66 - THE DIFFICULTIES OF LEARNING AND THEIR CAUSES

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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 intended to exhaust the subject which is actually ample and full social implications, but highlight some points that help to understand the problem. On the other hand look for some clues on the latest proposals pointing to solving these problems. In the first chapter we will psychopedagogic some highlights. Children's behavior has origins in the context in which they live. These behaviors may be disapproved or reinforced.

Before teaching the teacher needs to understand the child's world and respects - it. In the second chapter we will focus on some economic, and family members that contribute to school failure aspects, are causes that need to be detected. Learning disabilities are present in schools around the world. But in Latin America and Brazil gain more worrisome because contours are allied to economic and social situation. In the past sought - associate learning difficulties to mental problem, that is, anyone who had difficulty learning because it had a problem.

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 most Brazilian families have their children in public schools is necessary to examine how family issues interfere with learning. DEMO 2000, raises the question of school failure "in two endogenous parameters, ie internal factors of the school and the exogenous, external factors, among them the family. Permeating these economic situations".

So CINIELLO, 2014, in his well written opinion that "the result of a training held for teachers of elementary and secondary education aiming at solving the most relevant problems for a good change in the teacher's pedagogic practice, assisting you to create entertaining reviews, oral, oral or written, with pictures and best practices using real school environments.

We understand he continues, "that the teacher has the obligation to respect and assist the student in their limitations, making achievements go in search of knowledge and should encourage them to grow educationally, to accomplish this, the teacher can harness the theory practice using activities that please the student and provide him pleasure in accomplishing it. "(italics and bold mine).

These factors aside from those mentioned by DEMO, in 2000, we understand that can influence student learning, as sensory integrity, physical, intellectual and emotional. Most of these variables, however, is beyond the control of educators. These should seek focus on the variables that are actually under your control. As a summary, will be exposed in the course of this work proposals as educators.

Finally, the pedagogical intervention should take care of the teaching and learning processes in which have learning difficulties. The evaluation is directed to all elements involved directly or indirectly.

THE TEACHING-LEARNING PROCESS: ASPECTS PSYCHOPEDAGOGIC

The school needs to rediscover its function of teaching significantly. In this sense it is important that the contribution of Perrenoud draws lines of a new way of teaching based building skills. The new concept of quality teaching points to changing educational paradigms taking into account the needs of the new millennium. This new paradigm implies a change of teacher identity, MANTOAN (2003 p.21) states that:

The regular teachers consider themselves incompetent to deal with differences in classrooms, especially students with disabilities meet because their specialized colleagues always distinguished for only perform this service and exaggerate this 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

For both, "sic", it is necessary that we take into account many factors that are influencing the way of thinking, feeling and acting teachers: what are like people, their different biological contexts, their life stories and social contexts in which they grow, learn and teach in the form of the ever zealous MANTOAN sustains.

Teaching in inclusive perspective means reframing the role of the teacher, school, education and pedagogical practices that are customary in the context of our exclusive education at all levels. [...] School inclusion does not fit in a traditional paradigm of education and, therefore, one teacher preparation in this direction requires a different design proposals for existing professional and in-service training that also changes because the schools do not will be the same anymore, they embraced this new educational project. (MANTOAN 2003 p. 81).

By focusing on the teaching-learning process is important to understand some aspects of human behavior. Behavior is nothing more than the conduct of living beings in response to certain stimuli from the environment in which he lives as a doctor says Russian Ivan Pavlov, Nobel Prize in 1904 whose discoveries led to behaviorism, started by John Watson in 1913 in his research on the relations between the organism and the environment.

DEL RIO, In: COLL, (1996, p.27) says this same reasoning:

Activity of the living organism in functional relationship with their environment. There 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 enrolls her in a triple relationship of contingencies built in the first place, immediate and mediated aspects of the environment : called discrimativos stimuli or antecedents, secondly by the very activity of living beings; and finally by changes or contingencies that occur in this global context the effect of the activity of the organism; the consequences strictly.

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 to the classroom environment, the

interaction reaches the place where he lives. Strategies and techniques of teaching-learning process can fail when the student does not give opportunity to interact with the environment, ie, the student learns in the classroom should take into account the context in which it operates. The current behaviorist says that changes in behavior can be caused 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, ie, if a certain attitude receive punishment he will endeavor to take care not to repeat it. When a particular attitude is considered inappropriate for trend is eliminate it. This procedure is called extinction.

