

## 65 - THE INSERTION OF EDUCATIVE SOFTWARE IN THE EDUCATION OF YOUNG AND ADULTS A SOCIAL IMPACT AND THE METHOD BIOECOLOGICAL DE BRONFENBRENNER

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### INTRODUCTION

In view of the people without the education system in the country, the eradication of the illiteracy and the difficulties found in the different processes of education and learning, we decide to accept the challenge, offering the present project, that has for purpose the formation and the improvement in the quality of life of that they had not had access or chance to continue its studies in the proper age.

This proposal has as main resource Software (Program) Educational PROTECTS - Technological Program in the Young Education of e Adult. The research was developed by means of the permanent dialogue between collaborating professors who act in the technological education and adult the young education of and pupils registered the traditional course of to teach of the EJA (Adult Young Education ) and with that they had not remained in the course, as well as representatives of governmental institutions of the City of Is São Gonçalo/RJ.

Unquestioned, the Brazilian future is in the to teach an enormous challenge there are stops redeeming in them of the errors of the past, investing in the mobilization of the national conscience. Government, entrepreneurs and educators must be, therefore, agents of this great workmanship. Only of this form, we will initiate the true eradication of mazela of the illiteracy agraffe and functionary in Brazil.

In the present study, we identify that the indices of functional illiteracy are in growth in Brazil. More than one third o of the Brazilian adult population is considered illiterate functionary. The fight to eradicate the illiteracy has presented resulted still a little. An enormous challenge there are stops redeeming in them of the errors of the past, investing in the mobilization of the national conscience. Government, entrepreneurs and educators must be, therefore, agents of this great workmanship. The citizen that is part of this statistics if finds unloaded in the society; for any reasons, it was absent of scientific knowing or, for another one it interrupted, it, at some moment of its life. Our challenge is to make possible its enrollment in the exercise of the citizenship.

In face of the scientific and technological advances and the new economic configuration, the project in study, offers diversified functions, new forms of looks of to teach in lesser space of time, or better, redimension the possibilities in the education process, construction and learning. Knowing that the stimulations favor the development of the human being, after some studies and comments, we verify that a classroom with technological apparatuses, having Software (Program) Educational PROTECTS as main pedagogical tool, treating educating as an only being, would have a great to stimulate, for young e adult illiterate, mainly for that they were not adapted to the conventional methods. One perceives that this is a challenge that reaches the society as a whole, therefore requires new attitude of professors, pupils, communities, beyond influencing in the similar courses, programs and projects.

The present project was based on the Theory of the Human Development that has Urie Bronfenbrenner, its main author, attributing to the individual process a central position, and the different forms of interaction enter the characteristics of the person and the environment. In this model, Bronfenbrenner considers a combination of the main components of the ecological model with new more dynamic and interactive elements in relation, starting to call it as bioecological model. The bioecological model, considers that the human development is studied through the interaction of four interrelated nuclei: the process, the person, the context and the time.

### MODEL BIOECOLÓGICO

According to Krebs (2004), the boarding of the ecology of the human development was the first attempt of Bronfenbrenner (1979) to argue the theories and research related to the human development. From a theoretical model supported by a set to together of hypotheses and proposals, it emphasized the l relation enters the attributes of a person in development and the parameters of the contexts in which it is inserted. Later the author presented its structuralized model and its proposals as Theory of the Ecological Systems (BRONFENBRENNER, 1992). Finally, with the objective to optimize its theory, Bronfenbrenner (1995) it delineated the Bioecological Paradigm, where the personal attributes better are explanation, and the changeable time, that until then was treated as cronosistym, is incorporated the model person, process and context.

In this new phase of study, the different forms of interaction enter the people more are not seen simply in function of the environment, but in function of the process, that is determined by the relation between the environment and the characteristics of the people in development (Bronfenbrenner, 1998). The new model passed to be assigned as Bioecological Model of the Human Development, which determined that this development is observed taking in consideration the interaction of four components that if interrelate: the process, the person, the context and the time (Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Morris, 1998).

