137 - LEARNING DIFFICULTIES AND SOME PROPOSALS THAT HELP TO OVERCOME THE PROBLEM

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INTRODUCTION

One of the great challenges of education today is to overcome the difficulties of learning , which are the start of other major problems that are dropout and repetition. By focusing on learning disabilities are not intending to exhaust the subject which is actually ample and full social implications , bad highlight some points that help to understand the problem. On the other hand look for some clues on the latest proposals that link to solving these problems. In the first chapter we psychopedagogic some highlights. The child's behavior has origins in the context in which they live. These behaviors may be disapproved or strengthened. The contributions of Piaget and Vygotsky are important because they reinforce the assumption that it is the interaction with the environment that surrounds the person constructs himself and own learning.

Before signing the teacher needs to understand the child's world and respects - it. In the second chapter we will focus on some economic aspects, and family members that contribute to school failure, are causes that need to be detected, Learning difficulties are present in schools around the world. But in Latin America and Brazil gain contours are more worrying because allied to economic and social situation. In the past sought - associate learning disabilities to mental problem, that is, anyone who had difficulty learning because it had a problem. In Brazil a few decades ago the concern with the preparation of hand - to - work banishes those with learning difficulties to a marginal education, with the installation of large-scale repetition. Currently learning difficulties reach frightening levels and need to be addressed. One can not ignore that this has to do with the economic situation, poor income distribution, also largely Brazilian families have their children in public schools is necessary to examine how family issues interfere with learning. Pedro Demo raises the question of school failure in two endogenous parameters, internal factors of the school and exogenous factors outside the family among them. Permeating these factors the economic.

The school needs to rediscover its teaching function significantly. In this sense it is important the contribution of Perrenoud that traces lines of a new way of teaching based construction skills. The new concept of quality education points to educational paradigm shifts taking into account the needs of the new millennium. This new paradigm implies a change of teacher identity , according Mantoan (2003 p.21) states that: "The regular teachers consider themselves incompetent to deal with differences in classrooms, especially students meet with disabilities, for their expert colleagues always distinguished themselves by performing only exaggerate this service and that ability to do it for all to see. "In contrast , Mittler (2003 , p.184) supports the idea that: "This task is not as easy as it may seem , because most teachers already have much of the knowledge and skills they need to teach in an inclusive manner . What they lack is confidence in their own competence. "Therefore, "sic" , it is necessary to take into account many factors that are influencing the way of thinking, feeling, acting ed teachers: what they are like people, their different biological contexts, their life histories and social contexts in which they grow, learn and teach. "Teaching in inclusive perspective means to reframe the role of teacher, school, education and pedagogical practices that are customary in the context of our exclusive teaching at all levels." [...] School inclusion does not fit in a traditional paradigm of education and, therefore, a preparation of the teacher in this direction requires a different design proposals for existing and a professional training service that also changes because the schools do not will be the same again, they embraced this new educational project. (MANTOAN, 2003 p. 81).

1 - THE TEACHING - LEARNING PROCESS: ISSUES PSYCHOPEDAGOGIC

1.1 SOME ASPECTS OF LEARNING AND BEHAVIOR OF CHILD

By focusing on the teaching-learning process is important to understand some aspects of human behavior . Behavior is nothing more than condutados living in response to certain stimuli from the environment they live like Pavlov says: "Activity of the living organism in functional relationship with their environment . There is not isolated instances of conduct "per se ". Human conduct is inseparable from the context in which it is produced , and to describe it analyzes it or facilitate it changes, it is necessary inscribes it in a triple relationship of contingencies built in the first place, mediated and immediate aspects of the environment: so-called "stimulus discrimativos or history, secondly by their activities of living , and finally by changes or contingencies that occur in this global context, the effect of the activity of the body, the consequences strictly. (DEL RIO In: COLL 1996 p.27).

The concept of human learning fits in this context because it proceeds from interrelationships with means producing new answers. It is important to understand that this concept goes beyond the restricted environment in the classroom affects the interaction with the place in which he lives. Strategies and techniques of teaching-learning process can fail when the student does not give opportunity to interact with the environment, the student learns in the classroom should take into account the context in which it operates. The current behaviorist says that behavioral changes can be brought about in several ways. For example, if a child after doing a certain task receives praise her tendency will continue doing those same tasks, this is called reinforcement. The opposite is also true, if a certain attitude to receive punishment he will endeavor to take care not to repeat it. When a particular approach is considered inadequate to tend to eliminate it. This procedure is called extinction. The student who has a certain attitude thinking power called teacher's attention, but soon realizes that the goal could be looking to abandon that behavior.

These behaviors of reinforcement , punishment , and extinction also occur in other types of relationships in the family mainly. Praise the father, mother or any other family member is very important for the child, since then enter affective aspects very important in child development. As attitudes of criticism can bring difficulties in the relationship as well as to trauma. The interactive conception, led by Piaget and Vygotsky, starting assumption that a person builds their knowledge. It is the interaction with the world around the child will gradually discover as a person and forming its own personality. According to Piaget's cognitive

development goes through four stages: the sensory-motor, pre-operative and operative concrete-formal.

The sensorimotor stage is from birth to approximately two years. Her child is essentially practice - and this leads to practical use sensory and motor capabilities to solve their problems. It is important for her biting objects, catch, hit, no representative thinking about what you're doing. Gradually she will may issue concepts and make connections between concrete reality and their meanings. The emergence of the symbolic function will profoundly changing the way of doing things coming to another stage. This step is of deep interaction with the mother who takes care to meet their needs more than anything else. The emotional and affective aspects are as important as food and clothing.

The preoperative stage is marked by orality and can make symbolic representations. Now you can imagine what a plane, one shoe, clothing etc. is the phase that begin fantasies and animism, animals and things for these children have their own human feelings. Another feature of this phase is anthropomorphic, that is in human form to animals and objects. At home children demonstrate this in his play and engage with parents and playmates when they speak in their play with animals and objects as if they were on your side. The step - operative concrete characterized by logical, objective, and less egocentric. The child was able to build knowledge and more connected with the world around you. This phase is called the on- concrete because you can always use your mind to go back to the beginning of an operation and have a clarity about the fact. The step - operative formal thought is independent of connection to concrete reality, to have the notion of horse does not need to have a horse in front. This period can relate logically and express his thoughts orally. This stage begins around the age of thirteen.