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 well as attitudes of criticism can bring difficulties in the relationship as well as to trauma. The interactionist conception, led by (Vygotsky, 1989), starting assumption that a person builds their knowledge. It is the interaction with the world around the child will gradually discovering how people and forming its own personality. According to Piaget's cognitive development goes through four stages: sensory-motor, pre-operative, operative and concrete formal.

The sensorimotor stage is from birth to approximately two years. It is essentially the child-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 he's doing. Gradually she will issue may concepts and make connections between concrete reality and their meanings. The emergence of the symbolic function will profoundly changing the way we act coming to another stage. This step is of deep interaction with the mother who takes care to meet their needs more than anything else. Sentimental and emotional aspects are as important as food and clothing (ROCK 2001) When talking about children and their education nowadays raises a very pertinent question:. "What our role in raising the child" "Driving their growth or leave it in nature, would be within the intent of each pedagogue prune it or let it blossom. "In the design of many the child knows nothing needs to learn to adjust to the modern world

The child has its own way of being. The steps raised by Piaget demonstrate a completely different world. You can not project the adult culture and the adult way of seeing the world under penalty violentarmos psychosocial structure of the child who is full of quirks as previously seen. On the other hand the child has its history and dignity that should be considered and respected. In this sense proceeds ROCHA1988:

"In society-centered adult, the child is promise and potential, a condition to be overcome, and the adult (educator), therefore, relates to a future adult and not as a concrete child" (ROCHA, 1988 . 9).

CHILD DEVELOPMENT AND LEARNING IN Vigotsky

The author differs from (Piaget, 1965) when not accept the development of cognitive stages. To (Vygotsky, 1989), biological factors outweigh the social factors only in very early childhood. The personality, thought and worldview of the child are determined by the environment in which mainly plays live with various forms 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, called internalization. "So the higher mental functions" as the ability to troubleshoot, storage and proper use of memory, the formation of new concepts, the development will appear initially on a social level (ie, the interaction involving people) and they appear only on the psychological level, the individual himself. The actual construction of the child, ie, the appropriation that makes the social experience, partly because of the social interaction with others, and gradually becomes internalized by it. (OLIVEIRA, 1992, p. 50th). Actually communicating by language, or word gives support, ie to form mental structures. The child not only identifies the reality or the mentioned object, but also can discern characteristics of each object. The relationship between language and thought is modified in the course of years of child development are so intertwined.

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. (Vygotsky, 1989) summarizes three existing theoretical positions. 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. Even states that development is always a prerequisite for learning. In this sense it is worrying teach something that the child is not ready to receive it.

The second is quite old, posits 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 inherently different processes, each of which influences the other, "maturation in a manner that depends directly on the development of the nervous system; another side to learning, which is itself also a process of development. "(Vygotsky, 1989 p.91). However, it is known that cognitive development is far more striking and can not be linked to learning, the teacher must be aware of these aspects and know 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 known not as a future adult, but as a child who has a full life of this specific conditions and needs.

LEARNING DIFFICULTIES: HISTORICAL ASPECTS AND PSYCHOSOCIAL

Learning difficulties appear with one of the issues that most disturb scholars and educators. Here in Brazil and throughout Latin Amarica this situation has worsened to the point that is observed in a large number of students attending, but with minimal use end up compromising its future. Failure would be the student or the school system? In the late nineteenth century some psychologists and educators have sought to situate the origins of school failure in the child mental issue. Doctors and psychologists have attributed school failure weakness, weakness of intellectual or moral capacities of the child in question. Then, using a notion borrowed Mental Medicine of the time, they designated these children as "freaks Primary School, late, (COSTA, 1993 P. 25)." This qualification of "abnormal |" or "backward" lasted long, 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, which until recently called them handicapped or retarded.

The psychologist Binet and the doctor simom, created tests currently questionable, characterizing as abnormal, within the category, "psychometric weakness."Other qualifications will appear, "that have dyslexia for" 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 (LEGAL 2011).

The special school emerged alternative understanding for these children who in the opinion of these doctors should not take the normal classes. Since then not only established this practice as normal as a rule there was a dichotomy differentiating school children with real learning opportunities and those without normal conditions, 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".