In accordance with Bronfenbrenner & Morris (1998) the process is detached as the main responsible mechanism for the development, and is perceived through the reciprocal and more complex interaction of active a human being, biopsicologically in evolution, with the people, objects and symbols gifts in its immediate environment and inside of a regular time; that is, the next processes are not accomplished if the environments will be unstable and unexpected. In accordance with Bronfenbrenner and Morris (1998), the form, the force, the content and the direction of the next processes that produce the development vary systematically as a joint function of the characteristics of the person, of the environment (immediate as in such a way more remote) where they occur, of the nature of the evaluacion results, of the social changes and continuities that occur throughout the time, during the historical period where the person lived.

As the mechanism of the bioecological model is the person. The person is analyzed through its definitive characteristics biopsicologically and those constructed in its interaction with the environment (Bronfenbrenner & Morris, 1998). In the bioecological model, the characteristics of the person are seen as in such a way producing, as products of the development, therefore they constitute one of the elements that influence the form, the force, the content and the direction of next processes e, at the same time, are resulted of the joint interaction of these elements - process, person, context and time (Bronfenbrenner, 1999).

The third mechanism of the bioecological model mentions the context to it, that is analyzed through the interaction of four ambient levels, called as microsystem, mesosystem, exosystem and macrosystem. These levels form inserted concentric structures one in the other and the joint of these levels constitutes what Bronfenbrenner called of ecological half-environment.

The room and last mechanism considered for Bronfenbrenner (1998), to the Bioecological model of the Human Development come to be the time, that allows to examine as this development is influenced by changes and continuities throughout the life of the person.

#### **APPLICATION OF THE METHODOLOGY**

Software Educative (IT PROTECTS) was elaborated with methodology based in principles of education where if process values individual, considering its reality of citizen in study, reverting in improvement of quality of education, where the technologies of the information, with use of different resources, will contribute so that the pupil is the protagonist, that is, an active element in the proper process of formation.

With this new method, we search the motivation of the involved ones guaranteeing for consequence its permanence to them in the process. IT PROTECTS IT is a program that to teach the communities of young and adults by means of a digital system of reading of the world, that allows to argue and to understand its problems and challenges to the measure that are dominated its instruments of use, making possible continuous changes.

In the Program (module) of 50 hours, pertinent contents to the to teach work. We have as objective at this first moment, the w, therefore, we understand that this is a way to recognize that it is not enough to know to read and to write and to be dictionary but, at the same time, to make possible beyond the codification of fonemas and decoding of graphemes. The project also counts on an additional resource, which we call of " Table of Activities" , that it will consist of multiple resources (verbal, corporal, mathematical, musical and others), that it will take having educated to the improvement of the lessons given with the use of Software in the computer.

IT PROTECTS glimpses IT the curricular adaptation co-ordinating the potential difficulties of the pupils in reaching the objectives considered in the suggested activities. This proposal contemplates the inclusion, that in traditional education is authentic and confused, presenting in its organizational structure the concern in dealing with these adaptations in function of the credibility of the room and adjustment of each individual of pleasant and practical form in the totality of its learning.

The possibility of each pupil is given credit that the curricular adaptations are basic elements for the individualist of education, respecting itself thus.

The educational necessities form a continuous study that goes since the most general most particular ones. In function of these necessities if they carry through the necessary educational actions whose Software is worried in giving meant and attention special so that the citizen is felt immersed in its daily pertaining to school mix: "Educational Computer science", "Complementary Table of Activities" and "Activities", thus forming a minimum of continuous and necessary instructive strategies.

The involved professionals receive a "Tutorial one" with script from the lessons, which will be the base of the lessons elaborated for the professor of the group, defining the subjects and subjects that could be deepened e, by means of them, the contents studied, giving felt and pleasure to the learning. In elapsing of the process, having necessity, the professor will be able to use extra lessons; to offer diverse sources of information; to determine which the abilities that can be developed in the practical one (to interpret, to relate, to observe, to deduce, to question, to create hypotheses...). The pupil starts to be co-author of its learning, that gains new a meaning.