Piaget sees these stages as universal to all children, but admits delays or advances individual relative to the norm of the group will depend on the environment in which they live. Most stimulating and challenging environments are more effective for cognitive development. Can not develop effective learning without knowing the psychological development of the student. Learning difficulties may be caused by disregarding certain steps and require attitudes or actions that are not part of the world yet the student is inserted. Even at home parents can not always understand the psychological development of a child can be totally different from child to child.

1.2 EDUCATION OF CHILDREN IN ADULT WORLD

"ROCK, Eloisa educator to talk about children and their education nowadays raises a very pertinent question, "what is our role in the child's education? "Driving the growth or fail to act in nature, would be within the intent of each educator prune it or let it bloom. In the design of many child knows nothing must learn to adjust to the modern world. In this sense the author states: "The definition of childhood that , as much has been said , has given predominantly by a defined age range as opposed to adults, the lack of age, the immaturity, or through inadequate social integration, will be challenged, especially at the end of this century, by denying the establishment of standards of homogeneity indicated the fields of sociology and anthropology , articulated with some psychological approaches, pointing to the need for adequate educational projects and differentiated demands. By way of context, the heterogeneity of the consideration of different forms of child insertion in reality, the adult world, everyday activities, in games and tasks, delineates a concept of childhood, the lessee of a ninth time. (ROCK, Eloisa p. 9). The child has their own way of being. The steps raised by Piaget demonstrate a completely different world . You can not design the adult culture and adult way of seeing the world lest violentarmos structure psychosocial child who is full of peculiarities as seen previously. On the other hand the child has a history and dignity that must be considered and respected . In this sense continues ROCK, Eloisa p. 10, "In the society-centered adult, the child's promise and potential, a condition to be overcome , and the adult (teacher), relates therefore to a future adult and not a child concrete." This idealized childhood when it appears in the teaching- learning can bring distortions and misconceptions. The teacher on the assumption that the child form for the future just ignoring this and real life of the child. It needs to be a child, even if the social and economic conditions to meet this right. We know that right now the big number of children that has virtually no childhood. Learn early the ills and troubles of the adult world, on the other hand are inserted in the labor market even before entering school. These distortions of modern society can not be enforced by the school.

1.3 CHILD DEVELOPMENT AND LEARNING IN VIGOTSKY

The author differs from Piaget when he does not accept the development of cognitive stages. For Vygotsky biological factors outweigh the social factors only in early childhood. The personality, thinking and worldview of the child is determined by the environment they live in various parts ways with mainly communicates with the adult. This speech communication plays a key role in the formation and organization of thought. For example, when the mother shows the fire and says "careful burns and hurts" verbalization this immediately causes a concept record, also called by Vygotsky internalization. "So the higher mental functions " as the ability to solve problems, storage and proper use of memory, the formation of new concepts , the development will appear initially on the social (the interaction involving people) and only they arise in the psychological, the individual himself. The actual construction of the child in the appropriation that makes the social experience, partly because of the social interaction with others, and gradually becomes internalized by it. (OLIVEIRA, 1992, p. 50). Actually communication by language, or word gives support, to form mental structures. The child not only identifies the reality or the referenced object, but also can discern characteristics of each object. The relationship between language and thought will by modifying the course of years of child development, so they are interconnected.

When it comes to development can not leave out the question of learning, since the child from the first days of life is beginning to learn and assimilate concepts. Vigotsky synthesizes three major theoretical positions exist . The first assumes that the process of development of the child 's independent learning. In this view learning appears using the mechanisms offered by the development of the child. Binet even states that development is always a prerequisite for learning. In this sense it is worrying to teach something that the child is not ready to receive it .

The second is quite old, postulates that learning and development are the two poles coincide in the same way that identical geometric figure coincide when superimposed. The third position is that development is based on two processes inherently different in each influences the other, "maturation in a manner that depends directly on the nervous system development, in addition to learning, which is itself same, also a process of development. "(Vygotsky, 1989 p.91).

However, it is known "sic" the child's cognitive development is far more striking and can not be linked to learning, the teacher must be aware of these aspects and find out what the child can assimilate a certain age. What we have seen so far, aimed to show the child and his life as a human being that needs to be understood not as a future adult, but as a child who has a life this full of specific characteristics and needs.

When it focuses on learning difficulties and their fit various types of questions. These difficulties would be linked to lack of interest of the child? Does difficulty comes from the teacher to teach what the child can understand? Does economic hardship and relationship with his family interfere in school? Or there are difficulties associated hereditary which decreases the ability to understand what is taught? It will seek to contextualize the next chapter.

2. THE DIFFICULTIES OF LEARNING: HISTORICAL ASPECTS AND PSYCHOSOCIAL

2.1. STATE OF THE PROBLEM

Learning difficulties appear with one of the issues that most perplex scholars and educators. Here in Brazil and throughout Latin Amarica this situation has worsened to the point that we observe a large number of students attending, but with minimal use end up compromising your future. Failure would be the student or the school system? At the end of the nineteenth century some psychologists and educators have sought to situate the origins of school failure in child mental issue. "Doctors and psychologists have attributed school failure " weakness, weakness of the intellectual and moral capacities of the child in question. Using then a notion borrowed Mental Medicine of the time, they designated these children as "abnormal Primary School, arrears, (COSTA, 1993 P. 25)." This qualification "abnormal" or "backward" lasted for a long time, we can say that today many situations not depend on the student, but are referred to as the student's responsibility and by their inability to learn are qualified in this way. It is true that we can not ignore children with special difficulties, until recently called them handicapped or retarded.

The psychologist Binet and physician simom, created tests currently questionable, featuring how abnormal within the category, "psychometric weakness. "Other qualifications will appear , " dyslexia who have " difficulty in reading , discographies for those who have difficulties with spelling, dysgraphia for students who have difficulties in writing, dyscalculia for students who have difficulties in calculations (UNIASSELVI , contract studies Special Education p .D7 D8 - 95 -78) .