Similarly in Brazil, recently launched in the period called the "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, that is, intellectual capacity. Were excluded from the process many who had learning difficulties. In this sense COSTA, 1994, discusses: "In practice, it appears that the alleged" school for all "was not made for these workers' children. The inadequacy is so bad that they start school, already facing a series of difficulties. The solution is to adopt the strategies used in other countries, as seen fitting into categories that require a parallel education. Again the school and the system is preserved; the blame for failure is placed on the individual. "(COSTA, 1994 p.31). The individual is often described as incompetent without taking into account other factors that interfere decisively in school performance, on the other hand, the public school is not always able to offer quality education in 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 associated with the teaching of written language are exacerbated due to other conditions that often characterize the early grades of 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 arising from government policies that, despite having a speech directed to educational issues in practice not the priority. Included in these, other problems affecting in 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 into the family and society. Actually this is a situation that comes from long ago; in the early twentieth century in Brazil, "the school access was restricted to the dominant landed class, the rising industrial bourgeoisie and emerging claiming certain level of schooling middle classes. At that time 81% of the population was illiterate "clarifies (PATIO, n.11, p. 25th).

Today the illiteracy rate has decreased a lot, but 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 attend 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 attend some kind of school in most developing countries (Mittler, In: Courtyard, 2002, p.11)..

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

FAMILY PROBLEMS AND INTERFERENCE IN SCHOOL PERFORMANCE

Since the early day the family plays a decisive role in the life of every person and every society, it is because learning socialization begins with parents. This learning has laws, requirements and penalties in accordance with principles adopted by the family. These principles arise from the culture where it is located. Freud goes on to say that it is with the parents that the child exercises his first amorous intentions, yes, the child is the parent object of his first love choice. Libido in this case takes parents only as a model subsequently is projected to another person. In this case it is important to have a break from this "umbilical cord" for inserting the same in society in the future. If not can have serious consequences in the life of the child or young person. The child has marked her personality figures of father and mother and symbolically this figure needs to be extinguished if not complicates the process.

This does not always happen, the parents themselves are reluctant, often abandoning the roles assumed, persisting in the care of "his boys", bearded men and women have mad In this sense the real parents are those who allow themselves to immediately "start dying" as parents "(SPIDER, 1996 p. 57th)." This overused attachment from parents to children is increasingly accentuated when that son or daughter presents certain difficulties or problem.

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, ie, overprotecting them. As mentioned in bringing the child into his personality, even in training various forms of learning, the vast majority unsystematic. This learning is actually more formative than informative. Largely comes from the family circle. One can then say that the family has a decisive role in the child's life that may be beneficial or even malevolent. 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. "In the area of mental health, the role of family disturbance symptoms in children has been increasingly recognized." (UNICEF, 2000, p.48). This affective aspect is present and can intervene in the maturity of the child by the factors mentioned process, and negatively impact the learning process because it is a dependent child and win and aware that if only the father figure or mother beside him . When we talk about learning difficulties and interferences family there is another aspect to consider, the child can be derived in a school environment with a dysfunctional economic, affective, etc. .

These and other problems family problems derive from the child's emotional and mental balance important in learning. On the other hand there may 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 as important for mental health as many vitamins and proteins are for physical health" (UNICEF, 2000, p.48). Even taking into account the time that has been voiced such an opinion, it is still relevant today. Children need family support to develop healthily. The UNICF recognizes that the family is vulnerable and it has a few causes. The stronger the economic issues resulting from a wrongful distribution of income. And that juts 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?

DEMO 2000 raises the question of school failure on two parameters, external or exogenous causes and internal causes of the educational system itself, or endogenous.

Between exogenous causes if account mainly to family poverty, both material and political. On the material plane, the very unfavorable conditions for survival physical impair intellectual development of the child. And at the political level, the lack of positive cultural environment - nonexistent limited language material impropriety local literature 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, it means that the school receives a fenced student of serious problems, which will require redoubled effort and very competent teachers for parts. (DEMO 2000 p.148).

THE ROLE OF SCHOOL AND FAMILY

In primitive societies there was no school institution as today. The family own teaching, that is, if the traditions passed orally from generation to generation. Institutionalized school is a bourgeois creation of Century XVI (SPIDER 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 hierarchy and obedience learning, 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 rise against but supporting this stance of defending the divine principles. The family relationship - this school was peaceful context, 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 in contrast to humanistic and deeper knowledge of the sciences.