#### **FINAL CONSIDERAÇÕES**

On the basis of problematic the current one of the to teach of young e adult, where we analyze the used methods and we investigate the a little results of the different educational programs in this category, revealed necessary constructs Educative Software (IT PROTECTS), applying a new methodology based on the Bioecological Theory of the Human Development, that has in the figure of Urie Bronfenbrenner, its main author. We thus look for to shiningly lead these people to the relations most healthful between all the involved members in the present study, how much, as in such a way internally external explicit Bronfrenbrenner (1996) when showing the importance of the ecological interactions of the micron, meso, exo and macrosystem in the contexts of human development.

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#### **THE INSERTION OF EDUCATIVE SOFTWARE IN THE EDUCATION OF YOUNG AND ADULTS A SOCIAL IMPACT AND THE METHOD BIOECOLÓGICO DE BRONFENBRENNER**

##### **SUMMARY:**

The present study it has for objective to describe the origin and the development of a project on Alfabetização de Jovens and Adultos and basically to stand out that this proposal educational has the Program PROTECTS - Technological Program for Young e Adult, as main tool, where the professor is facilitador and the pupil, an active collaborator. Before however, it

is important to stand out that this project had as base the comment, the experience and the reality of the community, feeding itself of the vision that we project in the future of the education, in which this reality if presents transformed. In the education contemporary, the pedagogía is signaling consistent and praxis paradigms taking care of to the necessities of the current world, where the citizenship, the support, the potentiality, the globalization, the transdisciplinaridade, the dialogilidade and the individuality will have to be valued. The viability and the efficiency of this pedagogical project, associated to the relevance of the subject, allow to the intermeshing possibility, thus establishing an interface between the pedagogical aspects and ecological the theoretical conception on the human development, in search of better forms to teach and to learn, thus promoting, the improvement of the quality of education and the development of the individual as a whole. The present project has as referencial theoretician of analysis and quarrel, the Bioecologica Theory of the Human Development, developed for Urie Bronfenbrenner. This study one consists of a methodology that takes care of to the necessities of the modern life, through a didactic tool with dynamic resource that, stimulating the pupil, results in physical and manning changes, thus favoring the formation integral of the individual.

Words key: Illiteracy, Technology, Bioecológica Theory of the Human Development.

### **L' INSERCIÓN DEL PROGRAMA INFORMÁTICO EDUCATIVO A L' EDUCACIÓN DE JÓVENES Y D' ADULTOS UN IMPACTO SOCIAL Y MÉTODO BIOECOLÓGICO DE BRONFENBRENNER**

#### **RESUMEN:**

Presente estudio tiene objetivo describir l' origen y el desarrollo d' un proyecto sobre Alfabetización de Jóvenes y d' Adultos y básicamente reflejar que esta propuesta escolar tiene el Programa SE PROTEGE - Programa Tecnológico para Jóvenes y Adultos, como principal herramienta, donde l' profesor es facilitador y l' alumno, un colaborador activo. Antes de sin embargo, c' es importante reflejar que este proyecto tuvo como base el comentario, l' experiencia y la realidad de la comunidad, cuyos al alimentarse con la visión proyectamos a l' futuro l' educación, en la cual esta realidad se presenta transformada. En l' educación contemporáneo, la pedagogía indica paradigmas coherentes y praxis teniendo cuidado con las necesidades del mundo actual, ellos dónde deberán valorizarse la ciudadanía, el desarrollo sostenible, la potencialidad, la globalización, transdisciplinaridade, dialogilidade y l' individualidad. La viabilidad y l' eficacia de este proyecto pedagógico, asociado a l' importancia del tema, permiten la posibilidad d' engranaje, estableciendo así un interfaz entre los aspectos pedagógicos y la concepción teórica ecológica sobre el desarrollo humano, en busca de mejores formas d' enseñar y d' aprender, promoviendo así, de l' mejora de la calidad de l' enseñanza y del desarrollo de la persona en l' conjunto. Presente proyecto tiene como referencial teórico d' análisis y de debate, la Teoría Bioecologica del Desarrollo Humano, desarrollada por Urie Bronfenbrenner. Este estudio se constituye d' metodología que tiene cuidado con las necesidades de la vida moderna, a través de una herramienta didáctica con recurso dinámico que, estimulando l' eleva, resulta en cambios físicos y comportamentais, favoreciendo así la formación íntegra de la persona.

Palabras clave: Analfabetismo, Tecnología, Teoría Bioecológica del Desarrollo Humano.

