



The professional teaching initiation and its relationship with the emotional dimension

Arnaldo Nogaro^{1*}, Luana Fussinger² and Miriam Salete Wilk Wisniewski³

¹Universidade Regional Integrada do Alto Uruguai e das Missões, Av. 7 de Setembro, 1558, 99709-900, Erechim, Rio Grande do Sul, Brasil. ²Universidade Regional Integrada do Alto Uruguai e das Missões, Frederico Westphalen, Rio Grande do Sul, Brasil. ³Departamento de Ciências da Saúde, Universidade Regional Integrada do Alto Uruguai e das Missões, Erechim, Rio Grande do Sul, Brasil. *Author for correspondence. E-mail: narnaldo@uricer.edu.br

ABSTRACT. The insertion in the school as a teacher requires, among many things, that the beginning teacher relates the knowledge from the initial formation with the demands of the practice and the school context. However, how the insertion has occurred does not allow this movement, making the obstacles and difficulties encountered are greater than the support and assistance that the teacher finds. Therefore, the theme of the present article deals with the beginning teacher in the relation of the first years of the teaching profession, focusing on the emotional dimension, to show an interface that can be determinant for the teacher to enter with confidence in the profession, and to feel motivated to remain in it. The methodological approach, with a qualitative character, contemplates the accomplishment of a bibliographic study. In proposing the discussion about the emotional dimension in the first years of teaching, it was observed, above all, that the emotions, as well as the feelings originated, constitute the personal and professional identity of the subject, the person-teacher and their initial experiences. Therefore, it is believed that balance and maturity in the emotional field are a necessary provision for the beginning teacher, since, with the security obtained from this perspective, the teacher will be able to deal with his feelings, act with greater empathy and, for personal and also in the professional context.

Keywords: beginner teacher; teaching profession; emotions.

A iniciação profissional docente e sua relação com a dimensão emocional

RESUMO. A inserção na escola enquanto docente requer, entre tantas coisas, que o professor iniciante relacione os saberes oriundos da formação inicial com as demandas da prática e do contexto escolar. No entanto, a forma como tem ocorrido a inserção não oportuniza esse movimento, fazendo com que os obstáculos e as dificuldades encontradas sejam maiores do que o apoio e amparo que ele encontra. Diante disso, a temática do presente artigo trata do professor iniciante e na relação dos primeiros anos da profissão docente com foco na dimensão emocional para mostrar uma interface que pode ser determinante para que o professor ingresse com segurança, na profissão, tenha confiança e sinta-se motivado a permanecer nela. O caminho metodológico, de caráter qualitativo, contempla a realização de um estudo bibliográfico. Ao propor a discussão sobre a dimensão emocional nos primeiros anos da docência, observou-se, sobretudo, que as emoções, bem como os sentimentos oriundos, constituem a identidade pessoal e profissional do sujeito, a pessoa-professor e suas experiências iniciais. Por isso, acredita-se que o equilíbrio e a maturidade no campo emocional são uma disposição necessária ao professor iniciante, uma vez que com a segurança obtida dessa perspectiva, o mesmo conseguirá lidar com os próprios sentimentos, agir com maior empatia, e por fim, realizar-se no âmbito pessoal e profissional.

Palavras-chave: professor iniciante; profissão docente; emoções.

La iniciación profesional docente y su relación con la dimensión emocional

RESUMEN. La inserción en la escuela como maestro requiere, entre muchas cosas, que el docente novelo relacione los conocimientos de la formación inicial con las demandas de la práctica y del contexto escolar. Sin embargo, la forma como se ha producido la inserción no permite este movimiento, por lo que los obstáculos y las dificultades son mayores que el soporte y la ayuda que encuentra. Ante ello, el tema de este artículo es sobre el maestro principiante y la relación de los primeros años de la profesión docente con un enfoque en la dimensión emocional para mostrar una interfaz que puede ser determinante para que el maestro ingrese de manera segura en la profesión y se sienta motivado a permanecer en ella. El camino metodológico, con carácter cualitativo, contempla la realización de un estudio bibliográfico. Al proponer la

discusión sobre la dimensión emocional en los primeros años de docencia, se observó, sobre todo, que las emociones, así como los sentimientos originados, constituyen la identidad personal y profesional del individuo, la persona-profesor y sus experiencias iniciales. Por ello, se cree que el equilibrio y la madurez en el campo emocional son una provisión necesaria al maestro principiante, ya que, con la seguridad obtenida desde esta perspectiva, él podrá lidiar con sus propios sentimientos, actuar con mayor empatía y, finalmente, realizarse en el ámbito personal y profesional.

