90 - THE CHALLENGE OF THE TO TEACH AND READ OF PUPILS WITH DIFFICULTIES IN THE LEARNING. THE BIOECOLOGY POINT OF VIEW

MÁRCIA MARIA NUNES JASMIN GUIMARÃES;
ANGELO LUIZ DE SOUZA VARGAS.
University Estácio de Sá.
São Gonçalo / Rio de Janeiro - Brasil
marciajg@click21.com.br

INTRODUCTION

The educational process, especially in the initial series of Basic Teaching, passes today for an action failure in meeting, a crisis of compromise, when the pupils have some difficulties to learning. This lack of compromise happens in such a way on the part of the school, as on the part of many parents, what it results in two peculiar situations: of a side the teacher in a conflict situation meets, because in some cases he did not receive a formation specific to work with these pupils. And of another hand, we have the proper pupil that they are felt failed and excluded of a system of education conceived only for children whom a rhythm of learning has "good". This problematic one of it not knowing to the certainty as to proceed ahead from these children with difficulties, become the simply reproductive school of the problem, incapable to assist in these cases, virtue of its form of organization.

It is necessary to innovate, using the arts, the creativity, at last, attractive ways to lead the pupils to the considered objectives. He is amazing how much this generation is opened for the new, it has privacy with the technology. According to many searching contemporaries, this is a quality that must be used to advantage in the school, the use of innovative resources, as an alternative so that the pupils demonstrate new abilities.

The times we saw the education if to worry about a mind detached from an alive that, even so apprentice mind, has not directed it bigger attentions, ignoring since its more basic necessities to this desires more you delayed (PINK, 2002. P. 185). Those, the education emphasized the learning only in intelligence, breaking up the human being, in the attempt to understand it better. But this "cartesiano" paradigm comes being surpassed for the paradigm of the society of the knowledge that considers the totality. Already Sócrates said (apud TAINO, 2002. p.103) that the totality alone is possible for the searching inside. When the certainty is too much goes if acquiring of the ignorance, the limitation, of the provisional, that stimulates in them to the discovery, the knowledge, is the search for the agreement of the totality.

To understand the question of the body in the learning it is basic to speak in education and to recognize the obvious one, of that its actors are the human beings. Morin (2004) remembers that the human being is a being to one alone biological and fully cultural time, that develops in surprising way the potentialities of the life through the learning. And, when this learning is significant, it transforms and renews the proper life. This idea comes to be confirmed by Fernández (1991), that it brings to the reflection a concept key: the organism have a desire and intelligence, a body that learns, enjoys, thinks, suffers or acts (P. 58).

For this it is essential to abandon the unilateral vision that… defines the human being for the rationality (homo sapiens), for the technique (homo to faber), for the utilitarian activities (homo economics), for the obligator necessities (homo prosaicus) and to admit that the human being is complex and brings itself, in concentrated way, antagonistic characters: sapiens and demens (wise and wild); to faber and ludens (diligent and playful); empirical and imaginary; economic and consumer; "prosaico" and poetical (MORIN, 2004. P. 58).

The people learn component when it is capable to attribute to some meaning, when they associate with another one, and makes linkings that start to take direction different, strengthening or constructing a new knowledge. This significant learning will go to involve the human being in its totality, in a movement of search a new meaning, movement, discovered creativity and joy for the news in the way of being and living. (Adriano Jacó Sauer and Leia Raquel de Almeida).

This challenge of the new is in promoting an education significant, capable to involve the human being in its totality, in a discovery, joy, pleasure dynamics, of creativity, hidden in the body, using itself of it as learning space. The human being to learn will be happy when an integral education will be made possible it, where the body is this privileged space of formation.

PERSPECTIVE BIOECOLOGICAL OF THE HUMAN DEVELOPMENT

Had the ample diversity of factors and the complexity of its Inter-relations, the theory of the ecology of the human development proposal for "BRONFENBRENNER" (1987), whose theoretical conception includes the person, the environment, the dynamics of the interactions between person and environment and, as all the process, is affected by the society in which these environments are inserted, it can be used as reference for study of this phenomenon. In this theoretical conception, the pupils with learning difficulty are considered as people in an ecological perspective e, the pertaining to school context, as environment in a develop boarding, from this characterization, can be established the connections between the pupil with learning difficulty and the context, who are the elements that interact in the complex process that can culminate with the success technologies.