The bourgeois family was most concerned that your child learned to lead this new society of machines. In the nineteenth century comes to democratization, secularization and universalization of education, especially basic education. Granddaughter time the working class is directed to public education. There is a confidence in the school as having the systematized knowledge. The school has now become, by necessity, partner family assuming functions that go beyond the pedagogical limits.

The family style today, especially the salaried do not permit any closer in 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 for this help and not invite them to think about how to execute it. (DORNELES, In; Patio 1998 p 27). It is true that one can not generalize.

There are many public schools that can motivate and bring the parents of school life and especially his son, taking notice of the performance step by step son and everything that goes on at school. Not only that, also helping effectively through APMF's and other individual initiatives. But in most schools there is one disappointment in relation to 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, however, collaborate in aggravation.

The practice of repetition and dropout is not an invention nor fad Brazilian school, happens all over the world, especially in primary education. There is an inquiry on this issue. Failure of the student? Of the school? The State? Immediately it can be said that these outlets were "invented" to face 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 very mission of the school.

The repetition at school affects the regions of the world and the vast majority of countries, including industrialized. Official statistics from 1990 record 35.6 million of repeaters in primary education globally now included within this 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: Courtyard, 2000 p.12).

It is true that the complexity there is need for greater attention to the problem. Possibly a more real and more frequent statistics that emphasized this issue, it would be a starting point to address the problema.Enquanto the school system sees repetition coo 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 glad when your 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 educational community in particular (teachers, parents, students, principals, deliberators of policies at different levels), repetition is accepted as something "natural" as an inherent and inevitable component until, in school life (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 it is a loss for everyone involved, yes, students, parents and teachers throughout the school system and in the long run 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 will learn if you take the same path a second time. [...]. Socially 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 their inability to learn [...]. Administrative and financial repetition is a major bottleneck and means in huge waste of resources. (Torres 2000, p.13).

Far from advocating a position to pass the student at any cost, that would be another way to escape certain structural problems we must rethink the school practice that ensures a minimum quality learning and gives the student able to overcome difficulties without being penalized. Importantly, the new educational paradigm sees the error and difficulties as part of the maturation process and knowledge from one person. You can not see the error and the difficulties of negative side, much less when the onus is on the student.

PROPOSALS TO FACE THE DIFFICULTIES OF LEARNING A CONSTRUCTION SKILLS.

"Puiggrós, 1997/1998, is an intriguing question," what good is the school? "" Such a question and pointed out by Ivan Ilich, questioning its function today, and alerting you to the fact that no longer has the monopoly of systematized knowledge. (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, attempts to answer:

Compulsory education in Brazil can not continue to dilute their identity, sometimes as simple policy of social protection in a welfare perspective, sometimes just as training of consciousness perspective ideologizante process, either as a vague preparation for life without objectifying what would that preparation. We must, once and for all, understand that the primary function of schools is to teach and that therefore the result that it should be expected, is assessed and charged to student learning (MELLO, 1995 p. 67th).

Diverging from Ilich, who proposes to unschooling, the author discusses the restructuring of school goals without

losing sight of its primary function which is to teach. In fact one can dilute its role in welfare or other social activities on behalf of the child meet 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 that transcend the limits of own education.

Some 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 more democratic another view and why not say fairer that the school is for everyone and with the same rights.

These assumptions seem to put the issue of learning difficulties in two levels. One is based on economic liberalism or neo-liberalism that sees this issue within the global vision of society that gives individual opportunities to all, but there is a natural selection, yes, not everyone gets the same success. This vision brings those who have learning disabilities 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 this new millennium needs to develop a pedagogy that exceed certain old limitations and reach a global dimension. After all it is teaching aiming to survival aimed at resolving threatening problems such as depletion of natural energies. The loss of important values that underpin the relationship and human understanding. Pollution and the emergence of the characteristic diseases of today. On the other hand the advance of neuroscience, medical science, modern technology and other forms of discovery has elevated man to dimensions of knowledge ever seen. Also rapid changes in all areas of society leads to a whole worrying instability.