Palabras-clave: profesor principiante; profesión docente; las emociones.

Received on June 16, 2019.
Accepted on September 5, 2019.

Introduction

The process of fragmentation of education's science, seeking to meet the demands of the scientific world, addressed many issues, but it failed to overcome the specificity of the teaching action that, permeated by a multiplicity of dimensions and knowledge, needs to take place through experiences and human relations. In this sense, the role of the school goes beyond the rational or technical dimension, since several factors define the teaching-learning process, including interpersonal relations and the formation of the subject.

When observing the historical trajectory of the school, according to Fonseca (2016), it can be noticed that it constitutes a demonstration of the overvaluation of reason and logical thinking. For a long time, emotions were left aside, remaining in the background, when it came to associating an explanation of their reality or understanding the patterns of their history.

Although throughout history, affective and cognitive processes have been considered independent and unrelated, studies have pointed to an integration between these two systems in complex tasks that involve problem solving, choices and social interactions. Through the issues observed, it is possible to see that knowledge and affection are integrated in the constitution of the subject, especially in a profession such as teaching, in which the role of emotions needs to be better evaluated. Emotions, therefore, provide the basic, affective, fundamental, and necessary support for the cognitive and executive functions of learning that are responsible for the most human, verbal and symbolic forms of information processing (Fonseca, 2016).

Although, according to Marchesi (2008), there is a widespread perception about the emotional pressure experienced by teachers, research on emotions in this profession is still very recent, demonstrating the need for new studies that can reason for the relevance of the emotional dimension for the teacher and the development of their work, subsidize teacher education policies and guide the organization of professional insertion programs.

Emotions are related to the teacher's personal disposition for action and end up influencing and being influenced by the professional, social and cultural environment in which they develop their work (Day, 2001). Starting from this perspective and directing the gaze to the first years of the teaching profession, it was the beginner teacher, understood in its entirety, who prompted us to think about this article, instigating the following question: what is the contribution of the emotional dimension to the initiation of professional teaching?

Based on these assumptions, we sought to understand teaching in the first years of work, in order to analyze how the emotional dimension can influence the initiation process of professional teaching. Therefore, a qualitative study was carried out, delineated by a bibliographical discussion, and the main authors who served as input were Cavaco (1999), Tardif (2014), Huberman (2000), Mora (2013), Damásio (1996; 2004; 2015; 2017), Goleman (2012), Fonseca (2016) and Marchesi (2008).

At first, the writing involves an approach to the early years of teaching; then, the discussion about the emotional dimension is expanded and, finally, it is directed towards understanding how emotions constitute the emotional dimension and this is part of the teacher's professional initiation. These matters were considered in search of information and reflections that allow us to understand how the conditions of personal and professional development of the beginner teacher can be linked to the emotional dimension.

Who is the beginner teacher?

The way in which the first years of teaching are experienced can provide important elements for understanding the process of constitution of the teacher's identity in the present. From the perspective of Marchesi (2008, p. 120), a large part of the professional identity depends on the perceived social valuation. "The feeling of loss of esteem and social recognition corrodes the bases of professional identity and reduces

the bonds between members of the profession and their sense of belonging to it". In view of the relevance of the first five years that comprise the teaching initiation process, it is evident that the role of the beginner teacher comprises a moment of professional insecurity but also of experiences, learning and constructions of their own career (Vaillant & Marcelo, 2012). Therefore, the practice of the profession becomes important, as it enables learning from practices, planning, interacting, facing situations, solving problems, reflecting on the difficulties and successes, readjusting the ways of seeing and proceeding, researching, and looking for continuing training. Then, considering the professional initiation of teaching, it is noted that "[...] professional identity of the teacher is affected by a process of socialization centered on the school, both through the appropriation of professional competences and through the internalization of norms and values that regulate the activity and performance of the teacher's role" (Cavaco, 1999, p. 162).

Tardif (2014) also recognizes the importance of the career's beginning in the constitution of the teacher, defining that this period represents a critical phase due to the reality of work. It also emphasizes that in this process of professional socialization of the teacher what is defined in the literature as 'reality shock', 'transition shock', or 'cultural shock' occurs, which follows from the initial confrontation with the complex reality of the profession's practice, through disillusionment, disenchantment, and the transition from student life to professional life.

Many of the difficulties experienced by beginner teachers are associated with the precariousness of the formative process or the gaps/absences of initial training that neglect certain knowledge or experiences in learning environments that allow them to build or improve essential resources and aspects to be used in the profession, such as the emotional dimension.