The special school emerged alternative understanding for these children who in the opinion of these doctors should not attend regular classes. Since then not only established this practice as normal rule as there was a dichotomy differentiating school children with real learning opportunities and those without normal m therefore could not study together. Long sought to leave the so-called "disabled" out of the learning process. The school with paper to prepare people with knowledge to take on the social leaders in deep Taylorist concept, should have a place to achieve their goals, and there would not fit the "abnormal ".

In Brazil the same way, most recently in the period that launched the so-called" democratization of education", some authors have even suggested that the public school is committed to preparing hand labor, aimed at the implementation of the Brazilian economic model and this would require a minimum of schooling and preparation, intellectual capacity. Were excluded from the process many who had learning difficulties. In this sense COSTA, Freire, discusses: "In practice, it appears that the alleged "school for all" was not made for these children proletarian. The inadequacy is so bad that they start schooling, already facing a series of difficulties. The solution is to adopt the strategies used in other countries, as seen fitting into categories requiring a parallel education. Again the school system and are preserved; blame for failure is placed on the individual. "(COSTA, 1994 p. 31). The individual is often described as incompetent without taking into account other aspects that interfere decisively in school performance, on the other hand, the public school is not always able to provide for quality education by structural problems that are beyond the jurisdiction of the school system itself, so the tendency is to see students with difficulties instead of being penalized aso met.

The problems related to the teaching of written language are exacerbated due to other conditions that often characterize the first series of the school in developing countries, such as overcrowded classrooms, unqualified teachers or experience, and lack of teaching materials. (COSTA , 1994 p . 31) . These are structural problems stemming from government policies that, despite having a speech directed to educational issues, in practice do not prioritize. Includes up to these other problems that reach full all education professionals. Hence the difficulties in learning then become a chronic problem, reaching high levels of repetition. There are a lot of children and adolescents who have difficulty in reading, writing, understanding and interpretation of texts or utterances. These situations beyond school and protrude in the family and in society. Actually this is a situation that comes from long ago, in the early twentieth century in Brazil, access to education was restricted to the dominant landed class, the rising industrial bourgeoisie and the emerging middle classes who demanded a certain level of schooling. At that time 81 % of the population was illiterate, (PATIO, n.11, p. 25).

Today the illiteracy rate has decreased a lot, however there are a lot of functional illiterates who are also marginalized without much capacity to actively participate in important sectors of society, will be subordinate and easily manipulated by the system. "125 million children worldwide do not attending school, two thirds are girls. 150 million children drop out of school before they learn to read or write, 12 million children die from diseases linked to poverty every year. 2 million lives could be saved if all girls attend school. One in four adults in those countries can not read or write, two-thirds are women (...). only about 1 % of disabled people are in some kind of school in most developing countries. (Mittler, In: Patio, 2002, p.11).

Given these evidences can not put the matter learning difficulty under - individual responsibility that is studying. Instead there is a large portion should lie with the educational leaders as a whole. And very true that economics has a great weight and then have to include the family, because it is leaving children with their peculiar difficulties that interfere with school performance.

2.2. PROBLEMS AND FAMILY INCOME IN SCHOOL INTERFERENCE

From an early date the family plays a crucial role in the life of every person and every society, this is because learning socialization begins with parents. This learning has laws, requirements and penalties in accordance with the principles adopted by the family. These principles arise from the culture in which it is situated. Freud goes on to say that it is with the parents that the child exercises his first amorous intentions, the child is the parent object of his first love choice. Libido in this case takes parents only as a model subsequently is designed for someone else. In this case it is important that in the future there is a breach of this "umbilical cord" for insertion of the same society. If not can have serious consequences in the life of the child or young person.

The child has marked his personality figures of father and mother, and so symbolic that figure needs to be extinguished. Like saying it is necessary to kill the father and mother that exists within each one. I urge not always happen. Often parents themselves hinder this process. "The parents themselves are reluctant, often abandoning the roles assumed by persisting in the care of "his boys", bearded men and women have made. "Now the attention required by a baby at birth diminishes in intensity as it acquires autonomy. In this sense the real parents are those who allow themselves to immediately "start dying" as parents" (SPIDER, 1996 p. 57). "This overused attachment from parents to children is increasingly accentuated when the son or daughter has certain difficulties or problems. In the field of education can design in several ways: wanting to replace them, doing homework for them. Defending them and justifying them at any cost, or overprotect them. As already referred to the child bringing in his personality, even in training various forms of learning, mostly unsystematic. This learning is actually more formative than informative. Largely comes from the family. Can therefore say that the family plays a decisive role in the child's life that may be beneficial or even harmful. When approaching the child in the context of the family can not forget the affective and emotional issue. The relationship of family members is loaded d sentimental aspects that must be taken into account.

> "It lacks body care with feeding and learning. But none of this is possible if it does not find a host environment and affection. Babies do not survive the lovelessness. Parents conflicted and unstable produce a relationship

> of ambivalence that may harm the child. Mental illnesses children express often difficulties in interpersonal relationships relatives. In the area of mental health, the role of family disturbance on symptoms of children has been increasingly recognized. "(UNICEF, 2000, p.48).

This affective aspect is present and can intervene in the process of maturity of the child by the factors mentioned above, and negatively impact the learning process because it will be a dependent child and and aware that only win if the figure of the father or mother beside him. When we talk about learning difficulties and interferences family there is another aspect to consider, the child can be in a school environment coming from a dysfunctional family with economic problems, affective, etc.. These and other problems derive from the child's emotional and mental balance important in learning. On the other hand there can be significant damage to the nervous system making it difficult relationships with other children. Anthropologist John Bowlby (1951) stated that " maternal love in childhood and youth is so important to how mental health vitamins and proteins are for physical health" (UNICEF, 2000, p.48). Even taking into account the time that has been voiced that opinion, it is still relevant today. The child needs family support to develop healthily. The UNICF recognizes that the family is vulnerable and that has some causes. The stronger the economic issue resulting from an unfair distribution of income. And that protrudes in school performance. How to study and learn from hunger? How to solve the deficit of vitamins and proteins in the early years of a child's life? How to solve the problem of abandoned children in the streets? How to solve the problem of affection that the child does not know his father and mother?

