80 - THE DIFFICULTIES OF LEARNING AND HIS CAUSES

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INTRODUCTION

The behavior of the boy has origins in the context in that it lives. The difficulties of learning are presents in the schools all over the world. At present, the difficulties of learning reach levels and need to combat. The question of the school failure is place ding in two parameters: endogenous, or was, internal factors of the school and the exogenous, external factors from among them the family. The greater part of these variables, but, is out of the control of the educators. Finally, the intervention psychic pedagogical has to occupy of the processes of education and learning in which they present the difficulties of learning (DEMO, 2000).

THE PROCESS EDUCATION LEARNING: PEDAGOGICAL PSYCHIC APPEARANCES

His new concept of education of quality aims for changes of paradigms educational carrying in account the needs of the new millennium. This new paradigm involves in a change of identity of the teacher (MANTOAN (2003).

To focalize the process education learning is important to understand some appearances of the human behavior. When a determinate attitude considered unsuitable to the tendency is delete it. The praise of the father, of the mother or of any one another member of the family is very important so that the boy, since they go in here appearances is very important in the childish development (VIGOTSKY, 1989).

The apparition of the symbolic function goes altering deeply the form to act arriving to another stage (ROCHA 2001). When speaking on the boy and his education the current days arouses any question very pertinent: our paper in the education of the children. Direct his growth or leave act in the nature. In the conception of a lot of the boy at all knows needs to learn to adjust in the modern world.

THE DEVELOPMENT OF THE CHILDREN AND LEARNING IN VIGOTSKY

The author differs of (PIAGET, 1965) when it does not accept the development by stages cognitive. For (VIGOTSKY, 1989), the biological factors prevail on the social factors only in the start of the infancy. The construction of the real by the boy, or was, the appropriation that this does of the social experience, part, as of the social of the interaction with the others, is internalized by her (OLIVEIRA, 1992, p. 50). The relation between the language and thought goes modifying in the pass of the years of development of the boy.

The first part of the budget that the process of development of the children is independent of the Learning. In this vision, the Learned appears using of the mechanisms offered by the development of the boy.

THE DIFFICULTIES OF LEARNING: HISTORICAL AND PSYCHIC APPEARANCES SOCIAL

The difficulties of learning appear with one of the subjects that more upset the studious and pedagogics. The failure would be in the student or in the school system. To finals of the 19th century, some psychologists and pedagogics looked for to situate to the origins of the school failure of the boy in the mental question. Doctors and psychologists attributed the school failure the Fabled, weakness of the intellectual capacities or morals of the children in question (COSTA, 1993 p. 25).

They remained excluded of the process many that had difficulties of learning. More once the school and the system are preserved, the fault by the failure placed in the individual (COSTA, 1994 p. 31).

From here then the difficulties in the learning become a chronic problem, arriving to high indexes of repetitions. A big quantity of children and teenager has difficulty in the reading, in the writing, in the understanding and interpretation of texts or billed. These situations transcended the school and project in the family and in the society (MITTLER, In: Patio, 2002, p.11).

THE FAMILIAR PROBLEMS AND THE INTERFERENCES IN THE SCHOOL PERFORMANCE

In this case is important that in el future there is a split of this "umbilical cord" for insertion of the same in the society. If this not becoming can bring grave consequences in the life of the children or of the young. The boy has marked in his personality the figures of the father and of the mother and of symbolic form this precise figure be extinct if it was not hampers the process. This affectivity exaggerated of the parents to the children remains increasingly stressed when this son or daughter presents determinate difficulties or problem (ARANHA, 1996 p. 57). In the field of the education can project of several forms: wanting to substitute them, realizing school tasks by them. Largely it comes of the half familiar. It can then affirm that the family has decisive participation in the life of the boy that can be charitable or until malefic. When it tackles the boy in the context of the family cannot forget of the question affective and emotional. Between the members of the family occur sentimental appearances that have to carry in account. "In the area of the mental health, the paper of the familiar riots in the symptoms of the boys has been increasingly recognized" (UNICEF, 2000 p.48). This appearance affective is present and can take part in the process of maturity of the boy by the already quoted factors, and interfere negatively in the process of learning because she will be a dependent boy and connoisseur that it only will win have the figure of the father or of the mother beside himself. When we speak of difficulties in the learning and the interferences of the family there is another appearance to consider, to the boy can arrive in a school environment round of a family without structure with economic problems, affective, etc. These and other problems withdraw of the boy the emotional and mental balance important in the learned. In the material plan, the conditions desfavorable of survival prejudice the intellectual physical development of the boy (DEMO, 2000 p.148). Of a side, have the problem of the system like such, including the school network, the organs of education, the public and governmental politics, the history educational of the parents, Components that can act negatively in the school performance and in the financial resources, the unsuitable treatment of the educational system, the maintenance of offers of educational training, the bad school equipment, the fault of unsuitable conditions of work, the Improper of the planning and like this by in front (DEMO, 200 p. 148).