However, this beginning of the career brings numerous tensions. The enthusiasm and interest of this 'discovery', of being working in the area for which it was graduated, are often accompanied by the anguish that the new causes. Added to this the fact that relations with students, family members and colleagues in the profession occupy an important place in the teaching task, and, therefore, increase the sensations of fear and insecurity. These are challenging that the beginner teacher faces and reacts to, experiencing a significant learning process that will extend throughout their professional life (Azevedo, Fernandes, & Bonifácio, 2014, p. 33, author's note).

Thus, the first years of the career constitute a period of intense learning in the teaching profession, also raising expectations and feelings, sometimes contradictory. Shortly, they represent an important period of the teacher's professional history, influencing their future and the relationship with work. From this perspective, Tardif (2014) stresses that two phases are presented in the first years of teaching: the exploration phase (from one to three years) and the stabilization and consolidation phase (from three to seven years). The exploration phase involves the temporariness and initiation, through trials and errors, the need to be accepted by the professional team and the experience of different roles. This phase may vary according to the subjectivity of each teacher and the conditions found in the institution, which can be easy or difficult, enthusiastic, or disappointing.

It presents itself as a determining period because it can lead the beginner teacher to abandon the profession or even question themselves about their choice and continuity in the career. On the other hand, the phase of stabilization and consolidation is characterized by the greater confidence of the teacher in themselves and by the mastery of the various aspects of the work, especially the pedagogical ones. This moment is also marked by professional balance, as studies indicate, the teacher becomes less focused on themselves and the subject and more on the students. It is observed that the last phase mentioned does not occur naturally, in the chronological time elapsed, but with the course of the constitutive events that mark the professional trajectory, as well as in view of the conditions of the profession's practice (Tardif, 2014).

In this scenario, we highlight the research that aims to investigate the professional life cycles of teachers and are directed to the process of development of their professional career, which considers that, in the career, the teacher goes through different phases and stages, each of which has its own characteristics and can be influenced. Studies such as these were conducted by Huberman (2000) who, more specifically, considered that the entry into the teaching career is marked by the stages of 'survival' and 'discovery'. 'Survival' can be defined as the 'shock of the real', consisting of the initial confrontation with the complexity of the professional situation. At this moment, the concern and insecurity of the teacher, the distance between their knowledge and the reality of the school context, the work fragmentation, the difficulty in the pedagogical relation, the oscillation between relationships, difficulties with students, among other issues, are present.

In addition, according to the author (Huberman, 2000), 'discovery' is marked by the will and enthusiasm, further to the desire to belong, to be a teacher through the relation with classes, planning and teaching

responsibilities. It is effectively configured, at the moment of the first actions, to seek to understand, interact and perform. Both the aspect of survival and the aspect of discovery are lived in parallel, the second of which allows dealing with the former. Besides, some professional profiles may have only one of these components as dominant. However, “[...] it is in the game of conciliation, between aspirations and projects and professional structures, that the young teacher has to seek their own dynamic balance, readjust, maintaining, the 'dream' that gives meaning to their efforts” (Cavaco, 1999, p. 163, author’s note).

That process is recurrent, since exit routes are constructed, which are not always right but relevant. In addition, Cavaco (1999) complements that teachers who have a cultural capital and a consistent theoretical basis, throughout their career, amid the opportunities and challenges, will be able to develop professionally and personally. This will happen through the articulation of their knowledge with professional practice, in interaction and relations, facing and solving problems, critically appreciating what is done, adjusting ways of seeing and acting in the search for new knowledge. The beginner teacher, in the process of insertion in teaching, needs to reconsider the experiences lived, in order to look critically at repetitive and routine tasks, poor recipes without quality, precariousness of accessible information and transmission of mechanical knowledge without meaning. These issues are highlighted as

[...] the knowledge of life history and the knowledge of work built in the first years of professional practice assume their full meaning, because they form, precisely, the foundation of the routines of action and are, at the same time, the foundations of the teacher's personality (Tardif, 2014, p. 102).

Many aspects promote the reflections about who is the beginner teacher today. As it has entered the school context as a teacher, its needs, longings, expectations, emotions and feelings. Therefore, studies aimed at beginner teachers indicates the need to undertake new perspectives for this professional phase. From this perspective, the emotional dimension was considered, since it involves constitutive elements of the relations established by the subject, such as emotional self-awareness, empathy, self-control, self-esteem, relationship, problem solving, and other issues related to the teacher's emotional disposition.

