



Global Advanced Research Journal of Educational Research and Review (ISSN: 2315-5132) Vol. 4(8) pp. 161-164, August, 2015
Available online <http://garj.org/garjerr/index.htm>
Copyright © 2015 Global Advanced Research Journals

Review

The Teacher's Role in Contemporary Society: How Far We Are Responsible

Maria Lucia Moura

Prof^a Assistente Faculdade São Camilo – Rio de Janeiro, Brasil. Dr^a em Patologia Ambiental e Experimental
Endereço: Rua Dr. Satamini, 245. Cep: 20270-233 – Rio de Janeiro
Email: lucidalv@yahoo.com.br

Accepted 29 August, 2015

This study was based on reflections and comments appearing as a lecturer in higher education, about the lack of interest and commitment of some students, as the action of learning only happens with reciprocity, involvement and collaboration. To educate is to encourage and stimulate the desire to unravel, and always discuss.

Keywords: teacher, teaching, education

INTRODUCTION

The school accommodates and enters a relationship with the political and social life of a collective body, where we can express views. If our sense of seeing the world impose on us changes, we need to look much as it seems to be a mediocrity in teaching from the base, as some students arrive on the 3rd degree requiring a late literacy, as the product of the evaluations, work and research that can not do or if they do, most of them are copied and pasted from Internet sites.

So master the faculty of knowing is to be aware of conjectures which make it consistently. The competence in creating, research, the exact explanation, the quality of who perseveres who is indispensable in building an education with equal conditions. Thinking in this way the seizure of reach in the classroom, despite the teacher's effort does it take to be achieved even though the teachers are engaged, interested and willing to great achievements for the benefit of the students, the community and society, has no quorum and sometimes feel discouraged.

The pedagogical intellectual exercise should be immutable, aimed at unifying purpose for the welfare of society, cultural growth and effectively participate in the formation of a more just society. Learning takes place

when defining and willingness to learn the student as he is the key to a systematic succession of changes, where it triggers the act of educating in a progressive and independent line.

According to Freire (2002), "No one educates anyone, no one educates himself, men educate each other, mediated by the world". So the school environment and teaching are the result of continuous and methodical acts, as there is a service of the student, being everything a utopian and false gesture, it will only produce a hollow university. "The teacher alone can not transform a society. To teach is not to transfer knowledge, create more opportunities for its own production or its construction. "(Freire, 1996).

In fact it is not enough to know what citizens need to know what it is to be a citizen. A survey conducted by the Citizenship Institute with 3,501 Brazilians aged 15 to 24 years, six states and 198 municipalities which drew the most attention is the cultural abstinence young Brazilian:

"Among those surveyed, 23% have never read a book; 30% never went to the movies; 62% have never been to the theater% have never been to a music show; 52% have never been in a library outside of school". (Moran, 2004).

Technology is key support to forms of change, since just a few clicks and processes become flexible, open, making it easy to search, but then think just the technology to teach can be forming slow minds with limited cognition already requiring research tools to quickly find answers to questions. It is necessary that the east teaching his student to paraphrase when asking for a search, it acquires knowledge, and encourages reading.

As Meserani (2008), "to paraphrase always refers to a previous work to reaffirm it, clarify it. Recreate a text in other words means paraphrase ". The writing progress happens when prolong know, increasing the vocabulary and the world's mind about the position acquired in the face of covered arguments, it is important to realize when the student takes possession of literary works not belonging to them, translating forms how they deal with knowledge.

In this context perhaps the core of these difficulties is the deficiency of understanding of the text, since it can not be condoned this practice, because it becomes a social problem, and educational institutions should worry a little more constituting committee's ethics and research.

Continuing students rely on websites and social networks, because the information is more accessible, reducing its research capacity and understanding which contribute to reducing the learning that is no longer satisfactory. It is common in newsrooms, reviews or summaries and even talking to each other using slang shortening of words

Perhaps this use in the network, can leave students without descriptive elements losing the relationship of one thing to another, with an empty feeling in the appropriation of knowledge, when what is expected to be an aid in the wake of the facts, to organize and process the seized information. It is expected that computer function is to promote research to improve ideas and ideals, instead of making the incôncio teaching.

It is those expectations that idealizes the teacher determines the student when he realizes that showed insight, participating in cognitive classes in their ideas, proves to be unable to write about their thoughts and ideologies.

We can not ignore the importance of these results, particularly in light of evidence that the student often internalizes the teachers' expectations over time and this internalization, self-concept and motivation can decrease until the time comes to say she came because We chose certain area, what motivated you'd expect, but its potential is damaged:

Education is like the socialization process that individuals are subjected. Maybe this expression is too broad, and not corroborate with our anxieties more, is the phenomenon that has been going on in some university realities. (Durkeim, 1978).