The author puts Pedro Demo issue of school failure in two parameters, external causes, or exogenous and internal causes of the educational system, or endogenous .

> "Among exogenous causes account mainly to household poverty, both material and political. In material terms, conditions very unfavorable survival impair the physical intellectual child. And at the political level, the lack of positive cultural environment - limited language literature nonexistent material impropriety place to study, lack of family support etc.. - Also significantly hampers the ability to succeed in school. However, on these causes influence the school has reduced by more than provide meals and even reading material. Anyway, this means that the school receives a student surrounded by serious problems, which will require greater effort and very competent teachers by parts. "(DEMO, 2000, p.148).

It is important to emphasize that not all family problems, or learning come from the economic issue. There are other factors that affect family breakdown and child. Our concern is to identify factors that interfere with school performance. Each child has a unique importance in a family, there are situations that overprotection even exaggerations. Especially when the child is born with problems. Paternalism can evade the child on his own initiative, creativity and ability to socialize. Generates instability, fear, and even isolation. These situations independent of economic issues may negatively impact school performance. There extreme situations, yes losses experienced by many children and parents death, which can be considered the most dramatic losses of all. Unwanted pregnancies that end in abandonment or maternal and paternal emotional disturbance and the child. Some of these situations are temporary, but others are permanent and leave deep marks on the child's psychological.

These family situations leads children to compose increasingly larger groups of so-called repeaters and leaving school many of them outright , or truancy .

> "The endogenous causes relate to the education system itself, can be emphasized at least two horizons more expressive. On one side we have the problem of the system as such, including the school system, the organs of education, public policy and government, history parental educational components that may impact very negatively on school performance and their financial resources, treatment inadequate teachers, maintaining degraded offers teacher training, the bad school equipment, lack of inadequate working conditions, the inadequacies of the planning and so on. "(DEMO, 200 p. 148).

2.3 THE RELATIONSHIP BETWEEN SCHOOL AND FAMILY

In primitive societies there was no school institution as today. The family itself taught, yes passed orally traditions from generation to generation. The school is a creation institutionalized bourgeois Century XVI (SPIDER p. 73), who assumed a dual role, not only to instruct, but also to educate. The religious orders assumed this role and schools had well-defined characteristics ."Constant vigilance, even within the college, it is essential, since it is founded on the notion that human nature is evil and corruptible. Thus education will endeavor to discipline the child and to impress upon him the rules of conduct. To better subjecting it to the rigors of learning hierarchy and obedience, intensifies the use of corporal punishment. "(SPIDER p.73). It was understood that the school as a contribution of ecclesiastical principles, so the family could not stand against, but to support this stance defender of divine principles . The relationship family - school this context was peaceful in full agreement and trust and is not allowed any kind of questioning. In the seventeenth century, some aspects of bourgeois requirements are changed, the technical training appears contrasting the humanistic and deeper knowledge of the sciences.

The bourgeois family was most concerned that your child learn to lead this new society of machines. In the nineteenth century comes to democratization, secularization and universalization of education, especially primary education. Granddaughter time the working class is directed to public education. There is a confidence in the school as having the systematic knowledge. The school today has become, by necessity, partner family assuming functions that cut across teaching.

The family style today, especially The employees there do not allow a closer school life. "The relationship between school and family is fragmented and uncooperative." "Parents are not interested, and let the school do it all. "This design demonstrates the ignorance of the fact that parents, in most cases, can not help either because the school does not provide them the clues to this help and not invite them to think about how to run it . (DORNELES, In; Patio 1998 p. 27). It is true that one can not generalize. There are many schools that can motivate and bring parents of school life and especially the child, learning step by step the performance of the son and of all that goes on at school. Not only that, also helping effectively through the APM and other individual initiatives. But in most schools there is a disappointment in relation to the school.

Often the father or mother is only called when the son or daughter has problems. Added to these factors the lack of time and other impediments. This framework makes clear the gap and consequently the fragmentation of school-family relationship. And this situation does not help address the problem of learning difficulties, on the contrary, collaborate in aggravation.

2.4 CONSIDERATION OF REPETITION AND TRUANCY

The practice of repetition and dropout is not an invention or fad Brazilian school, happens all over the world, especially in primary education. There is a question on this issue. Failure of the student? Of the school? State? Immediately it can be said that these outlets were "invented" to tackle the problem of not learning or poor quality of such learning. Far from being the solution, repetition and dropout is a very big concern because it puts m doubt the quality of teaching and the school 's mission .

> "Repetition in schools affects the regions of the world and the vast majority of countries, including the industrialized. Official statistics for 1990 recorded 35.6 million repeaters in Elementary globally including in that figure only 84 countries (four of them concentrates almost half that number of repeaters: China 7.5 million; Brazil 5 million, India 3.4 million and 1.3 million Mexico). According to official statistics, between 10-20% of the boys and girls of the world repeat some of the lower grades of elementary school. "(Torres, In; Patio, 2000 p.12).

It is true that the complexity is the need for greater attention to the problem. Possibly a statistic more real and more often emphasized that this issue would be a starting point to address the problem.

While the school system sees repetition as a problem that originates outside of school, parents on many occasions come to find that this happens due to the high level of education and are happy when their child has a second chance. For experts and statisticians, repetition is not a clear indicator of functionality and internal inefficiency of the school system. For society in general, and the education community, in particular (teachers, parents, students, principals, deliberators of policies at the different levels) , repetition is accepted as something "natural", as a component inherent and even inevitable in life school (TORRES, 2000, p.12). According to the author, the school "invented" and "restored" the practice of repetition in order to find solutions to the problem of learning difficulties. Far short of the expected repetition can bring trauma and frustration further compromising the teaching-learning process. Actually is an injury to all involved, yes, students, parents and teachers throughout the school system and in the long term compromises the future of the repeater. Even the pedagogical assumption to justify such a practice is fraught with misconceptions.