Broadening the discussion about the emotional dimension

Initial training, insertion in the professional context, clash with reality, theoretical and practical learning, discovery of limits and possibilities, interpersonal relationships, among many other factors, mark the professional trajectory of the beginner teacher, which requires personal resources so that they can understand and intervene on reality in a critical and reflective way (Vaillant & Marcelo, 2012). Therefore, it is appropriate to emphasize that, in addition to the cognitive and instrumental domain, it is through professional experiences that professional identity is also being constructed from the influence of emotional and relational elements. One

[...] characteristic of the work's object stems from its affective dimension. An emotional component inevitably manifests itself when it comes to human beings [...]. A good part of the teaching work is affective, emotional in nature. It is based on emotions, affections, the ability not only to think about students, but also to perceive and feel their emotions, their fears, their joys, their own affective blocks (Tardif, 2014, p. 130).

Accordingly, it is pointed out that the emotional issue is not restricted to the teacher-student relationship, since it is also present in the various dimensions of pedagogical work and teaching. In education we need to understand that emotions are not a luxury, they have a function, as Damásio (1996) reminds us, either in communicating meanings to third parties or having a role of cognitive orientation. Therefore, they cannot be ignored. According to Marchesi (2008, p. 116), the emotional question is one of the central traits, sometimes forgotten, despite “[...] of being one of the factors that explains the cohesion or disaggregation of the teacher team or the educational community”. In this bias, personal well-being in the teaching profession, the emotional security acquired in the relationship with students, the feeling of belonging, confidence in coping with problems and their resolution, the establishment of positive relationships with colleagues and the direction, among other factors, “[...] they allow an individual to consider and live as a teacher and subjectively take over the fact of making a career in the magisterium” (Tardif, 2014, p. 108).

These assumptions lead to the understanding that the beginner teacher is not only an epistemic subject, who stands before the world in a strict relation of knowledge, in a purely cognitive and instrumental domain of teaching work, but they are a being-in-the-world, the person-teacher, with emotions, values, language, relationship with others and with themselves. Thus, they think from their life history, not only intellectual,

but also emotional, affective, personal and interpersonal, through a repertoire permeated by languages and meanings derived from formative experiences (Tardif, 2014).

Damásio (1996), when referring to emotions and their aspects, alludes to primary and secondary emotions as mechanisms that the human being uses to externalize the way the body reacts to interactions with the environment. And, although the primaries are the most universal, they can't describe the full range of emotional behaviors, having a need to resort to secondary emotions to deepen our emotional experience.

In everyday life we refer to emotions and feelings for behaviors that seem very similar to us. Damásio (1996) states that all emotions give rise to feelings, but not all feelings come from emotions, these being the deep feelings. Just as there are primary and secondary emotions, there is a very wide variety of feelings. Damásio (1996) defines three basic categories or origins of feelings: feelings of basic universal emotions, feelings of subtle universal emotions and background feelings.

The background feelings, according to Damásio (1996), would have come from another variety of feelings and are the ones that occur most frequently throughout life: “[...] they correspond to the states of the body that occur between emotions” (Damásio, 1996, p. 181). It is the image of the landscape of the body when it is not stirred by emotion. It is the perception of the representation of our state that allows us to respond promptly to the question about how we feel. Therefore, they are very important because they provide contextualized images that allow taking care of the body. “Feelings have a truly privileged state. They are represented at many neural levels, including in the neocortical, where they are the neuroanatomical and neurophysiological partners of everything that can be appreciated by other sensory channels” (Damásio, 1996, p. 190). They always have a say on how the rest of the brain and cognition work. That is why they need to be respected and their influence considered in the pedagogical process and in the teacher's performance. But we still do not have much clarity of the relation feelings-emotions and their implications for those who are starting their professional life, so the need to broaden this discussion, that will be resumed later in the text.

Although emotions are still being placed in the background and the integrality of the subject is disregarded, it is necessary to recognize its presence and importance in the relationships established with the environment and in an interpersonal and intrapersonal way. Investigations by contemporary researchers, such as Damásio (1996; 2004; 2015; 2017), problematize the question that cognitive and affective systems are closely related, since emotions, contrary to what was being defended, are in close relation to reason, providing sensitivity, direction, and priority. For this reason, the researcher is opposed to the objectivity and definitive character of science, stressing that the complexity, finitude, and singularity are what characterize the human being.

Through his reflections, Damásio (1996) stresses that versions of Descartes' mistake continue to obscure the roots of the human mind, ignoring the human dimension and the respect for the value of life. At the same time, emotions and feelings end up being disregarded and, therefore, intelligence is seen as the star of cultural development. However, it stresses that subjective feelings and intelligence operated in culture enable the creation of cultural instruments that came to serve humanity. It also observes that emotions and feelings are relevant to give energy to the creative intellectual process, given that: “The nervous system does not create the mind by itself, but in collaboration with the rest of the organism” (Damásio, 2017, p. 45). The mind needs to be considered as a dimension of the integrality of the body, and not in opposition or at a level higher than it, as the Cartesian dualist perspective proposed. Therefore, Cagnin (2008, p. 498) problematizes that:

The rupture with Cartesian dualism and the refusal of uncritical simplistic reductionisms seem to allow an approach to the relationship between affection and cognition, no longer as a relationship between exclusionary polarities, but as a *continuum* of dialectical determinations, where evolution seems to have impressed a challenging organization and complexity.