### **L'INSERTION DU LOGICIEL ÉDUCATIF À L'ÉDUCATION DE JEUNES ET D'ADULTES UN IMPACT SOCIAL ET LA MÉTHODE BIOECOLÓGICO DE BRONFENBRENNER**

#### **RÉSUMÉ:**

Présente étude il a objectif décrire l'origine et le développement d'un projet sur Alphabétisation de Jeunes et d'Adultes et basiquement rejaillir que cette proposition scolaire a le Programme SE PROTÈGE - Programme Technologique pour Jeunes et Adultes, comme principal outil, où l'enseignant est facilitador et l'élève, un collaborateur actif. Avant néanmoins, c'est important de rejaillir que ce projet a eu comme base le commentaire, l'expérience et la réalité de la communauté, dont en se nourrissant de la vision nous projetons à l'avenir l'éducation, dans laquelle cette réalité se présente transformée. Dans l'éducation contemporain, la pédagogie signale des paradigmes cohérents et des praxis en faisant attention aux nécessités du monde actuel, ils où devront être valorisés la citoyenneté, le développement durable, la potentialité, la globalisation, transdisciplinaridade, dialogilidade et l'individualité. La viabilité et l'efficacité de ce projet pédagogique, associé à l'importance du sujet, permettent la possibilité d'engrènement, en établissant ainsi une interface entre les aspects pédagogiques et la conception théorique écologique sur le développement humain, à la recherche de meilleures formes d'enseigner et d'apprendre, en promouvant ainsi, de l'amélioration de la qualité de l'enseignement et du développement de la personne dans l'ensemble. Présent projet a comme référentiel théorique d'analyse et de discussion, la Théorie Bioecologica du Développement Humain, développée par Urie Bronfenbrenner. Cette étude il se constitue d'une méthodologie qui fait attention aux nécessités de la vie moderne, à travers un outil didactique avec ressource dynamique que, en stimulant l'élève, résulte dans des changements physiques et comportamentais, en favorisant ainsi la formation intégrale de la personne.

Mots clé : Analphabétisme, Technologie, Théorie Bioecológica du Développement Humain.

### **A INSERÇÃO DO SOFTWARE EDUCATIVO NA EDUCAÇÃO DE JOVENS E ADULTOS UM IMPACTO SOCIAL E O MÉTODO BIOECOLÓGICO DE BRONFENBRENNER**

#### **RESUMO:**

O presente estudo tem por objetivo descrever a origem e o desenvolvimento de um projeto sobre Alfabetização de Jovens e Adultos e basicamente ressaltar que esta proposta educacional tem o Programa PROTEJA – Programa Tecnológico para Jovens e Adultos, como principal ferramenta, onde o professor é facilitador e o aluno, um colaborador ativo. Antes porém, é importante ressaltar que este projeto teve como base a observação, a experiência e a realidade da comunidade, alimentando-se da visão que projetamos no futuro da educação, na qual essa realidade se apresenta transformada. Na educação contemporânea, a pedagogia está sinalizando paradigmas consistentes e praxis atendendo às necessidades do mundo atual, onde deverão ser valorizadas a cidadania, a sustentabilidade, a virtualidade, a globalização, a transdisciplinaridade, a dialogilidade e a individualidade. A viabilidade e a eficiência deste projeto pedagógico, associado à relevância do tema, permitem a possibilidade de entrosamento, estabelecendo assim uma interface entre os aspectos pedagógicos e a concepção teórica ecológica sobre o desenvolvimento humano, em busca de melhores formas de ensinar e de aprender, promovendo assim, a melhoria da qualidade do ensino e o desenvolvimento do indivíduo como um todo. O presente projeto tem como referencial teórico de análise e discussão, a Teoria Bioecologica do Desenvolvimento Humano, desenvolvida por Urie Bronfenbrenner. Este estudo constitui-se de uma metodologia que atende às necessidades da vida moderna, através de uma ferramenta didática com recurso dinâmico que, estimulando o aluno, resulta em mudanças físicas e comportamentais, favorecendo assim a formação integral do indivíduo.

Palavras chave: Analfabetismo, Tecnologia, Teoria Bioecológica do Desenvolvimento Humano.