132 - THE IMPORTANCE OF FAMILY IN SCHOOL

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INTRODUCTION

Family and school emerge as two key institutions for triggering the evolutionary processes of people, acting as drivers or inhibitors of their physical, intellectual and social.

The school is - a context in which children invest their time engage in different activities related to formal tasks including: reading and writing, calculation and problem solving, research, and other spaces and informal learning: time recreation, excursions, leisure activities.

In this environment, meeting the needs cognitive, psychological, social and cultural rights of children is done in a more structured and educational environment in which family.

According Rego (2003, p45) family is not, so the only context in which the child has the opportunity to experience and expand your repertoire as a subject of learning and development.

In that sense, this is the article whose research is an bibliographic, with contributions from several authors like Rego, Carvalho, Ananias, Szymanski, Milk & Tassoni, López, Dessen, present a reflection on the different perspectives of engagement between both segments , possible positive influences on the development and learning of children and adolescents and negative when both come into conflict by assigning the result of the failure of the deficiency of these instances educators, rather than join forces so that the student actually has the condition to learn and succeed in school.

PROBLEMS: DISTANCIAMENTO BETWEEN SCHOOL AND FAMILY
THE IMPORTANCE OF PARTNERSHIP BETWEEN FAMILY AND SCHOOL

Your family contribution to the development and learning of children and adolescents is undeniable. One of its main roles is the socialization of the child, ie, its inclusion in the cultural world through the teaching of the mother tongue, the symbols and rules of coexistence group, encompassing part of general education and formal, in collaboration with the school. Besides the ability to meet the demands of the child, considering their stage of development for integration into formal schooling, family task is to create an environment conducive to academic learning, including systematic monitoring and ongoing guidance regarding study habits and homework .

The school also has its share of contribution in the development of the individual, specifically the acquisition of knowledge and culturally organized in their distinct areas of expertise.

According Ananias (2000), the school must rescue, and scientific disciplines, notions of political action and seek citizenship and building a more equitable world.

In this context, the school should target not only the seizure of content, but go beyond, seeking the formation of a citizen inserted, and critical processing agent, since it is a privileged space for the development of ideas, ideals, beliefs and values.

According to Szymanski (2001) educational activities in school and family have distinct functions as the objectives, contents and methods, as well as expectations and interactions of the particular context.

Milk & Tassoni (2002) emphasize that when family and school have good relations, the conditions for better learning and child development can be maximized. Thus, parents and teachers should be encouraged to discuss and seek joint strategies and specific to their role, which results in new options and conditions for mutual aid.

The school should recognize the importance of collaboration of parents in school history and design students and help families to exercise their role in education, professional development and success of the children and, concomitantly, the transformation of society

The benefits of a good integration between the family and school are related to possible changes in the levels evolutionary cognitive, affective, and social personality of the students.

In this context highlight five aspects of the functioning of the family considered essential to promote integration between these two environments. They are: the verbal interaction between mother and child, a positive affective relationship between parent and child; beliefs and parental influences on children;, strategies and disciplinary control and parental expectations.

Regarding the school, the quality of instruction, school organization, teaching methodologies, the number of students in class and educational support provided to teachers are highlighted as aspects that can contribute to improving the system.

Lopez (1999) emphasizes that even when the educational institution plans and implements a good curriculum, student learning is evident only when it is surrounded by attention from family and community. In this case, the family and the community should be guided as to new approaches used in teaching, aiming to track the progress and needs of the student.

In an investigation by Dessen (1994, p97) related to potential benefits of family and school partnership in basic education, the respondents including teachers managing team obtained the following results:

> - A better understanding of parents about school and education in general when the school promotes parent participation in the construction of Project Political, having the opportunity to meet these school reality and this involves providing information about the different ways and strategies adopted by the school in order to present and discuss the types of programs in the school and show the progress of the child at different levels, for parents or guardians who have conditions allowing to identify the problems and collectively set goals and actions that can improve the quality of teaching;
> - The promotion of joint meetings has given opportunities opportunity for parents to talk to their role, their difficulties and contribute to help with schooling, making it possible for the school to help parents in the

process.

- The exchange of information between teachers and parents, gave opening channels of communication between school and home, benefiting students, among others, as a result of this integration. The forms of communication between school and family vary, ranging from messaging, newspapers, brochures, newsletters and invitations to comment on the student's schedule.

However, predominates when a weak or little integration between the family and the school, the consequences are varied, but all aggravating factors, including:

- Lack of interest and motivation of students for learning;
- Students with difficulty learning;
- Indiscipline;
- Disapproval or truancy.

In short, parents should actively participate in their children's education, both at home and at school, and should be involved in decision making and in volunteer activities, whether sporadic or permanent, depending on their availability.

No, but each school, together with parents, must find ways peculiar relationship that are compatible with the reality of parents, teachers, students and guidance in order to make this space a factor physical and psychological growth and real involvement of all segments.