THE PAPER OF THE SCHOOL AND THE FAMILY

In the primitive societies did not exist the school institution as today? For better subject it to the rigors of the hierarchy and of the learning of the obedience intensifies the use of the punishments corporals (ARANHA p.73). The 19th century comes to the democratization, universalization and secularization of the education, mainly the basic education. There is a confidence in the school, as detectors of t know systematized. The school today did, by need, mate of the family assuming functions that extrapolate the pedagogical limits (DORNELES, In; Patio 1998 p. 27).

There are a lot of public schools that achieve to motivate and approximate the parents of the school life and mainly of the son, taking knowledge step by step of the exert of the son and of all what happens in the school. This situation leaves very clear to distance and consistently the fragmentation of the relation school family. And it does not help at all the clash of the problem of the difficulties in the learning, by the contrary, collaborate in the aggravation. The practice of the repetition and of the school escape is not an invention neither idiom of the Brazilian school, becomes all over the world, mainly in the basic education. Failure of the student? Of the school institution? Of the State? Immediately it can say that these were gone out "invented" to confront the problem of the no learning or of the bad quality of such learning.

The repetition in context pupil affects the regions of the world and the big majority of the countries included the industrialized. According to the official statistics, between 10 to 20% of the boys and of the girls of the world repeat any of the initial series of the fundamental education. For specialists and the statisticians, the repetition is a clear indicator of the no functionality and of the inefficiencies internal of the school system. (TORRES, In: Patio, 2000 p.12).

PROPOSALS TO CONFRONT THE DIFFICULTIES OF LEARNING THE CONSTRUCTION OF QUALIFICATIONS.

It´s necessary, of a hit by all, understand that the main function of the school is to teach and that, therefore, the result that of her has to be expected evaluated and earned is the learning of the student. This new paradigm defined of the following form: "they are multiple the meanings of the notion of qualification. In the common sense of the expression, these are representations of the reality, which build and store to the flavor of our experience and of our training" (PERRENOUD, 1995 p.7-8).

In the sense the school embarrass in a crucial dilemma, 70% of the careers that would be important around the year 2010 still do not exist (LITTO, In: Patio 1999 p, 15).

In the school context needs to arise a different consciousness that discard the punition for the error and for the difficulties of learning. On the other hand, it can be an opportunity to develop the principle of the mutual support between students. The distribution cannot be only of the success, or was, of the good notes, but of insources also is here that becomes the true learning. Many difficulties need to surpass. Build qualifications involves in deep changes in the identity of the teacher (STAINBACK, In: PÁTIO1999 p. 16).

THE NEW CONCEPT OF EDUCATION OF QUALITY

The cognitive rational appearance of the knowledge. Research- greater initiative of the student from projects elaborated between the professors and students. The teacher has to always attentive to the demonstrations of the students, as still those that present difficulties in determinate area of the knowledge certainly will surprise positively in another area (MANTOAN, In: PÁTIO, 2000, p. 19).

IMPLICANCIAS OF THE EDUCATIONAL WORK

To build qualifications, is necessary to change the relation of the professor with the knowledge, that is to say, his way to give class, what will involve in a replant ear of his own identity like educator. It needs teach to learn, or was, the student needs to learn to learn (PERROUND, 1995).

The knowledge as if resources to be mobilizing in understand of the author is to transform them in instruments of the practice, or was, through them can take decisions, and resolve problems. A scholar without the practical can be more useless that an ignorant. Build qualifications is exercised in complex situations. The knowledge are opportunity by the interaction student and professor.

Work by problems is to carry the student to trace put, resolve problems, investigate, and penetrate in the knowledge until then stranger for him. The situations-problem establish linked the reality cannot be invented randomly by the professor. To look to the development of qualifications is to break the head to create situations-problem that are at the same time, mobilizing and oriented for learning specific (PERROUND, 1995).