METHODOLOGY OF THE STUDY

They had collaborated for the accomplishment of this study, six pupils with difficulty of learning, they mothers and three teachers, two of the regular classroom of these pupils and one of the laboratory of educative computer science.

The process of election of the participants took care of to the following criteria: the 1) child must have 8 years (or more) of chronological age and not have assimilated the process of reading and writing of significant form; 2) the family must have the knowledge of the delay in the learning and interest in the development of son and 3) the diagnosis of learning difficulty would have to happen of the information of the professionals who acted with the child, and of the pertaining to school description of state school with automatic approval, not having necessity of a disgnostic and definitive necessary picture.

The collection of data was carried through with use of four distinct instruments 1) Analyzes of the teacher of the classroom 2) individual Report of the teacher of the computer science room, 3) Interview with mothers 4) Analyzes of the pertaining to school description of pupil and its evaluations.

The method procedures, applied to the present inquiry are anchored in the method of the research, therefore it observes an educative phenomenon and it extracts of this the indicative of development of the reading on the part of special citizens with learning necessities. If it develops from the one literature revision on the followed question of collection of data and

analysis through conceptual categories.

Information through research, that had involved qualitative methods, with the intention of complementing given objective with the subjectivity of the questions raised for the researchers had been raised.

LAST CONSIDERATIONS

In the present work it was intended to defend the idea of that so, a process of development of the system education adjusted for children occurs, it is necessary a partnership accomplishes between school and family, whem in a relation of mutual exchange of information and knowledge, can to increase the actions of learning in the different contexts of the development.

The system vision proposal for "BRONFRENBRENNER" allowed to identify to the situations lived in the scope micron and mesosystem, being necessary to detach that this interference exerted for the school is not uniform, if differentiating in the measure where the practical ones are directed for children with difficulties of reading and writing.

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SUMMARY.

The present study it broke of an experience pilot in the direction to develop a proposal intervening with an educative software as resource directed to the alfabetização of children in the initial series of basic education with difficulties of learning in the process of alfabetização in a particular school of small transport in the city of Is Gonçalo, Been of Rio De Janeiro. The metodológicas strategies had been guided by the accomplishment of comment of the dynamics of the interview and classroom carried through next to the teacher and parents of the pupils, associates to the procedures of the "ecological insertion". This methodology makes possible to the necessary researcher the contextual immersion for analyzes of the relations/interactions between the pupils and its environment of development. In accordance with the ecology of the human development so that this analysis is possible we will use the Bioecológica Theory of Desenvolvimento Humano (TBDH) of similar Bronfenbrenner to study (process, person, context and time). The results had demonstrated that the resources applied in the pertaining to school environment, in relation to these pupils iram to favor its inclusion in the decurrent pertaining to school process of the alfabetização. However, one becomes necessary study, research to extend the knowledge, to develop and to test forms that make possible the true inclusion in the pertaining to school flow.

Words key. educative software, alfabetização, "ecological insertion", process, person, context and time.

LE DÉFI DE L'ALPHABÉTISATION D'ÉLÈVES AVEC DES DIFFICULTÉS DANS L'APPRENTISSAGE. UN PESPECTIVA BIOECOLOGICA

RÉSUMÉ.

