain subject.

Continuing with the elaboration of this work, a qualitative descriptive research was carried out, whose methodology, according to Ludke and André (1986), involves obtaining descriptive data obtained through the researcher's direct contact with the studied situation, emphasizing the process more than the the product and worrying about

portraying the perspective of the participants. Furthermore, Neves (1996) emphasizes that qualitative research aims to translate and express the meaning of phenomena in the social world, seeking to reduce the distance between the indicator and the indicated, between theory and data, between context and action.

DEVELOPMENT

IMPORTANCE OF THEORIES IN PEDAGOGICAL PRACTICE

Pedagogical practice is an activity planned and executed with specific purposes, which requires planning, monitoring, critical analysis and social responsibility to achieve educational objectives. On the other hand, educational practice refers to activities carried out to implement broader educational processes. According to Dutra (2009), theory is a set of knowledge that is not completely separate from practice, but is derived from it through a critical analysis that aims to clarify and improve it, while practice is a objective knowledge that is put into action. Both are considered synonymous and, therefore, homogeneous, as there is no theory without practice and vice versa.

The teacher must not limit himself to practice only for his training, but rather take ownership of theories of education, as this provides a variety of points of view to make decisions in a specific educational context, acquiring a critical view to understand different situations in the classroom. daily. According to Charlot (2006), the teacher's professional evolution must not be based only on technique, which sees him as a mere executor of other people's goals, but on a perspective that recognizes his ability to make decisions.

It is interesting to understand the different conceptions of learning not only by reading different thinkers, but also by understanding

the current educational practice. Reflecting on this practice can lead to discussion and action to transform it, demonstrating the approximation between theory and practice and enabling the search for new teaching practices that facilitate student learning (FREIRE, 1996).

The text highlights the importance of reflecting on educational practice and its relations with theory. Critical reflection is essential to identify problems and challenges present in pedagogical practice, and thus seek solutions and new approaches that favor student learning. By bringing theory and practice together, it is possible to create new possibilities and perspectives for the educational process. Paulo Freire's vision, present in the text, emphasizes the importance of reflection and conscious action on the role of educators in transforming the world, through the enhancement of pedagogical practices.

It is considered that the progress of integrative pedagogical practices is not based only on didactic solutions, but requires, above all, ethical-political responses. A transparent description of the emancipatory political and educational purposes and the combination with them is necessary, which is a condition for the materialization of the integrated teaching project. Without this proposition, pedagogical modesty can occur, that is, an emptiness of the political concept of transformation. The author Frigotto (2015) makes it clear that the development and transformation of the world will only be possible when educators are aware of their role in society and the importance of valuing pedagogical practices.

As mentioned above, the progress of integrative pedagogical practices is not based only on didactic solutions, but also on ethical-political responses. This means that educators must be aware of their role in society and the impact that their pedagogical practices have on

student education and on the transformation of social reality. In this sense, it is essential that educators value their pedagogical practices and constantly seek to improve them, always considering emancipatory political and educational purposes that aim to transform society into a critical and transformative perspective.

It is crucial that there is an exchange of knowledge through dialogue and exchange of experiences. Therefore, there is concern about the fact that emancipatory educational policies may not be committed to their own transparent description of political and educational purposes, which is a condition for the successful implementation of the integrated teaching project, since without this proposition there may be failure.

According to Charlot (2014), changing teaching practices only happens when teachers become more aware of their own practice, practice in the classroom and at the school as a whole. This process requires theoretical and critical knowledge about reality. The author highlights the importance of the teacher's role in the transformation of pedagogical practices, emphasizing that for this to occur, it is necessary for the teacher to increase his awareness of his own practice, as well as the practice of the classroom and the school as a whole. In this sense, the acquisition of theoretical and critical knowledge about reality is essential for teachers to be able to reflect and act in a conscious and transformative way in their pedagogical practice. Thus, the commitment to continuing education and the constant search for updating and improving knowledge are essential for the effectuation of significant transformations in teaching practice. It is noteworthy that learning is not limited only to the school environment, but also to the social sphere, where teacher training is strongly influenced by theories. It is important to note the relationship between theory and practice

in the analysis of pedagogical practices, and the concern with the separation between the two. This creates a vicious cycle in which teacher education is constructed both before and during their professional career.