Given this dense framework of meanings and contradictions is no need to transmit knowledge to build skills. "This new paradigm is defined by author PHILLIPPE PERRENOUD, as follows:

There are multiple meanings of the concept of competence. I will 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 in 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 flavor 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 expertise are needed to: analyze a text and reconstruct the author's intentions; translate from one language to another; argue in order to persuade someone skeptic or an opponent; construct a hypothesis and check it out; identify, articulate and solve a drive a collective project (Perrenoud, 1995 p.7-8).

Actually jurisdiction can not be confused with knowledge, since it goes beyond, is almost an intuition that the possession of knowledge of the various uses them for a systemic problem solving manner. Actually gain knowledge from the moment of birth later various types of science offer us ways systematized. But that's not all, because it does not offer conditions in themselves the responsibility as explicit. There is need to overcome obstacles and provide immediate responses in certain situations, ie, be competent.

In this sense the school coming up in a crucial dilemma. Teaching the development or develop skills. I mean, getting hitched to old paradigms or get new ones? How to educate young people to act in a future society whose nature unknown, and that will certainly be different? .LITTO In this regard says: `Many careers are fading from the national and international scene work due to information technology and globalization. On the other hand new careers are emerging. [...] 70% of careers that will be important around 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 there to prepare citizens of the future with a lot more tools and conditions of accomplishments today. Even the errors need to be addressed differently. In the school context needs a different consciousness arise that discards the punishment for the error and learning difficulties. The new educational paradigm sees learning difficulties with a factor that is part of the process itself without minimizing it despising him and letting it happen, nor 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 toward more inclusive educational opportunities for children, the differences are recognized as an inherent part of all of us." (Stainback, In: COURTYARD 1999 p 16.). Learning disabilities are not the same for everyone. Starting from the assumption children in these situations represent different and enriching opportunities for teachers and students. The teacher has the opportunity to know each one uniquely. Of course this depends on changes in the way of looking at education. On the other hand it can be an opportunity to develop the principle of mutual support among students. The share may not be the only success, ie good grades, but the failure is also where the real learning happens.

Change an ancient culture to review is a very big challenge and needs to be a long process that involves will and persistence. There are many difficulties to be overcome. The student himself is already settled and accustomed and will not agree immediately. The teacher has become accustomed to giving individualized notes, but within standardized tests where the student has to accept the game rules without questioning them. Draw students to participate in the construction of objectives, criteria and assessment itself is something new that at first frightens.

Build skills implies profound changes in the identity of being a teacher. This change is a great outlet to begin solving the most start solving learning problems. Building a more solidary more participatory greener new consciousness within each person and the school has a great task to contribute in this process. You can not see the unlinked education in a global context that ultimately relates to our own survival.

THE NEW CONCEPT OF QUALITY EDUCATION

Long teaching quality was one that had a dense content, full of dates, concept, formulas, etc. He exalted is the cognitive aspect of rational knowledge. Valued are systems of knowledge that should be offered by the school. Today we seek one 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, intuitive, sensory, sometimes the social, affective and students. In their practices and teaching methods experimentation, creation, discovery, co-authoring knowledge predominate. Worth the students are able to learn today and what we can offer you best to develop into a truly rich environment and its potential stimulator (MANTOAN, In: PATIO, 2000, p 19.).

The concept of quality education in this direction of paradigm shifts, 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 demonstration of the potential in a context of solidarity and mutual cooperation. The teacher should always be attentive to students' demonstrations, as 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 to take some more, innovative attitudes.

Breaking the boundaries between curriculum subjects [...]. Formation of knowledge networks and significance [...]. Integration of flavors resulting from curricular transversality [...]. Poly understandings of reality. Discovery and inventiveness in the autonomy of the individual achievement of knowledge. Polysemic environments favored by subjects of study that departs from reality. (MANTOAN, In: PATIO, 2000, p.20).

Thus the program is changed when necessary, are not allowed to enter certain routines, such as timing activities or resolve early decisions, knowing what is expected to happen unforeseen leave.

There is no need to cling to 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 need to involve the largest possible number of students in projects or processes solution problemas" deviation. (PERRENOUD, p 1995, 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 that goal can happen amid tension, difficulties, struggles, and the subsequent overcoming obstacles. The other situation is to see obstacles as insurmountable barriers and stop them before listlessly 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 pedagogical lever.