It is not possible to talk about thought, intelligence or creativity without considering emotions and feelings, since they play an important role in decisions and, as discussed, cross the existence. This being said, it is considered the emotional dimension, because: “*Los abstractos, los conceptos que crea el cerebro, no son asepticos de emoción, sino impregnados de ella*” (Mora, 2013, p. 66). Thus, in view of the beginner teacher and the challenges arising from the initiation in the teaching career, it is understood that emotions, understood by the emotional dimension, are an important element to be disposed of in this professional stage.

The emotional dimension and its pertinence for the teaching professional initiation

Involving impulses bequeathed by evolution to an immediate action and to planning that allows dealing with life, emotions have their origin in latin *movere*, which means to set in motion, move. Added prefix 'e'

denotes moving away, indicating that in any emotion is implied the propensity for immediate action. Thus, this dimension moves the subject in a sensitive way, both inwardly and externally.

Related to the idea of movement and interaction with the world, emotions are characterized as circuits that, while awake, are active, on alert and help distinguish important stimulus for survival. In this sense, Goleman (2012) states that each type of emotion experienced has an immediate action, signaling for a direction, which is important through the challenges faced by human beings throughout life. Hence, to the extent that in human evolution certain situations were repeated, emotions were recorded in the human nervous system, forming an emotional repertoire, with rapid and automatic responses to ensure survival.

Damásio (2011; 2015) deals with the theme directly in two works with specific chapters, trying to specify his understanding of emotions and at the same time differentiate them from what he calls 'emotional feelings'. The book 'The mystery of consciousness', subdivides it into five topics or ideas which translates into a broader definition of the concept of emotion. We will make the literal transcription of the first idea because we consider it quite complete and the other will be paraphrased.

Emotions are complex sets of chemical and neural reactions, forming a pattern; all emotions have a regulatory role to play, leading, in one way or another, to the creation of beneficial circumstances for the organism in which the phenomenon manifests itself; emotions are linked to the life of an organism, to its body, to be exact, and its role is to help the organism to preserve life (Damásio, 2015, p. 51).

Damásio (2015) presents his second idea stating that emotions are biologically determined processes and depend on brain mechanisms established inately, based on our evolutionary history. His third thesis is that emotion-producing mechanisms occupy a reasonably restricted group of subcortical regions (Damásio, 2015). For him, all mechanisms can be triggered automatically, without a conscious reflection, a point that defends in his fourth thesis. In his last topic he argues that emotions use the body as a theater, but also affect the mode of operation of numerous brain circuits: the validity of emotional reactions is responsible for profound changes in the landscape of the body and brain.

Therefore, understanding how emotions occur or interfere in human behavior is relevant to be able to help people in critical moments of transition, such as entering professional life, being precisely the case of beginner teachers. For Vaillant and Marcelo (2012), it is an important moment in the trajectory of the teacher that refers to the acquisition of adequate knowledge and professional competence in a short period of time and, in general, in the greatest solitude. We have no doubt that it is a period in which emotions of different natures occur, in which specialized, and more experienced people become fruitful and fundamental for the permanence and sequence of teachers in the profession.

It is considered that emotions and feelings have a great influence on human behavior. However, based on this assumption, the following question arises: what is the difference between emotions and feelings? In view of the mentioned aspects, LeDoux and Damásio (2014) differ from the two states, characterizing that the term 'emotion' refers to the set of physiological responses that occur unconscious at the moment when the brain detects certain challenging situations. These automatic physiological responses are processed in the brain, and involve changes in alert levels and cognitive functions, such as attention, memory and decision strategies. They also occur in the rest of the body, covering endocrine, autonomous responses, among others. The term 'feeling' refers to the conscious experience of these cognitive and somatic alterations, constituting the meanings that the brain creates to represent the physiological phenomena generated by the emotional state.

Whether it is relevant to learning or because it constitutes an emotional heritage that influences decision-making, the emotional dimension essentially comprises the subject and their action. Therefore, according to Damásio (1996), although emotion and biological impulses may give rise to irrationality in certain circumstances, they end up being indispensable in others. In this perspective, the emotional component is essential for some rational behaviors and the personal and social domains. From this point of view, the pertinence of emotional competence is emphasized, because to the extent that an emotion corresponding to a situation of the past is put back into action, consciously or unconsciously, attention begins to focus on the aspects of a given problem and therefore improves its analysis.