> "Pedagogically repetition is based on a series of false premises that the student has learned or not learned enough, you learn to take the same path for the second time. (...). Occasional repetition reinforces the vicious circle of low expectations, low income, low esteem and school failure. Parents interpret the low qualifications of their children as a sign of his inability to learn (...). Administrative and financial repetition is a major bottleneck means and in huge waste of resources". (TORRES, 2000, p.13).

Far from advocating a position to pass the student at any cost, that would also be another way out of certain structural problems is that rethinking school practice that ensures a minimum quality learning and give the student able to overcome difficulties without being penalized. Importantly, the new educational paradigm sees the error and difficulties as part of the maturing process and knowledge process of a person. You can not see the error and the difficulties on the negative side, much less when the onus is on the student. Who will pay the high price of repetition? Who will compensate the losses? Schools can not prevent students to build their own future, on the contrary, must contribute decisively to the development, if possible without trauma, the student seeking full citizenship.

3. PROPOSALS THAT HELP FIGHT NO PROBLEM - THE MANAGEMENT OF DIFFICULTIES

"Puiggrós Adriana, is an intriguing question, "what good is the school?",Such a question and pointed out by Ivan Ilich, questioning his role these days, and warning of the fact that no longer has the monopoly of knowledge systematized. (PATIO, 1 year n.3 p.8). These and other positions point to the fact that the school is rethinking their practice trying to get out of an uncomfortable anachronism. In this sense MELLO Guiomar N. tries to answer:

Compulsory education in Brazil can not continue to dilute their identity, sometimes as simple policy of protecting social welfare perspective, sometimes just as a process of consciousness formation ideologizante perspective, sometimes as a vague preparation for life without objectifying what would that preparation. We must, once and for all, understand that the primary function of the school is to teach and that therefore the result that it must be expected, is assessed and charged to student learning. (MELLO, 1995 p. 67). Diverging from IIlich, which proposes to unschooling, the author discusses the restructuring of educational goals without losing sight of its main function is to teach. Actually you can dilute your role in welfare or other social activities on behalf of the child in meeting their basic needs. What we have seen so far makes it clear that the teaching-learning process are implicit several factors, some internal other external transcend their own limitations of education.

We must say that the school as a source of knowledge is systematized domain of the ruling class, therefore handles to suit economic interests to politicians. Currently another view more democratic and more just because they say that the school is for everyone and with the same rights. Such assumptions seem to place the issue of learning difficulties in two heights. One is based on economic liberalism or neo-liberalism that sees this issue within the global vision of society that provides opportunities to all individual, but there is a natural selection, yes, not everyone gets the same success. This vision brings those who have learning difficulties in a visible marginality, without worrying too much about this problem. The next level is based on the new paradigm of systemic and inclusive pedagogy that aims to be the basis for the new millennium. Access to knowledge is a direct systematized all. In the view of many educators in this current paradigm, the school in the new millennium needs to develop a pedagogy that exceed certain limitations old and reach a global dimension. After all it is aiming to teach survival aimed at solving problems as threatening the exhaustion of natural energies. The loss of important values that underpin the relationship and human understanding. Pollution and the emergence of the disease characteristics of the present day. On the other hand the advance of medical science, modern technology and other forms of discovery has elevated man to knowledge dimensions unseen. Also the rapid changes in all areas of society takes all the worrying instability.

3.1. THE NEW PARADIGM - BUILDING SKILLS

Given this situation dense meanings and contradictions is no need to transmit knowledge to build skills.

> "This new paradigm is defined by author PHILLIPPE Perrenoud, as follows: "here are multiple meanings of the concept of competence. I'll define here as a capacity to act effectively in a particular type of situation, based on knowledge, but not limited to them. To face a situation in the best way possible, it should be a rule, put into action and synergy several additional cognitive resources, among which are the knowledge. In the ordinary

> sense of the term, these are representations of reality, we build and store the taste of our experience and our training. Almost every action mobilizes some knowledge, sometimes basic and sparse, and sometimes complex and organized into networks. So, for example, that very deep knowledge are necessary to: analyze a text and reconstruct the author's intentions; translate from one language to another; argue with the purpose of convincing someone skeptic or an opponent; construct a hypothesis and checks it, identify, formulate and solve a drive a collective project. "(Perrenoud, 1995 p.7, 8).

Actually competence can not be confused with knowledge, since it goes beyond, is almost an intuition that the possession of knowledge of the various uses them in a systemic way to solve the problems. Actually gain knowledge from the moment of birth later various types of science offer us ways systematized. But that's not all, because conditions do not offer themselves as explicit competence. There is a need to overcome obstacles and provide immediate responses in certain situations, yes, be competent. In this sense the school faces an crucial dilemma. Teaching development or develop skills. I mean, getting hitched to old paradigms or seek new. How to educate young people to act in a future society whose nature unknown, and it certainly will be different. The author Frederic M. Litto, in this regard says: ``Many careers are fading from the national and international work due to information technology and globalization. On the other hand new careers are emerging. (...) 70 % of the careers that will be important for the year 2010 does not exist (...). I believe that the main goal of all education today must be prepared to think about the future adult systemic and ecologically "(Litto, in: Patio 1999 p, 15) Even with these uncertainties, obscurities and unknowns is to prepare citizens of the future with a lot more tools and conditions of achievements today. Even errors must be addressed in a different manner. In the school context needs to emerge a different consciousness that discards the punishment for the error and learning difficulties. The new educational paradigm sees learning difficulties cm a factor that is part of the process itself minimizes it without despising him and letting it happen , or overvalues him to the point of retaining students who do not reach certain levels . Students with learning difficulties or whether the character is very committed just different and should be treated as such. ``Often the differences in learning needs and characteristics of students in educational situations were seen as a problem or as something to be overcome. "Currently the movement towards more inclusive educational opportunities for children, the differences are recognized as an inherent part of all of us."(Stainback, In: Patio 1999 p. 16). Learning disabilities are not the same for everyone. Starting from the assumption children in these situations present different opportunities and enriching for teachers and students. The teacher has the opportunity to know each one uniquely. Of course it depends on changes in the way of looking at education. On the other hand it might be an opportunity to develop the principle of mutual support among students . Sharing can not be only of success, yes, the good grades, but also the failure is where the real learning happens.