FINAL

There is no doubt that psychologists educators and other professionals who work in the school recognize the importance of relationships established between the family and the school and the potential benefits of a good integration between the two contexts for social, emotional and cognitive development of the student.

For this to happen, we need to adapt different strategies and ways to implement the family-school relationship, considering the cultural context, that is, the beliefs, the values and the peculiarities of the environments

The recognition of these differences, possible to establish appropriate strategies and provide specific guidelines for each, observing the cultural characteristics, roles and availability to achieve effective joint educational activities and to achieve the goals established between them overcome the difficulties of students and success of the learning process, in which all authors explained that this does not occur by a single institution

The lack of integration and partnership between school and family, not only affects school life of students, but also parents and teachers who feel this disruption and isolation.

In summary concludes by emphasizing that this is necessary partnership school and family so you can be assured the students Quality Education, being necessary to foster this relationship and reality which are still equidistant from the Brazilian reality.

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THE IMPORTANCE OF FAMILY IN SCHOOL

ABSTRACT

Researchers and educators have shown a growing interest in the study of the relationships between families and schools because of its importance to education and human development. In this theoretical paper, we present some reflections on family involvement with the school and its impact on learning and student development. The benefits of a good integration and the implications of a lack of integration between the two contexts are discussed briefly, and are described aspects of the relations established between them, which have been focused on empirical research. Special attention is given to the concepts and types of family-school involvement and perceptions of parents and teachers about this involvement. Finally, we emphasize the need for a more effective integration between the family and the school, respecting the peculiarities of each segment, and the implementation of research that take into account the interrelationships between the two context.

KEYWORDS: School, Education, Child, Family.

L'IMPORTANCE DE LA FAMILLE DANS L'ÉCOLE

RÉSUMÉ

Les chercheurs et les éducateurs ont montré un intérêt croissant pour l'étude des relations entre les familles et les écoles en raison de son importance à l'éducation et le développement humain. Dans cet article théorique, nous présentons quelques réflexions sur la participation des familles à l'école et de son impact sur l'apprentissage et le développement des élèves. Les avantages d'une bonne intégration et les conséquences d'un manque d'intégration entre les deux contextes sont

brièvement discutées, et sont décrits les aspects des relations établies entre elles, qui ont été axés sur la recherche empirique. Une attention particulière est accordée aux concepts et types de famille-école implication et les perceptions des parents et des enseignants au sujet de cette participation. Enfin, nous insistons sur la nécessité d'une intégration plus efficace entre la famille et l'école, en respectant les particularités de chaque segment, et la mise en œuvre de la recherche qui prennent en compte les interrelations entre le contexte deux.

MOTS-CLES: école, éducation, enfant, famille.

LA IMPORTANCIA DE LA FAMILIA EN LA ESCUELA

RESUMEN

Los investigadores y educadores han mostrado un creciente interés en el estudio de las relaciones entre la familia y la escuela, debido a su importancia para la educación y el desarrollo humano. En este trabajo teórico, se presentan algunas reflexiones sobre la participación de la familia con la escuela y su impacto en el aprendizaje y desarrollo del estudiante. Los beneficios de una buena integración y las consecuencias de la falta de integración entre los dos contextos se describen brevemente y se describen los aspectos de las relaciones que se establecen entre ellos, que se han centrado en la investigación empírica. Se presta especial atención a los conceptos y tipos de participación de las familias de la escuela y las percepciones de los padres y profesores sobre esta participación. Por último, hacemos hincapié en la necesidad de una integración más efectiva entre la familia y la escuela, respetando las peculiaridades de cada segmento, así como la realización de investigaciones que tengan en cuenta las interrelaciones entre el contexto dos.

PALABRAS CLAVE: Escuela, Educación, Niños, Familia.

A IMPORTÂNCIA DA FAMILIA NA ESCOLA

RESUMO

Pesquisadores e educadores têm mostrado um crescente interesse pelo estudo das relações entre a família e a escola devido à sua importância para a educação e o desenvolvimento humano. Neste artigo teórico, apresentamos algumas reflexões sobre o envolvimento da família com a escola e seu impacto sobre a aprendizagem e o desenvolvimento do aluno. Os benefícios de uma boa integração e as implicações de uma falta de integração entre os dois contextos são discutidos brevemente, bem como são descritos aspectos das relações estabelecidas entre ambos, que vêm sendo focalizados nas pesquisas empíricas. Especial atenção é dada às concepções e tipos de envolvimento família-escola e às percepções de pais e professores sobre este envolvimento. Ao final, enfatiza-se a necessidade de uma integração mais efetiva entre a família e a escola, respeitando as peculiaridades de cada segmento, e da implementação de pesquisas que levem em conta as inter-relações entre os dois contexto.

PALAVRAS-CHAVE: Escola, Educação, Criança, Família.