Thus, when visualizing the extended function of emotions, in addition to perceiving its pertinence in the subject's constitution, it is possible to understand its effects, especially on the decision and planning processes. In this sense, the emotional dimension involves fundamental aspects that are directed to self-awareness, self-control, social awareness and relationship management. For a better conceptualization, these fields are comprised of five main domains, defined by Goleman (2012): emotional self-awareness; control of emotions; productively channel emotions; empathy; dealing with relationships.

First, regarding emotional self-awareness, the author (Goleman, 2012) stresses that this is directed more specifically to the recognition and designation of their own emotions, as well as to the understanding of the cause of feelings. Therefore, through the permanent attention to what is felt internally, the subject ends up being more autonomous and aware of their own limits.

Thereafter, regarding the control of emotions, Goleman (2012) says that the goal is not the suppression of emotions, since this perspective includes tolerance to frustrations, the ability to express oneself properly, a lower aggressive or self-destructive behavior, the best way to deal with tension, less loneliness and social anxiety, among other aspects that reflect on the subject and their personality.

When directed to a goal, emotions are important so that it is possible to focus attention, for self-motivation, control and creativity. So, according to Goleman (2012), by productively channeling emotions, the subjects tend to be more productive, having a better communicability, a greater self-control, concentrate more on the tasks and have a lower impulsivity, so that emotions are not contained and directed, but positive, energized and directed to what they intend to accomplish.

Empathy consists in the willingness to listen and understand the perspective of others, involving sensitivity to the feelings of the other. By interpreting subtle nonverbal signals such as tone of voice, gestures, and facial expression, empathic people are more attuned to the outside world and what others need or feel. Therefore, Goleman (2012) confirms that feeling the other is getting involved, putting one's place and, as a result, following certain moral principles.

Finally, regarding the willingness to deal with relationships, it ends up understanding: the ability to analyze and understand relationships; the solution of conflicts and problems; the negotiation of disagreements; assertiveness and skillful communication; involvement with colleagues and harmony with the group; sharing, cooperation and helpfulness; attention to the other; be democratic in the relationship with others. In this bias, it understands the art of relating and enables the construction of a good interpersonal relationship (Goleman, 2012).

However, it is necessary to point out that the briefly mentioned deliberations, understood within the emotional dimension, constitute a set of habits and answers that can be improved. People differ in their aptitudes in each of these fields; some may be skilled at dealing with relationships, but have difficulty channeling emotions productively, for example. Thus, it is emphasized that certain aspects related to the field of emotions are learned from the constant experiences, relationships, constructions, knowledge and, above all, what the subject feels.

Therefore, social interaction is the permanent social exercise of relating, creating opportunities for human beings to learn to know each other and know how to 'read' how their emotions manifest themselves through their bodily expressions. Social interaction is the arena that makes us understand the other and at the same time understand each other. "Emotions represent the vital field for each one. What we feel about ourselves largely determines who we are" (Casassus, 2009, p. 23). By observing the emotions of other people, we seek our own, we learn from an early age to identify a 'tense', 'cheerful', 'lively', 'downcast' person. We learn to map the primary emotions, gradually we specialize in the secondary or background.

Primary emotions are easier to identify by their characteristics, however, secondary emotions are those that usually produce more effect in the day to day, because we have more difficulty to hide them and are expressed through more subtle details. It is not for nothing that they are called 'bottom'. According to Damásio (2015, p. 51), we detected

[...] background emotions through subtle details such as body posture, speed and contouring of movements, minimal changes in the amount and speed of eye movements, and the degree of contraction of facial muscles. The inducers of background emotions are usually internal. [...] These emotions allow us to have background feelings of tension or relaxation, fatigue or energy, well-being or malaise, anxiety or apprehension.

The background emotions are closer to the intimate core of life, are of a closer forum, which makes us have to perform certain practices or exercise their social learning. We are not 'born ready' in this matter, requiring us to be aware of the importance of this learning. According to Casassus (2009), emotional education allows us to live better. "Motivated by the desire to strengthen our ability to recognize ourselves in our own emotional world and recognize emotions in others, we hope that by interacting with others, we will act with awareness and emotional understanding" (Casassus, 2009, p. 24). Much more challenging for those who will practice the teaching profession and will be in permanent interaction with people, being challenged in their emotions all the time. Marchesi (2008) is emphatic about the relevance of emotions and their place in the lives of teachers.