The intellectual and moral improvement of physical

abilities of a human being depends on motivation can facilitate this process by stimulating the perceptions of individuals, facilitating interaction becoming partners in this journey.. "The main purpose of education is to create people able to do things new and not simply repeating what other generations have done. "(Piaget, 1982).

On the one hand, we have learned to live with the old problems, we need to face the new concrete proposals, so that they too do not become chronic. You must have an interest in discussing professional that is intended to form, and returning to the past, not the use of teaching that "Ivo saw the grape, but under what conditions this grape was seen?".

According to Teixeira, (1997),

"To educate is growing. And grow is to live. Education is thus life in the truest sense of the word."

"The Educational Project Graduation must be attuned to new world view expressed in this new paradigm of society and education, ensuring global and critical training for those involved in the process, in order to enable them to exercise their citizenship and as subjects of transformation of reality, with answers to major contemporary problems "(Forgrad, 1999).

It is possible to distinguish four great teachers of influential factors on students: the recognition of teachers' status by the students; recognition by the students of the ability to reward or to punish the teacher, through the evaluations and discipline management strategies; the recognition of teacher competence of the students in the knowledge that this is intended to teach them; the recognition of certain personal and interpersonal skills in teacher appreciated by pupils, developing identification processes.

Wanted a miraculous method, or a holy technique to cure all the ills of education, questions the cure for learning problems, does the fault is only the teacher? Do the teachers have lost common sense or is this a problem of poor training. (Silva, 1982).

It is known that the Internet has become a great tool in guiding the student, but from the moment that this mechanism is used to replace the reasoning already affect learning, because we believe that this feature will not replace reading and research in books and magazine, and this impasse the teacher ends by blaming the student for lack of interest, and feels discouraged because the class does not advance. Where is the problem?

The teacher, the student technology or society or as only gets rid of an obligation imposed on him, for there is no his identity with that activity. What everyday life currently requires the individual is that he knows where to look for data and information to then promote contextualization, selection and relationship between all that which abundantly media offer. (Freire and Rangel, 2012).

Some scholars maintain that school research

presented as simple copies of texts originate from a number of factors directly linked to teacher performance, among which we highlight:

“Lack of educational planning teacher; Clarity of procedures to perform a search; Greater willingness of teachers to guide students to an analytical and critical of school work production”. (Camargo, 2012).

We are in education, restless, agitated, trying to change, being charged for changes, but still unsure which in the place of what we have. We do some experiments, but are still insufficient to see a change in a structural way. We must insist on pointing out new scenarios, test some of them and evaluate them to go deploying them safer in the next few years. (Moran, 2004).

The importance of scientific research that we propose to implement, is not limited in its relevance while knowledge area. (Moura, 2005).

The practice of research and the school was configured, from then on, as a mechanized activity, devoid of meaning, a mere task to be fulfilled by the student who happens to attend the libraries under the obligation imposed by school. (Bernardes and Fernandes, 2002).

However, still before the various assignments aggregated to teaching, these, in general form professionals seeking resources to meet the constraints that society determines them, using their knowledge, values and skills to prove with facts, all these tasks.

Continuing the teacher's office constantly been linked to the act of teaching, namely assisting in the assimilation of stored culture of self-knowledge, respect and sharing created by history, by certain human groups to younger generations.

Therefore this transmitter attitude of knowledge, in turn, is as old as the undisputed origin of human nature, which arguably would not have reached the stage of development we face nowadays let alone have survived if the knowledge gained no could be passed on to beneficiaries.

In this context due to the centrality that education plays in human life, the issue has sharpened the attention of many scholars, restless in not only understanding the profession as well as look for answers to your questions, since there are practical dilemmas, particularly in the context of initial and continuing education of teachers.

Based on this idea, these issues or difficulties, in turn, can provide symbolic particularities been clearly influence the dynamism of education, and in this light appear interested in studies make visible the social representations generating results by teachers on the exercise of their profession.

In that case perhaps we can say that knowledge identified as essential for the teaching function comprises a set of knowledge that are critical in coping with situations that arise in the act of teaching, a time presenting itself as reinforcement for the teaching occupation. However it is relevant to point out that the

knowledge of the teacher is not secreted within their personal and professional lives.

It is known that education goes through daily changes by changing the teaching front work to new professional taxes, arising from policies on product education of economic liberalism that dictate the characteristics of teachers, adjusting them to what is absolutely necessary for the labor market.

Before shown, it proves that the teacher's job has become multifaceted and in a state of progressive forward voltages to actions imposed by contemporary society, as it involves working with and on humans and therefore permeated by theories and practical actions that requires a constant theory and practical reflection on their training.

"Of course the social environment is not just to individuals and social groups, it is also populated by objects and practices and phenomena, sometimes characters are as many bets for those individuals and groups. This means that from information circulating in his case, a company has elements that allow people categorize, define, and legitimize taking a position and conduct. " (Deschamps and Moliner, 2009).

