Educational Processes in Administration in the Informatization Era

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Abstract— The present work makes a theoretical-reflective reading about the education in the administration courses in interface with the technologies. As assumptions of the analysis, we provide an overview of how the use of mobile digital technologies can enable an education focused on qualified training, which propels the professional in training to the world of work.

I. INTRODUCTION

Teaching and instruction have always been part of human relationships in a non-formal way. Knowledge and information, throughout the development of humanity, are elaborated and shared. In formal education, the educator becomes a facilitator in the construction of knowledge by the student, who must become autonomous in this construction. It is in this sense that we dialogue, in this work, with the perspective of Freire (1996, p. 47), who affirms that "teaching is not transmitting knowledge, but creating the possibilities for its own production or its construction".

In this context, it is clear that the world is changing rapidly, new discoveries are happening quickly and the distance between the present and the future becomes smaller and smaller.

Making a brief link between the informational age and my perception of the experience in the classroom since 2003, it is notable the increasing lack of focus and / or misuse of Mobile Digital Technologies of Information and Communication (TDMIC) by the body teacher and mainly by the student body, where they are fascinated with technological innovations, which can probably result in an increase of anxiety when notifications and messages arrive through social networks.

Modern society has been facing the changes imposed by technological evolution on a daily basis, accompanying and driving this social and cultural transformation, affecting the way people learn, think and relate.

In this sense, the daily challenge of education from pre-school to higher education is precisely to reconcile the teaching / learning process by extracting the maximum of the potential that technology provides, in the perspective of improving the training of man and the development of society.

II.   EDUCATIONAL PROCESSES AND COMPUTERIZATION

The computer, automation and TDMIC revolution has defended new means to the educational context. In the information age (from 1990 onwards), also known as the knowledge society arising from the information revolution, the perception of the need to increase the quality of teaching / knowledge that generates competitive intelligence is clear, as well as the knowledge of students by schools of higher education. higher, otherwise, it can cause an incipient problem.

Martin (1996), makes a brief summary which portrays the era of knowledge well, where definitely, this great transition will be more devastating than the Industrial Revolution. The forces that are shaping it include global information superhighways, investments in countries with cheap labor, international partnerships, downsizing, the concept and teams of value flows, quality revolution, powerful microelectronics, cyberspace, virtual operations, agile production and the reinvention of management.

In the same way, as the existence of a certain deficiency / lack of the use of TDMIC as a technological mediating tool capable of strengthening the learning of students and even teachers, who nowadays do not learn more as teachers were traditionally taught, when many had no digital technological apparatus.

It should be emphasized that traditional teaching method is understood in which the teacher is the active subject of the teaching-learning process, having greater control of the classes, giving preference to the expository classes and carrying out exercises, passing on his knowledge to students almost always. theoretical form (FREIRE, 1996). Classes are centered on the teacher, who defines what content will be passed on to students, as well as the organization of how the teaching-learning process will be carried out (SANTOS, 2011).

This situation may lead us to the lack of public policies for continuing education for teachers, aiming to supply such shortcomings, enabling the handling of these technologies, or if the teaching professional has not yet assimilated the importance of this tool to contribute to the student's learning inside and outside the school. classroom, or both. It is possible to affirm that technology is present in all scenarios, places, in any and all parts, being one of the most discussed subjects nowadays. According to Costa (2012, p. 2), this multifaceted reality instigates and causes problems and challenges for the education professional, allowing him to reflect on himself, in a permanent process of becoming.

This relationship converges, in contemporary times, to the virtual. Even with the advent of the internet and the popularization of technology, the role of the teacher remains essentially unchanged, as previously endorsed: creating possibilities for the autonomous construction of knowledge perpetuating for the next generations. Knowing that information is the triggering element of transformations in people's lives, there is this new challenge for students and especially for teachers, in incorporating this new technological resource in schools, maximizing learning and the excellent relationship between them, that is, the appropriation of the communication tools made available thanks to the technological resources used in higher education.

The use of mobile digital technologies inefficiently, driven by common sense or influenced by other people, without knowing the real benefits they can bring, just out of fashion or because someone imposes, in many cases, does not contribute to a class different from the traditional one (class with verbal exposition, focus on exercises and memorization of contents, with home and written evaluations, where the teacher, often authoritarian, brings the content ready and the student just listens to it) which does not make students developers of recognizing skills and competences to be present in the digital age.

New and different literacies in the contemporary world are being imposed by the means of communication and circulation of information, where the processes give rise to a great variety of other literacies. According to Street (1984, p. 20), the model of social practices assumes that the meaning of literacy depends on the social institutions in which it is inserted, and that the specific practices of reading and writing that are taught in any context depend on aspects of social structure such as stratification, and therefore, are not universal.