3.2 A NEW CONCEPT OF QUALITY EDUCATION

Long teaching quality was one that had a dense content, full of dates, concept, formulas, etc. Lifted up the rational cognitive knowledge. Valued up systems of knowledge that should be offered by the school. Today we seek a solidary knowledge sharing. Search a greater initiative from the student projects developed between teachers and students.

> "Learning these circumstances is now centered highlighting the logical, the intuitive, sensory, sometimes the social, emotional and students. In their practices and teaching methods predominate experimentation, creation, discovery, co-authoring knowledge. Worth the students are able to learn today and what we can offer you the best for them to develop in an environment rich and truly stimulating their potential. "(In MANTOAN Patio 2000 p, 19).

The concept of quality education paradigm changes in this sense, everything the student does in the classroom has a meaning and must be taken into account by the teacher. Furthermore the student should be motivated so that a passive attitude begins to have own initiative and so there is a manifestation and expression of the potential in a context of solidarity and mutual cooperation. The teacher should always be aware of the manifestations of the students , because even those who have difficulty in a particular area of knowledge certainly surprised positively in another area. Each student brings his uniqueness and his way of learning. The difficulties are detected and worked so provide an overshoot without truncating the process as a whole. It is up to the teacher had taken some attitudes more inovantes.

> Breaking the boundaries between disciplines curriculum (...). Formation of networks of knowledge and meaning (...) . Integration of flavors resulting from transversal curriculum (...). Poli understandings of reality. Discovery inventiveness and autonomy of the subject in the conquest of knowledge. Polysemic environments, favored by subjects of study that departs from reality. (MANTOAN, In: Patio p.20).

The contents may not appear in isolation with no connection between them. There is a link between them. A match is not only structural, but the meaning. Curricula need to contemplate this trend. The words change meaning and vocabulary of modern technology should be part of this new approach. The student is seen as an agent seeking in the various sectors of society and the content for your learning. The teacher will be a supervisor and plumber these potentials. The reality is full of meanings and the teacher must be aware of the rapid changes and new situations that give the company the way it should follow. The new concept of quality education is not to concentrate information, yes, catalog flavors theoretical, detached from reality and transfers them to the students, but it takes them to overcome obstacles, solve problems and build their own knowledge .

3.3. IMPLICATIONS OF CRAFT OF TEACHING

The author explains that Fellippe Perround to build skills, it is necessary to change the relationship of the teacher with knowledge, yes their way to class, which will require a rethinking of their own identity as an educator. Need to be taught how to learn, yes, the student needs to learn how to learn. It suggests:

> Consider knowledge as a resource to be mobilized; work regularly with problems; create or use other means of teaching; negotiate and conduct projects with their students; adopt a flexible and indicative planning and improvise; implement a new and explicit didactic contract; practice assessment forming in a work situation; headed for a lower disciplinary compartmentalization (Perrenoud,1995 p.53) .

Consider these points made by the author. Knowledge and resources to be mobilized in the opinion of the author is to

turn them into instruments of practice, yes through their power to make decisions, solve problems. A scholar without practice can be more useless than an ignoramus. Building skills is to exercise them in complex situations. A doctor will not know what is practice medicine when the practice can confront all the extreme situations that reality offer the limits that reality will oferecer. O teacher must accept situations posing often incomplete certain disorder knowing that further complement come. So not all questions need to be answered in their amplitude. Work with minimal, because the rest will come later, yes knowledge building. Knowledge is oportunizados by student and teacher interaction. It is the only student organization, or preparation of this knowledge in your mind. As a coach at the edge of the lawn in a soccer match, giving instructions, but who are the other plays. Working through problems is to take the student to set goals, solve problems, search, penetrate the knowledge hitherto unknown to him. The learning is done in the midst of difficulties, and the teacher can not evade this opportunity to their students. The problem situations are established linked to reality can not be invented by Professor randomly.

> The author even mentioned that stated "Targeting skills development is ``break'' the head to create problem situations that are both mobilized and oriented towards specific learning. (...) Suppose Backtracking for the program, an ability to identify the learnings effectively requested, whether they were planned or not, and the conviction that by working in this manner, it can not move off of any essential purpose . (...) Structuring obstacles deliberately or anticipate them and locate them on a task inserted in a given process. (...) Work on problem situation supposes also classroom management skills in a complex environment: Students, sometimes working in groups, the duration of activities is difficult to predict and standardization and unforeseen epistemological add to the uncertain dynamics of the group class. (Perrenoud, 1995 p 60).

Thus the program is changed when necessary, are not allowed to enter certain routines, such as timing activities or deliberate decisions early, know what is expected let unforeseen happen. There is no need to hold any moment in notebooks, books and exercises, as if these were the only and best alternative but to seek situations of interest. These alternatives include the computer. Negotiate with students the changes and projects is necessary because the student is a partner in the whole process and they need to take together. ``Negotiation is a form of respect not only for them, but also a necessary detour to involve the largest possible number of students in project processes or troubleshooting". (Perrenoud, 1995 p 62). Each problem situation must arise from a project. The teacher needs to be aware that when it comes to design there are two situations that will surely arise. One is linked to the pursuit of goal that can happen amid tension, difficulties, struggles, and overcoming obstacles later. The other situation is to see obstacles as insurmountable barriers and stand before them without strength to overcome them. In this case the teacher must not only be an encourager, advisor but will seek to intervene in the process pointing out possible solutions. The negotiation should not be a vile bargain, but a lever pedagogical. Adopting a flexible planning is an essential aspect of teaching competency, this is because one can predict the onset, but you can not predict the end, somehow it is an adventure. Perrenoud explains the meaning of ``adventure'' The word may seem too strong when it comes to an institution such as bureaucratic and compulsory school. However, it is even intellectual adventures of development with unknown result, no one, not even the teacher, never lived in conditions exactly alike. The concrete example may be mounting a show assembled from a search on a particular neighborhood can have an initial estimate of the duration of a month, but in the process it is found that there is a need to extend this project for two months without which not reach the proposed goals. In the context of education today is the understanding that there is a syllabus to be overcome at all costs until the end of the school year. The teacher who wants to work skills have to give up much of this content. It is much better to devote much of his time in a small number of complex situations that lead to a fruitful and meaningful learning than beat a dense content and long, but in a superficial way and without interest from students, which actually ends up generating certain distortions , such as repetition and dropout. The teacher must plan tranquility, freedom and critical spirit, to extract the essentials and not get lost in meaningless activities for students today. The author proposes that a new didactic contract with five important items in the new identity of the teacher:

> "The ability to encourage and guide the experimental treatment. 2. The acceptance of mistakes as essential sources of regulation and progress since analyzed and understood. 3. The appreciation of the cooperation between students in complex tasks. 4. The ability to explain and adjust the didactic contract, to hear the resistances of students and takes them into account. 5. The ability to engage personally in the work, not always staying in the position of arbitrator or evaluator, but without thereby becoming an equal. "(Perrenoud, 1995 p, 65).

The teacher needs to be the first to believe in the pedagogical adventure, which is actually a treatment with a variety of educational experiences. Abandon the position that the student can not error punish them for not getting a first moment the proposed objective. Quench the competition and individualism and reinforce values of cooperation and solidarity. Integrating student-teacher is not only theoretical but practical takes place, yes, in the preparation of projects. The problem situations requires a formative evaluation. There is a variation of feedback, sometimes the teacher, sometimes the student and mostly reality itself resists approving or projections. These new reviews happens under complex situations. Perrenoud weaves new teacher identity in relation to assessment.

> "First, it is the interest of the teacher relinquish radically the use of evaluation as a means of pressure or bargaining . (...) 2. Mastering the formative observation on the situation and connects it with feedback forms (...) best teach how to fish than to give a fish . 3. Accept performances and collective competences, stop wanting to calculate the contribution of each individual in a spirit of justice and control and do so only to identify specific difficulties, sometimes masked by the collective operation. 4. Give to standardize the assessment. (...) 5. Know how to create assessment situations certificativa. (...) 6. Know and want to engage students in assessing their skills , explaining and discussing the objectives and criteria, favoring mutual evaluation, swings and knowledge and self evaluation". (Perrenoud , 1995 p , 66).

Change an ancient culture to evaluate is a very big challenge and needs to be a long process that involves will and persistence. There are many difficulties that must be overcome.

The student himself already settled and accustomed and not immediately agree. The teacher has become accustomed to grading individual, but within standardized tests where students have to accept the game rules without questioning them. Call students to participate in the construction of objectives, criteria and assessment itself is something new, that frightens principle. Build skills implies profound changes in the identity of being a teacher. This change is a great outlet to start

solving the most start solving learning problems. The construction of a new consciousness greener, more solidarity more participatory begins within each person and the school has a great task to contribute in this process. You can not view education unrelated to the global context in which ultimately relates to our own survival.

FINAL

The teaching-learning process involves teachers students, educational institutions, families and the whole society. Those involved directly are teachers and students, the latter directly suffering the effects of the school as a whole. As stated previously one of the major problems to be afrentado are currently learning difficulties. What to do? What steps could lead to ameliorate or even solve this situation? A deeper insight into the causes, you need a policy geared to basic needs of the family, civil society, governments and leaders in general are responsible that is, we should all take this responsibility. One can not also ignore the changes in family structure and the internal problems that the student ends up taking them to the classroom , as already discussed earlier. You need a policy for the care of children within the school , for example , feeding the required standards . Adequate space . Courseware enough. Professional education actually trained. An active APM capable of mobilizing, and because the entire community in dealing with school problems. Inside the classroom is the responsibility of every teacher. It's up to him a share of responsibility in finding solutions to the learning difficulties . In this sense the proposed new LDB education points to the paradigm shift. We must seek a more holistic view of life as a whole and it certainly reflected in education. The teacher in the classroom need to take the student learn how to learn. Build skills and this is much more than teaching content. The student is motivated all the time and leave your convenience and to launch into the unknown. Within this new proposal the teacher is called to change of identity, attitude, mentality. Should abandon the attitude of the owner and infallible truth. It is simply the driver of the process that gives the kickoff of learning together and will open avenues facing situations and problems in every challenging situation they encounter peculiar ways of solving them . The proposed work on classroom projects problem situations leads everyone to extract what is best for each one, yes its potential. Within this new approach to static evaluation, a generic instant a rethink and a resumption of direction even if the teacher assesses self. Creates a climate of work and confidence. Take up the joy and sense of being in the classroom. Cut up the ghost avoidance of repetition. Returns to the student lost confidence. Gives to parents the conviction that your child has the same learning conditions as any other child. The teacher and the whole school system can not lose the conviction that it is possible to chart a new path where learning difficulties are only one component of the process that will certainly be resolved the serious problems of dropout and repetition rates. After all we are all called to build a school that the student needs to face the future that has already arrived.

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LEARNING DIFFICULTIES AND SOME PROPOSALS THAT HELP TO OVERCOME THE PROBLEM

ABSTRACT

The issue of learning difficulties is debated worldwide. Here in Brazil and throughout Latin America has gained alarming proportions. We then try to initially seek help in the propositions of psychology and educational psychology to understand child development. Was subsequently placed the problem of learning difficulties. First seek to dispel the myth that children have difficulties because they have mental disabilities, all problems psycho- social are ignored. We know that problems resulting from family, interfere decisively in learning. The vast majority of Brazilian families who have children in public schools do not participate in school life of your child or the school itself. The economic question must be considered, however, it is also because lack a more effective school. All these factors interfere in school and subsequently generate evasion and repetition. Placed these considerations wonder what to do? Which path or paths to solve such problems? The school needs to practice. The new millennium points to a new teaching skills. Prepare the student to learn how to learn. Building skills is much more to assimilate knowledge. You know how to face and solve the problems creatively. For this it is necessary to make the new teacher

profile. Abandon old habits and take on new positions. Work on projects. Flexible schedules. Assessing participatory and formative, removing the student what he knows, and not punishing him for what does not. The new pedagogical stance the student returns the pleasure and joy of learning and contributes decisively to solve the problem of learning difficulties.