Présente étude il est parti d'une expérience pilote dans le but de développer une proposition intervenante avec un logiciel éducatif mange ressource tournée à l'alphabétisation d'enfants dans les séries initiales de l'enseignement fondamental avec des difficultés d'apprentissage dans le processus d'alphabétisation dans une école particulière de petit transport dans la

ville de Sain Gonçalo, Été de Rio de Janeiro. Les stratégies méthodologiques ont été guidées par la réalisation de commentaire de la dynamique de la salle de leçon et d'entrevues réalisées près de l'enseignante et des parents des élèves, associés aux procédures de l'« insertion écologique ». Cette méthodologie rend possible au chercheur l'immersion contextuelle nécessaire pour analyse des relations/interactions entre les élèves et son environnement de développement. Conformément à l'écologie du développement humain pour que lequel cette analyse soit possible nous utilisions la Théorie Bioecológica du Développement Humain (TBDH) de Bronfenbrenner semblable d'étudier (processus, personne, contexte et temps). Les résultats ont démontré que les ressources appliquées dans l'environnement scolaire, concernant ces élèves enragent favoriser leur inclusion dans le processus scolaire lié à l'alphabétisation. Néanmoins, se fait nécessaire étude, recherche pour élargir la connaissance, développer et expérimenter des formes qui viabilisent la vraie inclusion dans le flux scolaire.

Mots clé. logiciel éducatif, alphabétisation, « insertion écologique », processus, personne, contexte et temps.

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RESUMEN.

Presente estudio fue d' una experiencia piloto con el fin de desarrollar una propuesta interesada con un programa informático educativo come recurso vuelto a l' alfabetización d' niños en las series iniciales de l' enseñanza fundamental con dificultades d' aprendizaje en el proceso d' alfabetización en una escuela particular de pequeño transporte en la ciudad de Sano Gonçalo, Verano de Rio de Janeiro. Las estrategias metodológicas fueron guiadas por la realización de comentario de la dinámica de la sala de lección y d' entrevistas realizadas cerca de l' enseñando y de los padres de los alumnos, asociados a los procedimientos de l' “inserción ecológica”. Esta metodología vuelve posible al investigador l' inmersión del contexto necesaria para análisis de las relaciones/interacciones entre los alumnos y su medio ambiente de desarrollo. De acuerdo con l' ecología del desarrollo humano para que el cual este análisis o sea posible utilizábamos la Teoría Bioecológica del Desarrollo Humano (TBDH) de Bronfenbrenner similar d' estudiar (proceso, persona, contexto y tiempo). Los resultados demostraron que los recursos aplicados en l' medio ambiente escolar, por lo que se refiere a estos alumnos enragent favorecer su inclusión en el proceso escolar vinculado a l' alfabetización. Sin embargo, se hace necesario estudio, investigación para ampliar el conocimiento, desarrollar y experimentar formas que desarrollan la verdadera inclusión en el flujo escolar.

Palabras clave. programa informático educativo, alfabetización, “inserción ecológica”, proceso, persona, contexto y tiempo.

O DESAFIO DA ALFABETIZAÇÃO DE ALUNOS COM DIFICULDADES NA APRENDIZAGEM. UMA PESPECTIVA BIOECOLÓGICA

RESUMO.

O presente estudo partiu de uma experiência piloto no sentido de desenvolver uma proposta interveniente com um software educativo como recurso voltado à alfabetização de crianças nas séries iniciais do ensino fundamental com dificuldades de aprendizagem no processo de alfabetização em uma escola particular de pequeno porte na cidade de São Gonçalo, Estado do Rio de Janeiro. As estratégias metodológicas foram norteadas pela realização de observação da dinâmica da sala de aula e de entrevistas realizadas junto à professora e pais dos alunos, associadas aos procedimentos da “inserção ecológica”. Esta metodologia possibilita ao pesquisador a imersão contextual necessárias para analise da relações/interações entre os alunos e seu ambiente de desenvolvimento. De acordo com a ecologia do desenvolvimento humano para que essa análise seja possível utilizaremos a Teoria Bioecológica do Desenvolvimento Humano (TBDH) de Bronfenbrenner afim de estudar (processo, pessoa,contexto e tempo). Os resultados demonstraram que os recursos aplicados no ambiente escolar, em relação a esses alunos iram favorecer a sua inclusão no processo escolar decorrente da alfabetização. Entretanto, faz-se necessário estudo, pesquisa para ampliar o conhecimento, desenvolver e testar formas que viabilizem a verdadeira inclusão no fluxo escolar.

Palavras chave. software educativo, alfabetização, “inserção ecológica”, processo, pessoa,contexto e tempo.

FIEP Delegacia no Brasil