Adopting a flexible planning is an important aspect in teaching competency, this because one can predict the beginning, but you can not predict the end, somehow it is an adventure. PERROUND, (1995) explains the meaning of this "adventure": The word may seem too strong when it comes to such a bureaucratic and compulsory institution like school. However, it is even intellectual adventures of development with result unknown, no one, not even the teacher, never lived in exactly the same conditions. The concrete example may be mounting a show assembled from a search on a particular neighborhood can have an initial prediction of duration of one month, but in the process it is found that there is need to expand 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 that needs to be won at any cost until the end of the school year. The teacher who wants to work skills have to give up much of this content. It is far better to devote much of his time in a small number of complex situations that lead to a fruitful and meaningful learning than winning a dense and lengthy content, 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 teaching contract with five important items in the new identity of the teacher:

1 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 value of cooperation among students in complex tasks. 4 The ability to explain and adjust the didactic contract, to hear the resistances of the students and takes them into account. 5 The ability to engage personally in the work, not always getting in the referee or assessor position, but without thereby become equal (Perrenoud, 1995, p, 65). .

The teacher needs to be the first to believe in the pedagogical adventure, which is actually a treatment with various types of teaching experiences. Abandon the position that the student can not err, or punish them for not getting the first instance the proposed objective. (italics mine). Quench the competition and individualism and reinforce values of cooperation and solidarity. The student-teacher interaction is not only theoretical, bad practice takes place, ie, 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.

FINAL

The teaching-learning process involves teachers students, a school, family and society. Those directly involved are teachers and students, the latter directly suffering the effects of school crisis as a whole. As explained 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, one facing the basic needs of the family, civil society, governments and political leaders in general are responsible that is, we should all take this responsibility is necessary.

One can not ignore the changes in family structure and the internal problems that the student ends up taking them to the classroom, as already discussed earlier. A policy of service to children is needed within the school, for example, feeding within the required standards. Adequate space. Sufficient teaching materials. 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 proposal from LDB education points to a 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 launch into the unknown. Within this new proposal is called the teacher to change identity, attitude, mentality. Should abandon the posture of self-righteousness and unfailing. He is simply the driver of the process that kicks off together and learning paths will open facing situations and problems in every challenging situation are finding unique ways to solve them.

The proposed work on classroom projects problem situations leads everyone to draw what's best in each other, ie its potential. Within this new approach to static evaluation, there is a generic instant a rethink and a resumption of direction even if the teacher evaluates self. It creates a climate of trust and work. Take up the joy and the sense of being in the classroom. Cut up the ghost of avoidance of repetition. Is returned to the student lost confidence. We give parents the belief that his son 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 be certainly solved the serious problems of dropout and repetition rates. After all we are called to build a school that the student needs to face the future that has already arrived.

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THE DIFFICULTIES OF LEARNING AND THEIR CAUSES

ABSTRACT

The issue of learning disabilities is debated worldwide. Here in Brazil and throughout Latin America has gained alarming proportions. Prepare the student to learn how to learn. The attendance of students with learning disabilities (DAs) can be classified as generalized, to affect almost all learning (school and non-school), and how serious, are affected by several important aspects of personal development (motor, language, cognitive, etc.). From this point of view, this article comes up with a proposal for educators confront the situation through continuing education, ensuring the quality of student learning. Some proposals, such as assessment of student development, especially in the cognitive dimensions, metacognitive and linguistic characteristics of the specific learning difficulty that presents and the possible consequences on other aspects of his personality, such as self-esteem and anxiety. The purpose of this article is to educate the teacher that he must be aware of their professional competence as well as their attitudes and expectations about learning disabilities (DAs) and the future of the student. Proposed to analyze the educator context: immediate environmental conditions in which the teaching-learning processor (number of students, specific circumstances in which it presents the task, etc.) occurs; mediate and conditions (regarding linguistic, cultural and other social and cultural group of origin of the student), with the psychoeducational evaluation. Thus, the teacher rethinking their role as educators hold changes in pedagogical practice adapting to the particularities of the pupil using different assessment instruments, ie, teaching to think through flexible curriculum and not cast. This task of the teacher in the class should start integrating this approach and particularly to evaluate the characteristics of students with learning disabilities, difficulties and organize their knowledge, to enable their schemes, to communicate with their colleagues, and consequently, to share meanings and assign a meaning to their learning. Therefore, this important methodology can not forget the four characteristics that can ensure more positive outcomes to these relationships: 1 - Many of joint activities should be carefully planned; 2 - There should be opportunities for cooperation; 3 - The teacher must be vigilant and didactic knowledge of the subject taught: 4 - The facility to make learning simple, because the student with difficulties that need the educator, and it is our duty to craft.