In theory, it is essential that the teacher makes use of the fundamentals of education to articulate theory with pedagogical practice, in order to prevent the proposal from becoming just an empty pedagogical fad. The separation between theory and practice is a worrying problem, as this creates a vicious cycle. It is important that professors take ownership of theoretical contributions on learning understandings to promote positive transformations in students' lives and education. Reflection on educational practices and relationships between subjects is essential for the knowledge construction process and awakens the desire to promote significant changes in teaching activities.

Santos (2014) highlights the importance of the debate on the relationship between theory and practice in teaching qualification, emphasizing the training potential of this binomial and the dichotomous approach that has historically been adopted in curricular configurations and training practices. This relationship has great educational potential and must be considered in an integrated way, avoiding dichotomies in training and educational practice. It is essential that teacher training includes both theoretical knowledge and pedagogical practice, enabling a critical reflection on the educational and social reality in which they are inserted. This way, it is possible to train professionals who are more qualified and committed to the transformation of education.

The relationship between theory and practice is a topic of great relevance in the training of teachers and students, and this relationship has historically been approached in a dichotomous way, which can have

negative effects on the development of teaching knowledge. According to the author, theory is the organization of thought in rules and singularities methodically articulated to clarify or illustrate practical actions, while practice is the materialization of theory in ordered actions that can be modified and transform theories.

It is crucial to go through the foundations of education in different disciplines to integrate pedagogical theory and practice. Reflection on educational practices and the relationships between the subjects involved in this practice in the knowledge construction process is essential to boost the will to promote necessary changes that can bring benefits to the life and formation of new subjects.

According to Freire (1987), when defending praxis and the theory of doing, there must be no division between the reflection and action stages, thus avoiding dichotomies. The quoted passage by Paulo Freire highlights the importance of praxis, that is, the union between theory and practice in the educational process. He points out that one must not create a separation between reflection and action, as they are interdependent and must always be articulated. Praxis is, therefore, a dynamic and continuous movement that takes place between thought and action, between theory and practice, and which allows for the transformation of the world through education.

IMPACT OF THEORIES ON TEACHER TRAINING

It is essential that teaching knowledge is not based only on practice, but also on theories of education. This means that theory plays a fundamental role in teacher training, as it allows the appropriation of different perspectives for informed and contextualized decision-making, enabling a broader understanding of the various contexts of everyday life. The

interaction between knowledge contributes to the development of an autonomous and emancipatory pedagogical practice.

The teacher is formed not only through theory, but in the relationship between theory and practice, which occurs through reflection and action. Understanding the different conceptions of learning is not limited to reading about the subject, but also implies understanding the current educational practice and seeking to transform it. The approximation between theory and practice opens up new possibilities for the search for more effective teaching practices in promoting student learning.

The educator will only be able to teach when he learns, and for that it is necessary to have knowledge, which is acquired through dialogue, exchange of experiences and scientific research. It is essential to have the humility to admit that one does not know everything and to evaluate both positive and negative attitudes. When analyzing pedagogical practices, it is important to question the existing separation between theory and practice, which can create a vicious circle in teacher education, built before and during the professional path, as well as in the social sphere, where teacher education depends both on theories and on practices developed in school life. The fundamental challenge for education professionals is to understand the theories underlying their own practice and to create conditions so that they can modify their points of view, attitudes, postures and performance in the educational exercise.

Understanding that the training offered in the classroom is essential, but it is not enough to prepare students for their profession, it is essential to understand the teaching and learning process. For this, it is necessary that the teacher appropriates knowledge and benefits from theoretical contributions to

choose the best ways of working, overcome difficulties and envision new possibilities for acting with quality. Reflecting on educational practices and the relationships between subjects in the construction of knowledge awakens the desire to promote the necessary transformations to contribute positively to the lives and education of students. The walk through the fundamentals of education is crucial to articulate theory and pedagogical practice. It is important to remember that the development and transformation of the world depend on educators' awareness of their role in society and on valuing the student as a whole.

TRAINING PROCESSES, CLASSROOM MANAGEMENT AND ITS RELATION WITH THE TRAINING OF TEACHING PROFESSIONALS

The traditional conception of continuing education, which is based on lectures, seminars, workshops and other activities organized by higher education institutions, has been rethought to include more targeted approaches to the practical issues faced by schools. This way, continuing education begins to contemplate the reality of school practice, developing in the very environment in which educators work.

