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THE INSISTENCE OF INNOVATION VERSUS OFFERING

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Abstract: Innovation is a necessity for schools and society puts pressure on institutions to address this issue. However, there is a duality regarding the insistence and imposition of working with innovations, in contrast to what is offered within the school. From this, the objective is to bring a relevant discussion, linked to the fact that before producing and delving into ideas for reinvention in teaching, it is necessary, in this aspect, to build structures that can offer effectiveness to these ideals.
Keywords: Innovation; Need; Structure.

INTRODUCTION

With the expansion of the pandemic, discourses of change and innovation in the field of education expanded and brought new ways of interpreting reality to institutions, linked to two basic visions: innovation and the way of producing and offering these ideals.

The aspect linked to innovation is largely linked to a tool of necessity, that is, society has been changing as people and social groups have also been changing in relation to their different aspects. It is within this debate that the present work addresses the analysis of some authors who portray this school reality, in the requirement to produce innovations in their work, carrying the responsibility of managers and educators in general with regard to a reinvention of tasks, the which was resurrected with the news brought by the pandemic context.

However, the challenge that arises at this stage is the way in which institutions will be adapting to certain issues and how the school will actually be able to offer the present innovations, given that it is necessary to take into account the need to maintain a important and relevant basis for the initial steps of innovation in education. The school has several roles, discussing which are most important, and their adaptations need to be considered, allocating studies for their initial

preparation.

MATERIAL AND METHODS

A solely bibliographical research was used, encompassing works that portray the issue of innovation and the hybrid teaching approach, encompassed in the vision of the school's expectations in relation to innovation. The importance of bibliographical research is, precisely, the interaction that one has with other researchers on the subject and the approach regarding the contexts necessary for the production of scientific knowledge. (Sampieri et al., 2013). The research was structured with keywords referring to the proposed theme, using physical books, the main ones to emphasize the proposed theme, as well as searches on virtual portals, such as CAPES journals and Google Scholar, selecting the referenced articles, which provided the most direct contextualization related to the topic of school innovation and the possibility of offering it, within institutions.

RESULTS AND DISCUSSION

The approach of the authors related to this research was a preponderant factor in the perception of a school scenario, in which two essential aspects are present. The first is linked to the capacity – or need – for innovation in the school, considering that other large social institutions have been developing factors for their innovation and the school is still moving at a slow pace related to these structures. The second would be in the way in which school institutions face discussions in the field of innovations in contrast to their structure and infrastructure related to offering these innovations, both to their professional agents and to their audience, the students of the 21st century.

According to Bacich et al., the discussion about a new scenario and a new format for the school is of fundamental importance, even

more so if one considers the interaction that society has been producing with innovations in the market (2015).

Since the pandemic context brought new air to the school context, it is known that the idea of innovation has gained strength in recent months. It is clear that visibility regarding innovation has always existed, however, in short steps. After the pandemic contexts, even with the return of face-to-face work, social pressure on the school required it to rethink new ways of working, so that classroom meetings could be reinvented (Campos, 2021).

Discourses regarding innovation and changes are frequent and these debates intensify (Freires et al., 2019). There is a lot of pressure in the school context in relation to what is addressed in their innovation processes. This is because other social institutions always work to offer their audience some characteristics that modify their way of seeing and try to adapt to certain methods, but education has more intense obstacles. According to Roberta Dias Campos: "Innovations in the field of education were expanding the ecosystem far beyond traditional actors: schools [...], teachers and companies" (2021). This perspective highlights the more targeted aspect with regard to such basic concepts covered in this theme.

The school has always been held accountable by the community regarding its innovation. According to Meira and Pinheiro, "the school has reinvented itself almost completely in its origins" (2012). This triggers a whole problem that deserves discussion. In addition, Freires et al. points out that:

> The construction of innovation in education, within a set of social transformations that characterize part of current training requests, foresees, among other situations, responding to the challenge of developing skills congruent with the demands and challenges of the 21st century (2019).

This is also due to a new vision related to the world of education, which must accompany new generations. There is a very clear representation regarding such provisions, given that teachers, managers and legislators, within the educational sphere, face different provisions with regard to students, younger generations who actively coexist with information technology and are not satisfied with some educational models, which generates discouragement and a lack of desire to delve deeper into different studies.

Furthermore, it is worth considering that many institutions have been looking for alternatives to develop in this regard. Many teachers are willing to relearn certain functions and have the desire to adapt to the new concepts and values of education, however, they need the necessary support to be able, at the same time, to learn these functions, apply them in the educational-pedagogical context and stipulate forms of evaluation to implement this information (Freires et al., 2019).

The authors' vision is very clear in relation to social pressure and the preparation that schools must have to receive and implement these obstacles. These are challenges that call into question a duality that cannot be ambiguous, that is, the school needs innovation to meet the demands of a social demand, however, it also needs a structure that offers clarity and effectiveness in this innovation. The teacher cannot be asked to conduct a class using network information mechanisms if the institution does not provide support so that he or she has full access to the network or the necessary data he or she needs to prepare his or her plans and projects.

The school's mission is teaching and this focus is not always openly open to many innovations, including in the information technology context, being much more concerned with teaching methods than,

properly, the teaching-learning environment (Meira, Pinheiro, 2012). This is why the teacher must always be up to date and understand the desires of the generations he will work with (Pereira, 2010). It is precisely in the interaction between the educational parts that clearer answers about the practicality of innovations are achieved, but it is in the institution itself that there is also the challenge of preparing professionals for these new scenarios.

Furthermore, lately, the school has focused its work on student results, especially in preparation for higher education, taking the burden of innovation to colleges, which adapts according to their areas. After the pandemic context, restructuring in the school context required professionals to rethink certain acts and actions in school analyses. Furthermore, the format of fully in-person education began to be discussed and the use of virtual tools was forced by the social situation (Campos, 2021).

To this end, the school must provide a very suitable environment for this educational process to have a personified analysis, depending on the interest of each public and each management, linked to the interests of each location (Bacich et al., 2015). Society, therefore, must focus on encouraging the production of a new school, a school that will guarantee innovative spaces and that produce meaningful and motivating learning for students, increasingly linked to the digital world (Moran, et al, 2013). The present duality, finally, is a representation of referenced concepts that create a challenge for the school and its agents in, before thinking about applying and developing in-depth studies about the innovations so demanded, worrying, however, about how they will have capacity to offer these innovations to social demands.

CONCLUSION

The discussions discussed here linked current challenges to the issue of school innovation and its need. The social pressure that exists in school institutions is a common pressure, as institutions deal with teachers and managers who have a specific teaching methodology, which, generally, adapts to the school's roles today.

It is at this point that the authors' words approach the approaches related to the above theme, which bring out the importance of this so-called pressure. Talking about innovation at school is already a topic that has existed in recent years and, possibly, since innovative processes in education existed. However, it is necessary to understand that there is a very theoretical discussion, but little practical, shaping the school scenario as an implementation that will not bring many positive results with regard to this specific social demand. There is a lot to be done at the school, but little has been done in terms of updating.

It is clear that there is a consideration of the existence of many institutions and professionals trying to adapt to the "new" and the pandemic in global society has helped this process, however, the innovative application of various resources and teaching methodologies must go hand in hand with a structure and updating the school itself to offer this innovation, as there is no point in obtaining knowledge linked to certain concepts without them being implemented by the problems that teaching will still have to face.

Innovation is a necessity and the school needs deeper studies in relation to this. However, innovation alone, in its cold value, is of no use if the institution itself does not design resources and ready scenarios for ideas to be successful.

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