One connected to the persecution of the aim that can become half to the tension, difficulties, efforts, and the back supercoil of the obstacles. Another situation is to see the obstacles like barriers and stop in front of them without spirit to surpass them. In this case, the teacher has to be no only an incentive, but orientates that will look for to take part in the process aiming possible exits. The negotiation does not have to be a vile, but a pedagogical crowbar. It explains the sense of this "adventure": The word can seem strong too much, when it treats of an institution so bureaucracy and compulsory like the school. However, it treats still of intellectual adventures, of undertaking with unknown result, that none, not even the professor, never lived in conditions exactly equal. The concrete example can be the setting of a show mounted from an investigation in a determinate neighborhood that can have an initial forecast of length of a month, But in the pass of the process verifies that there is need to expand this project for two months, without which will not reach the aims proposed.

In the context of education today, the understanding is that there is a content programmatic that needs to be won to any one cost to the end of the year elective. The teacher that want to work qualifications needs to open hand of good part of these contents. It is very better to devote good part of the time in a small number of complex situations that carry to an learned child-bearing and significant of the that win a dense and long content, but of superficial form and without interest by part of the students, what in the truth finishes generating some biases, like the repetition and the school escape. The teacher needs to plan with tranquility, freedom and spirit critical; the referred author proposes a new didactic agreement with five items important in the new identity of the professor: The capacity for incentive and orient the experimental treatment. The acceptance of the errors like essential sources of the regulation and of the progress since analyzed and understood. The valorization of the cooperation between the students in complex tasks. The capacity and to adjust the didactic agreement, to hear the resistances of the students and carry them in consideration. The capacity of engager if personally in the work, not remaining always in the position of referee or of evaluator, but without therefore do the same (PERRENOUD, 1995, p, 65).

The professor needs to be the first to believe in the pedagogical adventure, that in the truth is a treatment with several types of pedagogical experiences.

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THE DIFFICULTIES OF LEARNING AND HIS CAUSES

ABSTRACT

The question of the difficulties of learning debated all over the world. In Brazil and Latin America has won worrisome proportions. Prepare the student to learn to learn. Prepare the student to learn to learn. The attention of the students with difficulty of learning (DAS) can be described like generalized, affecting the learnings (school and no school), and like bass, affecting varied and important appearances of the development of the person, through the proposal that the educators confront the situation through training continued, ensuring education of quality. The aim of east is conscience the professor of his knowledge through his professional qualification, of his attitudes and expectations about the difficulties of learning (Of the) and of the future of the student. It proposes to the educator the analysis of the context, immediate environmental conditions in that it occurs the processor education-learning (number of students, specific circumstances in that it presents the task, etc.). In addition, conditions mediates (linguistic referents, cultural, etc. of the social and cultural group of origin of the student), with the evaluation psychic pedagogical. The professor thinking his paper of educator will realize changes in the pedagogical practice adapting the peculiarities of the student using instruments differentiated of evaluation, or teach to think by means of the flexible curriculum. Task of the professor in the class integrated splitting of this approach and evaluating particularly the characteristics of the students with difficulties of learning, with difficulties and organizing his knowledge's, activating his diagrams, for communicating with his mates, and consistently, sharing meanings and attributing a sense to his learning. Considering characteristic that ensure results more positive such relations: conjoint Activities carefully planned, opportunities for the cooperation, surveillance and the knowledge of the didactic of the matter taught and ease to simplify learning.

KEYWORLDS: Learning, Difficulties, psychic pedagogical.

LES DIFFICULTÉS D'APPRENTISSAGE ET SES CAUSES

RÉSUME

La question des difficultés d'apprentissage il est débattu en tout le Monde. En Brésil et l'Amérique Latine a gagné des proportions préoccupantes. Préparer l'élève pour apprendre à apprendre. L'attention des élèves avec peine d'apprentissage (Des) ils peuvent être qualifiées comme généralisées, en affectant les apprentissages (scolaires et ne scolaires), et comme graves, en affectant divers et importants aspects du développement de la personne, à travers la proposition que les éducateurs fassent face à la situation à travers formation continuée, en assurant enseignement de qualité. L'objectif d'est est conscientizar le professeur de sa connaissance à travers sa qualification professionnelle, de ses attitudes et expectatives sur les difficultés d'apprentissage (DES) et du futur de l'élève. Il propose à l'éducateur l'analyse du contexte: conditions environnementales immédiates en qu'il arrive le processor enseignement-apprentissage (nombre d'élèves, circonstances spécifiques en que se présente la tâche, etc.); et conditions mediatas (référents linguistiques, culturels, etc. Du groupe social et culturel d'origine de l'élève), avec l'évaluation psicopedagógico. Le professeur en posant à nouveau son papier d'éducateur réalisera des changements dans la pratique pedagógica en s'adaptant les particularités de l'élève en usant instruments différents d'évaluation, ou enseigner à penser par l'intermédiaire du currículo souple. Tâche du professeur dans la classe integradora en partant de cette approche et en évaluant particulièrement les caractéristiques des élèves avec des difficultés d'apprentissage, avec des difficultés et en organisant ses connaissances, en déclenchant ses schémas, en se communiquant avec ses collègues, et en conséquence, en partageant significations et en attribuant un sens à son apprentissage. En envisageant caractéristiques