Emotions not only guide teachers' activities consciously. They must be known, understood and interpreted, because they indicate to us our goals and motivations, our hopes and fears, our way of positioning ourselves before others and before events. They serve as a warning about what is good or bad for us and what we like or dislike, and as we experience these feelings, we can become aware – perhaps not profoundly or completely, but at least revealing – of how we are and what we want (Marchesi, 2008, p. 115).

Considering the above, we understand the pertinence of directing the studies concerning the emotional dimension of the beginner teacher, because it is understood that with a look at emotional dispositions, they will be able to know and deal well with their own feelings, understand and take into account the feelings of the other, finally, to be carried out in the personal and professional sphere. Casassus (2009) summarizes this condition by saying that emotional capacity is the force that drives us to adapt and transform our external and internal environments: it is at the center of our ability to evolve. At the same stage, in this important stage that is professional induction, the teacher will be able to recognize the value of each subject, in its integrality and subjectivity, recognizing that the cognitive dimension must merge with the other, so that the gaze facing the human is flourished.

Final considerations

Much more than mastering all the decipherable knowledge of the world, the teacher needs to be. To be in a moral, ethical, aesthetic sense, through feelings, sensitivity, recognition of one's own value and a look towards the other, towards the world. Emotions permeate the teaching work, and when felt and perceived constructively, not only optimize it, but allow the teacher to persevere in their ideals, in the search for their goals, in the construction of new knowledge, in the enterprise of relationships and an action focused on the recognition of the subject.

Emotions can be characterized as a natural way for the subject to adapt to the environment, evaluate the surroundings and act reflexively. At the same time, emotional competence also ends up being necessary in situations where it is needed to modulate emotional responses, think and make plans, strive to achieve a distant goal, relate, solve problems, recognize one's own limits and potentialities. Linking this issue to the beginner teacher, it is understood that, to the extent that they can recognize themselves as a subject they feel and what they feel, establish more positive feelings about themselves and the school, channel emotions productively, put themselves in the place of the other and relate in a way that can engage and cooperate, they will feel more enthusiasm and pleasure, managing to cultivate emotions constructively in this important stage of their professional constitution.

This assumption becomes necessary, because sometimes emotions and difficult learning linked to the survival phase can lead the beginner teacher to build professional certainties, routines, classroom management models and content transmission, closing in on themselves. Likewise, the uncritical acceptance of the norms of the functioning of the daily school, the acceptance of implicit hierarchies in relationships, the concealment of problems, insecurity, adaptations, conformism and alienation end up permeating in the initiation to teaching and reflecting a progressive disinvestment in this professional stage. Thus, it is possible to consider that emotional balance ends up being a necessary disposition to the beginner teacher, since it can profoundly influence all others, facilitating or intervening in them.

The literature that has reinforced this writing and reflection makes us feed the conviction that educational systems need to give greater importance to the emotional component, because it is one of the pillars of human coexistence and learning in the school environment. Strategies must be developed so that emotional training reaches the different educational strongholds, whether in Basic or Higher Education, in the management or training of teachers, in continuing education or in the processes of professional induction of teachers who assume the teaching career. Only then will we ensure the synergy of emotion-cognition in the classrooms of the 21st century, avoiding the division of the past. The meaningful and motivating learning we desire is the result of the interaction between emotion and cognition, as it is increasingly proven that it can be greatly increased or inhibited by the way we manage our emotions and understand or not the students' emotions.

As you learn, build, reflect, decide, plan, or interact, emotions and feelings accompany the unfolding of life and teaching. In this regard, Damásio (2017) proposes that the complete absence of emotions and feelings would imply the suspension of being and even a less radical absence would be able to compromise human nature. Thus, in the dance between feeling and thought, it is from their own history and from the initial experiences and emotions that the teacher understands and interprets new situations, building and acting on

them. Therefore, the teacher's knowledge is open, permeable and incorporates, throughout the process of initiation of the teaching career, knowledge, experiences, theories, interactions, knowledge and, as discussed, emotional skills through the relationships and situations of their personal and professional life.