Literacy cannot be taken for granted, as it is always evolving. In this sense, Street and Lefstein (2007, p. 42) affirm that

> [...] the way teachers and students interact is a social practice that affects the nature of the literacy that is being learned and the ideas about literacy that the participants have, especially the new apprentices and their positions in power relations.

It is emphasized that this new digital learning scenario, where everyone can be a producer, recipient and propagator of content, enables the improvement of skills, so we defend here the need to rethink the qualities for all involved in teaching and can generate mutual success with access to websites, links, footnotes, readings of the non-verbal, challenges of making the school meaningful in terms of access to knowledge and information.

III.   THE TEACHING PRACTICE IN ADMINISTRATION

Approaching a little about Administration as a science, it can be defined in many ways. There is no single definition. For some famous writers, such as Peter Drucker, Philip Kotler, Stephen Paul Robbins, Idalberto Chiavenato, among others, managing is an art. Chiavenato (2007, p. 3) states that "Management is the vehicle by which organizations are aligned and led to achieve excellence in their actions and operations in order to achieve success in achieving results".

It requires administrative practices for an organization to grow and achieve its goals, managing financial and human resources, taking into account the basic principles of administration, which are directing, planning, coordinating, organizing and controlling, effectively establishing negotiations, goals, identifying and solving problems diverse, leading people, making strategic and correct decisions, among others.

It must be remembered that for the company to achieve its objectives, it is necessary to prepare its planning in advance, be it sectorial / departmental or general, the latter also known as Organizational Planning, Strategic Planning or Business Planning. For the execution of what was planned, it is necessary a lot of organization, discipline and people who do it with support from the high organizational top.

According to Chiavenato (2000), it is necessary to determine in advance which organizational objectives must be achieved, and to achieve them, goals must be set within a planning preliminarily prepared and executed by all employees, as the basis of administrative functions.

> Once the planning is defined and the organization is established, it remains to make things move and happen. This is the role of management (leadership): to activate and dynamize the company. Direction (leadership) is related to action, getting started, and has a lot to do with people. It is directly related to the performance of the company's human resources (CHIAVENATO, 2000, p. 7).

Management education requires renewal, a link between theory and practice, the development of a critical and analytical view of management practices, strategies, skills and competences that also involve the intensive use of digital technologies. In this sense, Petrucci and Batiston admit that:

> [...] the word 'strategy' has a close connection with teaching. Teaching requires art on the part of the teacher, who needs to involve the student and make him delight with knowledge. The teacher needs to promote curiosity, security and creativity so that the main educational objective, student learning, is achieved (PETRUCCI; BATISTON, 2006, p. 263).

Regarding the use of digital technologies in the teaching-learning process, Anastasiou; Alves (2004) say that it is the opportunity for a group of people to be able to debate, at a distance, a topic on which they are experts or have carried out a previous study, or want to deepen it electronically.

Still on this subject, Petrucci; Batiston (2006) report that the tools used in distance learning range from the simplest, such as teaching by correspondence without support or tutoring, through communication only between educator and student, to the most sophisticated methods, which include interactive schemes of non-face-to-face communication via satellite, or computer networks.

In this sense, the activity of professors in Administration is characterized by daily challenges, seeking to maintain interpersonal relationships with students, who expect the teaching staff to have an enhanced, outstanding performance.

Without having to list the various factors, it is known that the internet has been growing markedly in Brazil, where, many times, young people do not have a real knowledge of the importance that this technological tool can generate in academic and, consequently, professional life, noting there is a focus on the use of social networks, weakening concentration and dedication to studies. Also, it can cause addictions (excessive use of the device in social networks, games, animation applications, humorous, pornographic sites, etc.) that can negatively interfere in the production of knowledge and, most likely, the young person's rise in the market of work.

IV.   FINAL CONSIDERATIONS

The market changes are noticeable and continuous with incessant technological innovations and in particular to cell phones with internet access that become increasingly sophisticated, immense variety of applications, whose use is in profusion, due to several factors, among them the very competition, and for this reason, companies that manufacture / generate technology must always be attentive, react, have flexibility and adapt, tracing strategies essential to their survival.

In education, the scenario is not very different when it comes to the technological nature as a mediating tool for

teaching / learning, which has been transforming the school routine.

It is also emphasized the importance of immersion of the teacher as a professional in the acquisition of basic knowledge, at the same time broad and multidisciplinary, starting a path in search of educational quality which will provide a better production and construction of knowledge to the student, generating knowledge so demanded in this fierce and increasingly competitive market, that it allows social transformations, enabling a society with more equity for all.

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