qu'assurent des résultats plus positifs les telles relations: Activités conjointes soigneusement planées, occasions pour la coopération, surveillance et la connaissance de la didáctica de la matière enseignée et facilité pour simplifier apprentissage.

MOTS-CLÉS: Apprentissage, Difficultés, Psicopedagogia.

LAS DIFICULTADES DE APRENDIZAJE Y SUS CAUSAS

RESUMEN

La cuestión de las dificultades de aprendizaje es debatido en todo el Mundo. En Brasil y América Latina ha ganado proporciones preocupantes. Preparar el alumno para aprender a aprender. La atención de los alumnos con dificultad de aprendizaje (De las) pueden ser calificadas como generalizadas, afectando los aprendizajes (escolares y no escolares), y como graves, afectando varios e importantes aspectos del desarrollo de la persona, a través de la propuesta que los educadores enfrenten la situación a través de formación continuada, asegurando enseñanza de calidad. El objetivo de este es concientizar el profesor de su conocimiento a través de su cualificación profesional, de sus actitudes y expectativas acerca de las dificultades de aprendizaje (De las) y del futuro del alumno. Propone al educador el análisis del contexto: condiciones ambientales inmediatas en que ocurre el proceso enseñanza-aprendizaje (número de alumnos, circunstancias específicas en que se presenta la tarea, etc.); y condiciones mediatas (referentes lingüísticos, culturales, etc. del grupo social y cultural de origen del alumno), con la evaluación psicopedagógico. El profesor replanteando su papel de educador realizará cambios en la práctica pedagógica adecuándose las particularidades del alumno usando instrumentos diferenciados de evaluación, o enseñar a pensar por medio del currículo flexible. Tarea del profesor en la clase integradora partiendo de ese enfoque y evaluando particularmente las características de los alumnos con dificultades de aprendizaje, con dificultades y organizando sus conocimientos, activando sus esquemas, comunicándose con sus compañeros, y consecuentemente, compartiendo significados y atribuyendo un sentido a su aprendizaje. Considerando características que aseguran resultados más positivos las tales relaciones: Actividades conjuntas cuidadosamente planeadas, oportunidades para la cooperación, vigilancia y el conocimiento de la didáctica de la materia enseñada y facilidad para simplificar aprendizaje.

PALABRAS-LLAVES: Aprendizaje, Dificultades, Psicopedagogía.

AS DIFICULDADES DE APRENDIZAGEM E SUAS CAUSAS

RESUMO

A questão das dificuldades de aprendizagem é debatida em todo o Mundo. No Brasil e 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, afetando as aprendizagens (escolares e não escolares), e como graves, afetando vários e importantes aspectos do desenvolvimento da pessoa, através da proposta que os educadores enfrentem a situação através de formação continuada, assegurando ensino de qualidade. O objetivo deste é conscientizar o professor do seu conhecimento através de sua competência profissional, das suas atitudes e expectativas acerca das dificuldades de aprendizagem (DAs) e do futuro do aluno. Propõe ao educador a análise do contexto: condições ambientais imediatas em que ocorre o processo ensino-aprendizagem (número 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 psicopedagógico. O professor repensando o seu papel de educador realizará mudanças na prática pedagógica adequando-se as particularidades do aluno usando instrumentos diferenciados de avaliação, ou ensinar a pensar por meio do currículo flexível. Tarefa do professor na classe integradora partindo desse enfoque e avaliando particularmente as características dos alunos com dificuldades de aprendizagem, com dificuldades e organizando seus conhecimentos, ativando seus esquemas, comunicando-se com seus colegas, e consequentemente, compartilhando significados e atribuindo um sentido à sua aprendizagem. Considerando características que asseguram resultados mais positivos a tais relações: Atividades conjuntas cuidadosamente planejadas, oportunidades para a cooperação, vigilância e o conhecimento da didática da matéria ensinada e facilidade para simplificar aprendizagem.

PALAVRAS-CHAVE: Aprendizagem, Dificuldades, Psicopedagogia.