References

- Azevedo, A. A., Fernandes, C. M., & Bonifácio, R. M. (2014). Professores em início de carreira: políticas públicas no contexto da América Latina. *Formação Docente – Revista Brasileira de Pesquisa sobre Formação de Professores*, 6(10), 31-44. DOI: <https://doi.org/10.31639/rbfp.v13i25.426>
- Cagnin, S. (2008). Algumas contribuições das neurociências para o estudo da relação entre o afeto e a cognição. *Estudos & Pesquisas em Psicologia*, 8(2), 473-504. Recuperado em <https://www.e-publicacoes.uerj.br/index.php/revispsi/article/view/10755/8350>
- Casassus, J. (2009). *Fundamentos da educação emocional*. Brasília, DF: Liber Livro.
- Cavaco, M. H. (1999). Ofício de professor: o tempo e as mudanças. In A. Nóvoa (Org.), *Profissão professor* (p. 155-191). Porto, PT: Porto.
- Damáσιο, A. R. (1996). *O erro de Descartes: emoção, razão e o cérebro humano*. São Paulo, SP: Companhia das Letras.
- Damáσιο, A. R. (2004). *Em busca de Espinosa: prazer e dor na ciência dos sentimentos*. São Paulo, SP: Companhia das Letras.
- Damáσιο, A. R. (2011). *E o cérebro criou o homem*. São Paulo, SP: Companhia das Letras.
- Damáσιο, A. R. (2015). *O mistério da consciência: do corpo e das emoções ao conhecimento de si*. São Paulo, SP: Companhia das Letras.
- Damáσιο, A. R. (2017). *A estranha ordem das coisas: a vida, os sentimentos e as culturas humanas*. Lisboa, PT: Temas e Debates.
- Day, C. (2001). *Desenvolvimento profissional de professores: os desafios da aprendizagem permanente*. Porto, PT: Porto.
- Fonseca, V. (2016). Importância das emoções na aprendizagem: uma abordagem neuropsicopedagógica. *Revista Psicopedagogia*, 33(102), 365-384.
- Goleman, D. (2012). *Inteligência emocional: a teoria revolucionária que redefine o que é ser inteligente*. Rio de Janeiro, RJ: Objetiva.
- Huberman, M. (2000). O ciclo de vida profissional dos professores. In A. Nóvoa (Org.), *Vidas de professores* (2a ed., p. 31-61). Porto, PT: Porto.
- LeDoux, J. E., & Damáσιο, A. (2014). Emoções e sentimentos. In E. R. Kandel (Org.), *Princípios da neurociência* (5a ed., p. 938-952). Porto Alegre, RS: AMGH.
- Marchesi, Á. (2008). *O bem-estar dos professores: competências, emoções e valores*. Porto Alegre, RS: Penso.
- Mora, F. (2013). *Neuroeducación: solo se puede aprender aquello que se ama*. Madrid, ES: Alianza Editorial.
- Tardif, M. (2014). *Saberes docentes e formação profissional* (17a ed.). Petrópolis, RJ: Vozes.
- Vaillant, D., & Marcelo, C. (2012). *Ensinando a ensinar: as quatro etapas de uma aprendizagem*. Curitiba, PR: UTFPR.

INFORMATION ABOUT THE AUTHORS

Arnaldo Nogaro: PhD in Education - UFRGS. Master's degree in Philosophical Anthropology - PUCRS and graduation in Philosophy. He was Pro-Rector of Teaching of URI from 2016 to 2018. Academic director of URI Erechim from 2002 to 2010. He is currently URI's Dean and holds teaching in undergraduate and graduate courses at this University – being a Researcher of the Master and Doctorate in Education of the Frederico Westphalen Campus. He leads the research group Ethics and Education, certified by CNPq. Leader of the Group of Ethical Research, education and teacher training.

ORCID: <http://orcid.org/0000-0003-0517-0511>

E-mail: narnaldo@uricer.edu.br

Luana Fussinger: Graduated in Pedagogy from URI. She was a Scientific Initiation Projects Fellow Piic/URI and member of the Research Group on Education and Technology - Gpet. She also participated in the Institutional Program of Initiation Scholarship to Teaching Pibid/Capes. Specialist in Clinical and Institutional Psychopedagogy (URI). Master in Education (URI). She is part of the Research Group on Ethics, Education and Teacher Training. Teacher of Kindergarten and Primary School in the cities of Palmitinho and Seberi/RS.

ORCID: <http://orcid.org/0000-0001-6545-8774>

E-mail: luana_fussinger@hotmail.com

Miriam Salete Wilk Wisniewski: Graduation in Physiotherapy from the Federal University of Santa Maria (UFSM/1992), Specialization in Oncologic Physiotherapy by URI, Master in Physiotherapy from the Academy of Physical Education - Rehabilitation Sector, from the city of Krakow-Poland (1996), PhD in Health Sciences from Unesc/Criciúma/2015.

ORCID: <http://orcid.org/0000-0002-3354-531X>

E-mail: msalete@uricer.edu.br

NOTE:

The authors were responsible for the conception, analysis and interpretation of the data; writing and critical review of the content of the manuscript and approval of the final version to be published.