The author IMBERNÓN (2009) emphasizes that training that considers the reality of the school as the focus of the "action-reflection-action" process, promotes the development of change projects in the institution itself, in addition to encouraging the active role of the teacher, who express your opinion and contribute to an atmosphere of communication and active listening. This way, the interaction with the group allows the educator to leave the isolation of the classroom and learn to elaborate work projects in a collaborative way. For the author, this process

must be the basic unit of change, development and improvement. With this, it is possible to develop change projects in the institution itself and encourage the construction of the active role of the teacher, who starts to express his opinion and actively participate in the communication with the group. This way, the educator leaves the isolation of the classroom and learns to develop work projects together, which can lead to a more efficient and integrated practice in the school institution. Continuing training in this sense enables a real transformation at school and an improvement in the quality of education offered to students.

The text above refers to a process of continuous and collaborative training of the teaching collective, which transforms the school institution into a space for constant dialogue and debate. This training is based on strategies defined according to the specificities of school management and the reading of the reality in which educators work, with a view to the theoretical understanding of the general context.

Thus, according to Imbernón (2009), the professional training of educators occurs in a dynamic process that involves constant interaction between learning and unlearning. In this sense, training is a collective process, in which individuals perceive the intrinsic relationship between teaching and learning, attributing meaning and belonging to it. According to Freitas (2001), the liberating educational praxis requires the integration of the knowledge necessary for its implementation, such as criticality, curiosity and creativity. Learning and unlearning is an important part of training. When we learn, we also need to question and reflect to better understand what we are learning. This can be done together with other people. It is important to be curious and creative, and to think critically so that we can learn and teach in a liberating way.

Thus, it is the responsibility of all school managers to attribute meaning and social importance to it. School supervision, from the perspective of democratic management, which is based on the liberating conception of education, plays an important role in the process of reflection and action by educators who manage the classroom. It is important that everyone who works at the school understands how important it is to society. School supervision, which is how teachers are helped and guided, must be done in a way that allows everyone to speak and make decisions together, as in a democracy. This is essential so that educators can reflect and act to improve education.

The classroom is one of the main spaces where significant and challenging teaching and learning processes take place. Research was carried out in this space to better understand how these relationships occur and how to create meaning in the lives of those involved. The study was carried out with managers who act as pedagogical coordinators in the early years of elementary school and who started their careers as teachers. The research revealed the importance of establishing bonds and creating meaning in the lives of those involved in the classroom.

We can understand, based on IMBERNÓN and FREITAS, that teacher training takes place in an important way from the individuals involved in this process. This is because training needs to be democratic and liberating. The text argues that teacher training needs to be democratic and liberating, considering the importance of the subjects included in this process. The ideas of Imbernón and Freitas are cited as a reference for this perspective.

CONCLUSION

For pedagogical practices to work well, it is important for students to realize that education is not limited to their own

individual learning. The role of the educator is fundamental in all environments, not just in schools, to ensure human development and citizenship education. Learning and teaching happen in all places and moments of life, as human development is a continuous process.

The article suggests that it is important to be constantly updated and see oneself as part of contemporary society, reflecting on the influence of everyday life on the teacher's work and on pedagogical practice. Social reality is a determining factor that interferes in the school context.

Given the information presented, it is clear that the relationship between theory and practice is essential for the construction and improvement of pedagogical practice. This relationship is bidirectional and fundamental in the teacher training process, being the basis for maturation and reflection on teaching.

We can understand that the separation between theory and practice is detrimental to teacher training and their performance in education, making it difficult to create meaningful practices and critical reflection on their educational action. A process of constant reflection is necessary to reframe the practice and develop a more effective educational action.

The text suggests that it is important for teachers to understand that theory and practice are intertwined and that this can help to improve their teaching practice. When the teacher becomes reflective and uses this connection in her work, she can help students become more independent.

Therefore, the practice of action-reflection-action, which consists of reflecting on the practice to transform it, allows the teacher to reinterpret his concepts, theories, practices and knowledge, increasing the understanding of the educational context in which he is inserted and exploring new approaches to teaching and education. This allows the

teacher to continuously develop and adapt to daily challenges, aiming to solve the problems presented.

This way, we understand that the training processes are fundamental for a significant educational practice in the training of teachers, systematically contributing to the integral formation of the human being as a critical, creative and reflective being.

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