KEYWORDS: Learning Difficulties, Educational Psychology.

RÉSUMÉ

La question des troubles d'apprentissage est débattue dans le monde entier. Ici au Brésil et dans toute l'Amérique latine a acquis des proportions alarmantes. Préparer l'élève à apprendre à apprendre. La participation des élèves ayant des troubles d'apprentissage (AD) peut être considéré comme généralisée, d'affecter la quasi-totalité d'apprentissage (scolaire et non scolaire), et leur gravité, sont touchés par plusieurs aspects importants du développement personnel (moteur, la langue, cognitif, etc). De ce point de vue, cet article vient avec une proposition pour les éducateurs confrontés à la situation par la formation continue, en veillant à la qualité de l'apprentissage des élèves. Certaines propositions, telles que l'évaluation du

développement de l'élève, en particulier dans les dimensions cognitives, métacognitives caractéristiques linguistiques et de la difficulté d'apprentissage spécifique qui présente et les conséquences possibles sur les autres aspects de sa personnalité, tels que l'estime de soi et l'anxiété. Le but de cet article est d'éduquer l'enseignant qu'il doit être conscient de leur compétence professionnelle ainsi que leurs attitudes et leurs attentes à l'égard des troubles d'apprentissage (AD) et l'avenir de l'élève. Proposé d'analyser le contexte de l'éducateur: conditions environnementales immédiates dans lequel l'enseignement-apprentissage processeur (nombre d'étudiants, les circonstances particulières dans lesquelles il présente la tâche, etc) se produit; médiation et les conditions (en ce qui concerne le groupe social et culturel linguistique, culturelle et autre d'origine de l'étudiant), avec une évaluation psychopédagogique. Ainsi, l'enseignant de repenser leur rôle d'éducateurs tiennent changements dans la pratique pédagogique s'adaptant aux particularités de l'élève en utilisant différents instruments d'évaluation, à savoir, apprendre à penser par programme flexible et pas coulé. Cette tâche de l'enseignant dans la classe doit commencer à intégrer cette approche et en particulier pour évaluer les caractéristiques des élèves ayant des troubles d'apprentissage, des difficultés et organiser leurs connaissances, pour permettre à leurs régimes, de communiquer avec leurs collègues, et, par conséquent, de partager des significations et donner un sens à leur apprentissage. Par conséquent, cette méthode importante ne peut pas oublier les quatre caractéristiques qui peuvent garantir des résultats plus positifs de ces relations: 1 - Beaucoup d'activités conjointes devraient être soigneusement planifiées; 2 - Il devrait y avoir des possibilités de coopération; 3 - L'enseignant doit être vigilant connaissances et didactique de la matière enseignée: 4 - La possibilité de faire de l'apprentissage simple, parce que l'élève en difficulté qui ont besoin de l'éducateur, et il est de notre devoir de l'artisanat.

Mots-clés: difficultés d'apprentissage, psychologie de l'éducation.