Similarly, the world of work does not admit more the presence of limited professional only the aspects of the profession, but who are competent and prepared for life, with ability to articulate knowledge with a broader practice, without giving scientific knowledge the profession. (Ferreira, 2003).

Reinforcing this thought, Delors (2003) comments that, throughout life, this learning will be in some way to each individual, the pillars of knowledge, namely: learning to know, learning to do, learning to live together, learning to be.

As well as continuing to structure courses with content that day by day become obsolete and lose their connection with the avalanche of other knowledge, coming from all quarters of the earth, every passing hour? Each center of education, hence for the future, will transit the magister classes dixit for discussion environments, research, consonance and dissonance in the internet and libraries will join in supporting the construction of knowledge, and teachers act as true orchestra conductors, inspiring, coordinating, coordinating, advising and evaluating the final product of coveted knowledge, always connecting in real time with the antennas in the world of tomorrow. (Souza, 2011).

Along with the changes, new expectations should appear for teaching. Nowadays schools need to teach their students how to get information, how to select and use. If we focus on the teaching process, we can see that there are a lot of changes in this field, and the influence on the role of teachers.

First of all, teachers in modern classrooms are not teachers, they are facilitators, their main task is to set goals and organize the learning process accordingly.

The need for a generation of teachers aimed at

developing the students' perception rather than teach them, to awaken their independence and encourage "learning to learn", which offer students motivation and interest for learning throughout life and urge them to become self-directed learners, it is essential for the education of the future.

It is believed that from these placements, the difficulties are evident that moves to the teacher and the search for new theories allowing greater relevance approaching the different levels and extensions. The knowledge and practices coexist in harmony, and the teacher's knowledge should be understood as an intimate relationship with the exercise of their profession is the collectivity, or in the classroom.

The problems of education may have an important place in public. In underdeveloped or developing countries, we try by all means to organize education base for the entire population and to ensure at least one higher education elite. In industrialized countries, rethinking teaching based on new needs, we question the programs, administrative and educational structures, attempts to experiments, the search for new forms and models.

Everywhere there is the need for greater understanding about today's society, and even more so to tomorrow, facing the demands without precedence of teaching. For modern civilization progress, which is a condition for its survival, it has become necessary for all citizens without exception receive adequate education and the many benefits of an advanced education.

So we think in saying that the hardships in education are part of a wider crisis of civilization. It is a new developing world seeking through school reform

proposals everywhere, the resolution for dealing with problems that arise daily as graduation, the scientific revolution and the technological revolution hitting on the door insistently and we can not avoid in the open.

REFERENCES

- Bernardes SA, Fernandes PO (2002). A pesquisa escolar em tempos de Internet. Dissertação Mestrado do Programa de Pós-Graduação em Educação da Universidade Federal de Juiz de Fora (UFJF). Rev. TEIAS: Rio de Janeiro, ano 3, nº 5, jan/jun.
- Delors J. Educação: um tesouro a descobrir. 2ed. São Paulo: Cortez
- Deschamps JC; Molinar P (2009). Psicologia Social. Dos processos identitários às Representações Sociais. Vozes: Petrópolis.
- Durkheim E(1978). Educação e Sociologia. São Paulo, Melhoramentos.
- Ferreira HM (2003). A totalidade do conhecimento na enfermagem: uma Abordagem curricular. Acta Paul Enferm; 16(1): 56-65
- Forgrad. Plano Nacional de Graduação: um projeto em construção. Disponível em: <http://www.forgrad.org.br/>.
- Freire P (2002). Pedagogia do Oprimido. Rio de Janeiro: Paz e Terra.
- Freire, P(1996). Pedagogia da Autonomia.
- Meserani S (2008). O intertexto escolar: sobre leitura, aula e redação. 5ª ed. São Paulo: Cortez.
- Moran MJ (2013). A educação está mudando radicalmente. Disponível em: <http://ww.eca.usp.br/moran/mudando.htm>. Acesso em 28/10/2013
- Moura CLM (2005). Educación Competencia de las competencias en enfermería. Rev. Enfermerie Global; nº 6, Mayo,. Disponível em: www.es/eglobal/article/download/514/553.
- Piaget J (1982) O nascimento da inteligência na criança. 4ª Ed. Rio de Janeiro, Zahar.
- Silva ET(1982). Os (dês) caminhos da escola. São Paulo,. Ática. 2ª Edição.
- Souza PMP (2011). Caminhos e descaminhos da Educação Brasileira. Integrare. São Paulo,.
- Teixeira A. Biblioteca Virtual Anísio Teixeira – IBICT. Disponível em: <http://www.bvanisioteixeira.ufba.br/index.html>.