

ABSTRACT

This research aims to analyze the repercussions of continuing education on the pedagogical practices of teachers working in high schools in the city of Cruzeiro do Sul in Acre. The methodology that characterized this research was based on a qualitative approach, using the questionnaire applied to the teachers. The subjects of the research were 53 teachers who work at three high schools of the urban environment, from June to November of the year 2015. The categories elaborated "a priori" for the study of the research were centered in: "continuous formation", "pedagogical practice", "teaching knowledge" and "professional development". The results also pointed out that work overload, teacher turnover, the absence of teachers and lack of time to plan diversified strategies to develop them in the classroom are the main factors that interfere in the pedagogical practice of teachers who in high school. The results pointed out that there is still a difficulty in the content domain and strategies to teach; the absence of the practice of reading; know how to use and readjust the resources that the school has; treatment with students. The results showed that the totality of the teachers studied considers the updating/participation in continuing formation very important for the improvement in the pedagogical practice; the exchange of experiences at the time of planning is important for the growth of the pedagogical practice; many teachers still feel insecure about the new; considered a positive point of formation is that contents constitute learning for life; the resumption and reorientation of formations at the time of planning; pointed out that the formations in the areas of Portuguese Language and Mathematics were not so significant, since the schools had already been working with the strategies developed in the training; considered the training in literacy and assessment to be significant; which impacted on changes in teachers' practices; also showed that the training has positive repercussions on the teachers' posture and pointed out that the continuous training focused on the study of the curricular proposal was significant, since they were able to adapt the strategies to their respective workloads. It is concluded that the main repercussions of continuing education on the pedagogical practices of teachers working in the secondary schools of the state education network in Cruzeiro do Sul is related to the possibility of using a diversity of didactic resources to improve students' learning; has had repercussions on the quality of textual production, once, that teachers have insisted on this practice; have contributed to the process of developing contextualized assessments; increased changes in planning according to what was discussed in the ongoing training; develop a dialogue posture in the teacher-student relationship. Finally, continuing education has left its mark on the teaching and learning process.

Key-words: Continuing Education. Repercussions of Pedagogical Practice. Teaching