RESUMEN

La cuestión de los problemas de aprendizaje se debate en todo el mundo. Aquí en Brasil y en toda América Latina ha adquirido proporciones alarmantes. Preparar al estudiante para aprender a aprender. La asistencia de los estudiantes con dificultades de aprendizaje (DAS) se puede clasificar como generalizada, afectando a casi todo el aprendizaje (escuela y fuera de la escuela), y lo serio, se ve afectada por varios aspectos importantes del desarrollo personal (motora, lenguaje, cognitiva, etc). Desde este punto de vista, este artículo viene con una propuesta para que los educadores se enfrentan a la situación a través de la educación continua, asegurando la calidad del aprendizaje de los estudiantes. Algunas propuestas, como la evaluación del desarrollo de los estudiantes, especialmente en las dimensiones cognitivas, metacognitivas y características lingüísticas de la dificultad específica de aprendizaje que presenta y las posibles consecuencias sobre otros aspectos de su personalidad, como la autoestima y la ansiedad. El propósito de este artículo es para educar a la maestra que él debe ser consciente de su competencia profesional, así como sus actitudes y expectativas acerca de las dificultades de aprendizaje (DAS) y el futuro del estudiante. Propuesta para analizar el contexto educador: condiciones ambientales inmediatos en los que se produce la enseñanza-aprendizaje del procesador (número de alumnos, las circunstancias específicas en las que se presenta la tarea, etc); mediar y condiciones (en cuanto grupo social y cultural lingüística, cultural y otros de origen del estudiante), con la evaluación psicoeducativa. Por lo tanto, el maestro repensar su papel de educadores mantienen cambios en la práctica pedagógica se adaptan a las particularidades de la pupila utilizando diferentes instrumentos de evaluación, es decir, enseñar a pensar a través de plan de estudios flexible y no echada. Esta tarea del profesor en la clase debe comenzar a integrar este enfoque en particular para evaluar las características de los alumnos con problemas de aprendizaje, dificultades y organizar su conocimiento, que permitan a sus esquemas, para comunicarse con sus colegas, y en consecuencia, para compartir significados y asignar un sentido a su aprendizaje. Por lo tanto, esta importante metodología no puede olvidar las cuatro características que pueden garantizar los resultados más positivos de estas relaciones: 1 - Muchas de las actividades conjuntas deberá planificarse minuciosamente; 2 - No debe haber oportunidades para la cooperación; 3 - El profesor debe ser vigilante y conocimiento didáctico de la asignatura impartida: 4 - La facilidad para hacer que el aprendizaje simple, debido a que el alumno con dificultades que necesitan el educador, y es nuestro deber de oficio.

PALABRAS CLAVE: Dificultades de Aprendizaje, Psicología de la Educación.

AS DIFICULDADES DE APRENDIZAGEM E SUAS CAUSAS

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. Preparar o aluno para aprender a aprender. O atendimento dos alunos com dificuldade de aprendizagem (DAs) podem ser qualificadas como generalizadas, por afetar quase todas as aprendizagem (escolares e não escolares), e como graves, por serem afetados vários e importantes aspectos do desenvolvimento da pessoa (motores, linguísticos, cognitivos, etc.). Partindo deste ponto de vista, este artigo trata-se de uma proposta para educadores enfrentarem a situação através de formação continuada, assegurando ao educando o ensino de qualidade. Algumas propostas, como avaliação do desenvolvimento do aluno, especialmente nas dimensões cognitivas, metacognitiva e linguística, das características específicas da dificuldade de aprendizagem que apresenta e das possíveis consequências sobre outros aspectos de sua personalidade, como a autoestima e a ansiedade. O objetivo deste artigo é conscientizar o professor que ele terá de ter conhecimento de sua competência profissional, assim como de suas atitudes e expectativas acerca das dificuldades de aprendizagem (DAs) e do futuro do aluno. Proposta ao educador analise do contexto: condições ambientais imediatas em que ocorre o processor ensino-aprendizagem (numero de alunos, circunstancias específicas em que se apresenta a tarefa, etc.); e condições mediatas (referentes linguísticos, culturais, etc. do grupo social e cultural de origem do aluno), com a avaliação psicopedagógica. Assim, o professor repensando o seu papel de educador realizará mudanças na prática pedagógica adequando-se as particularidades do aluno usando instrumentos diferenciados de avaliação, isto é, ensinar a pensar por meio do currículo flexível e não engessado. Esta tarefa do professor na classe integradora deve partir desse enfoque e avaliar particularmente as características dos alunos com dificuldades de aprendizagem, com dificuldades e organizar seus conhecimentos, para ativar seus esquemas, para comunicar-se com seus colegas, e consequentemente, para compartilhar significados e atribuir um sentido à sua aprendizagem. Por essa razão, a esta metodologia importante não se pode esquecer de quatro características que podem assegurar resultados mais positivos a tais relações: 1 – Muitas das atividades conjuntas devem ser cuidadosamente planejadas; 2 – Deve haver oportunidades para a cooperação; 3 – O professor deve estar vigilante e o conhecimento da didática da matéria ensinada: 4 - A facilidade para tornar simples a aprendizagem, pois o aluno com dificuldade que precisam do educador, e é nosso dever de ofício.

PALAVRAS-CHAVE: Aprendizagem, Dificuldades, Psicopedagogia.