KEYWORDS: Learning, Difficulties, Proposals.

RÉSUMÉ

La question des difficultés d'apprentissage est débattue dans le monde entier. Ici au Brésil et en Amérique latine a acquis des proportions alarmantes. Nous essayons alors de demander d'abord l'aide dans les propositions de la psychologie et psychologie de l'éducation pour comprendre le développement de l'enfant. A ensuite été placé le problème des difficultés d'apprentissage. Cherchent d'abord à dissiper le mythe que les enfants ont des difficultés parce qu'ils ont un handicap mental , c'est à dire tous les problèmes psycho - sociaux sont ignorés. Nous savons que les problèmes résultant de la famille, interfèrent de façon décisive dans l'apprentissage. La grande majorité des familles brésiliennes qui ont des enfants dans les écoles publiques ne participent pas à la vie scolaire de votre enfant ou même de l'école . La question économique doit être considéré , cependant, c'est aussi parce que le manque d'une école plus efficace. Tous ces facteurs nuisent à l'école et ensuite génèrent l'évasion et la répétition. Placé ces considérations se demandent ce qu'il faut faire? Quel chemin ou les chemins pour résoudre ces problèmes? L'école a besoin de pratiquer . Le nouveau millénaire pointe vers une nouvelles compétences pédagogiques . Préparer l'élève à apprendre à apprendre . Renforcer les compétences est beaucoup plus à assimiler les connaissances . Vous savez comment faire face et résoudre les problèmes de façon créative . Pour cela, il est nécessaire de rendre le nouveau profil de l'enseignant . Abandonner les vieilles habitudes et prendre de nouvelles positions. Travailler sur des projets . Des horaires flexibles . L'évaluation participative et formative , en supprimant l'élève ce qu'il sait, et pas le punir pour ce qui ne fonctionne pas . La nouvelle stratégie pédagogique de l' élève retourne le plaisir et la joie de l'apprentissage et contribue de manière décisive pour résoudre le problème des difficultés d'apprentissage.

MOTS-CLÉS: difficultés d'apprentissage, des propositions.

RESUMEN

La cuestión de las dificultades de aprendizaje se debate en todo el mundo . Aquí en Brasil y en toda América Latina ha adquirido proporciones alarmantes. A continuación, tratamos de buscar la ayuda inicialmente en las propuestas de la psicología y la psicología de la educación para comprender el desarrollo del niño. Posteriormente se colocó el problema de las dificultades de aprendizaje. En primer lugar tratar de disipar el mito de que los niños tienen dificultades debido a que tienen discapacidad mental, es decir, todos los problemas psico - sociales son ignorados. Sabemos que los problemas derivados de la familia, interfieren de manera decisiva en el aprendizaje. La gran mayoría de las familias brasileñas que tienen hijos en las escuelas públicas no participan en la vida escolar de su hijo o la propia escuela. La cuestión económica se debe considerar, sin embargo, también se debe a que carecen de una escuela más eficaz. Todos estos factores interfieren en la escuela y posteriormente generan evasión y repetición. Colocadas estas consideraciones se preguntan ¿qué hacer? ¿Qué camino o caminos para resolver este tipo de problemas? La escuela tiene que practicar. Los nuevos puntos a un nuevo milenio habilidades de enseñanza . Preparar al estudiante para aprender a aprender. Creación de capacidad es mucho más para asimilar los conocimientos. Usted sabe cómo afrontar y resolver los problemas de forma creativa. Para ello, es necesario que el nuevo perfil del profesor. Abandonar los viejos hábitos y asumir nuevas posiciones. El trabajo en proyectos. Horarios flexibles. La evaluación participativa y formativa, sacar al estudiante lo que sabe, y no castigarla por lo que no. La nueva postura pedagógica que el estudiante regrese el placer y la alegría de aprender y contribuye decisivamente a resolver el problema de las dificultades de aprendizaje.

PALABRAS CLAVE: Dificultades de Aprendizaje, de propuestas.

AS DIFICULDADES DE APRENDIZAGEM E ALGUMAS PROPOSTAS QUE AJUDAM A SUPERAR O PROBLEMA

RESUMO

A questão das dificuldades de aprendizagem é debatida em todo o Mundo. Aqui no Brasil e em toda a América Latina tem ganhado proporções preocupantes. Procuramos então num primeiro momento buscar ajuda nas proposições da psicologia e na psicopedagogia para entender o desenvolvimento da criança. Posteriormente foi colocado o problema das dificuldades de aprendizagem. Primeiramente procuramos desfazer o mito de que a criança tem dificuldades porque tem deficiências mentais, ou seja, todos os problemas psico - sociais são ignorados. Sabemos que problemas advindos da família, interferem decisivamente na aprendizagem. A grande maioria das famílias brasileiras que tem filhos nas escolas públicas não participam da vida escolar do seu filho nem da própria escola. A questão econômica deve ser considerada, contudo, isso acontece também porque falta um programa mais eficaz da escola. Todos estes fatores interferem no rendimento escolar e geram posteriormente a evasão e a repetência. Colocadas estas considerações perguntamos o que fazer? Qual o caminho ou caminhos para resolver tais problemas? A escola precisa sua prática. O novo milênio aponta para uma nova didática das competências. Preparar o aluno para aprender a aprender. Construir competências é muito mais que assimilar conhecimentos. É saber enfrentar e resolver da forma criativa os problemas. Para isso é necessário tecer o novo perfil de professor. Abandonar velhos hábitos e assumir novas posturas. Trabalhar por projetos. Planejamentos flexíveis. Avaliando participativa e formativa, retirando do aluno o que ele sabe, e não punindo– o pelo que não sabe. A nova postura pedagógica devolve ao aluno o prazer e a alegria de aprender e contribui decisivamente para resolver o problema das dificuldades de aprendizagem.

PALAVRAS-CHAVE: Aprendizagem, Dificuldades, Propostas.