172 - STIGMATA OF EDUCATORS IN FRONT OF LEARNING DIFFICULTIES PART I

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1. INTRODUCTION

Stigma is a set of ideas that aims to highlight one aspect, considered a defect or negative, in order to degrade. Stigma is a mark in this type of person, what makes you different or distinct from "normal". Therefore, to understand the stigma it is necessary to also consider the concept of normality. In this case, the normality is related to something that appears as a pattern or template. In addition to appearing as a model, is also presented as a fact of reality, that is, it is something that society does not see problem.

This is not to deny the difference. The difference is a given, it exists. The problem is how this difference is handled, how the differences relate. All that is beyond the standard or model set by society, it appears very clearly evident or extravagantly in the stigmatized person. A physical or mental disability is often perceived by society in general as an abnormality.

It turns out that along with the fact perceive this "abnormality" in general society that also sees disability as incapacitation. Just because a person has a disability does not necessarily mean that it is stigmatized. Stigma is a form of classification that takes the person being excluded from the social context or feel neglected, Lower and even ridiculed.

It's the disapproving look or strangeness of the other, which leads one to feel stigmatized. Besides the look, the stigma is usually expressed through words that belittle or diminish the person. One subject that look or victim of these words ashamed of your situation, going to experience a sense of low self-esteem.

It is always good to remember that the stigma is not only related to physical and / or mental disabilities. In the case of student or practicing sports, for example, it can be stigmatized because of their weight, their height, their social status, their gender, their culture etc. In general, the stigmatized becomes different. The question is no different, the problem is that along with the difference comes to exclusion and a stamp or mark that makes others withdraw from or do not want to keep in touch.

When stigma is very strong, the person may be a victim of violence, abuse, disrespect and humiliation. Who acts in this way, it assumes that the person is in the wrong place. The stigmatized should not be there. This is not your place. But sometimes, the stigmatized suffer humiliation because it is seen as the embodiment of that which is negative. Blacks, homosexuals and the poor, are examples of such stigma. The stigmatized shall not be welcome, unless you put "in place", ie instead of subordination.

Therefore, this ratio gives rise to an unequal process. In general, the stigmatized have more difficulty in exercising their rights. The company was set up thinking of the so-called "normal" in this sense, there is no major concern to adapt, meet or even accept that stigmatized groups have the same rights and access. So the stigma denotes a relationship of power, since it is inferior in front of another which is considered normal. Out of this relationship is necessary that the stigmatized also assume a relationship of power in society.

It can not be seen only as one who is worthy of pity or deserving of tolerance. Tolerance must exist, but can not be understood only as a way of living together which one can not escape. Tolerance is not an agreement which establishes limits where one does not disturb the other. Tolerance is the recognition of the other as a right and that has the same right to live and coexist in the same space.

Segregation is a form of stigmatization, at the same time is also a result of stigmatization. We can think of two ways: people are stigmatized because they are segregated or are segregated because they are stigmatized. The two movements are possible. The stigmatized target is something that society or group considered negative. The more weight that is stigmatized carries the weight of inferiority.

The exclusive society sees it as someone who has a handicap. This disadvantage, understood in this way by society, can be seen as despicable. Ie, stigma makes negligible. Being negligible, it is also undesirable and inappropriate.

Prejudice about who is stigmatized can be understood in two ways: the appearance of power, domination and appearance of morality. With respect to the aspect of morality, it is generally used to refer to behavior considered objectionable and undesirable.

Usually this kind of attitude is used against women or homosexual. These people become stigmatized because following this view carry a kind of behavior based on considered negative values that can influence society. Against homosexuals or homosexual stigma is because a large portion of society understands that this is a behavior, that is, not something intrinsic to the human being.

The Brazilian society was and still is marked by the Judeo-Christian morality. According to this view, there is a set of values approaching or distance the human divinity. Homosexuality is seen as a kind of "behavior" reprehensible, an aberration. Moreover, the conservative society does not want to have this kind of "behavior" as a model for the whole society. So if this does not serve as a model then it should be disapproved and even fought.

In this way society is afraid that this "behavior" or value from spreading to become hegemonic and come so "corrupt" society. In this way, homosexuals are often seen as figures, bizarre, funny, ridiculous and religiously sinful. Unfortunately this kind of view is still hegemonic in our society, but gradually, another way of seeing people is emerging.

The media exposure, participation in society, recognition and public debate has been instrumental in reducing and even combat exclusion and stigma that this group has suffered. Therefore, the aspect of morality, rejects the other by the means that he is not carrying values worthy of being shared by all.

2. A TIMELY ANALYSIS: THE EDUCATOR AND LEARNING

We are responsible for the learning process and its problems. Professor, I have come across a student with learning disabilities? We think so. Then answer: PROBLEMS OF SCHOOL LEARNING: WHOSE RESPONSIBILITY?

This is one of the issues that any educator is constantly these days. To help you answer this question, first, let's look at

the meaning of some terms widely spoken in school.

According to Cunha (1987):

> The term learning, etymologically, means the act of the apprentice learn the apprenhendere Latin, meaning to catch something. Therefore, the very word learning, in its origins, suggests that the individual head-actively to learn. According to the etymological definition, the problem arose in the seventeenth century term and refers to a mathematical question therefore logical origin, proposed so that a solution is provided.

Already the disturbance word, etymologically (Cunha, 1987), mean change order of things, interruption and, when it comes to learning, is generally related to neurological impairments that affect the act of learning. These relate to the dysfunction of the central nervous system.

There was a time, so that children did not accompany their colleagues in learning went to school designated as abnormal, since their failure was attributed to any organic abnormality.

Today, in sociointeractionist view, the activities of school learning are systematic and have a thought intentionality; an explicit, historically committed to make available formal knowledge organized by culture. Children, as they are encouraged to acquire scientific concepts in the activities proposed by the school, are modifying their cognitive relation to the world. Consequently, the learning modifies develop.

Looking this way, students who have different rhythms and behaviors considered problems in school learning are part of the heterogeneous constitution of the group-school; therefore, they should not be seen as branded and isolated cases.

It is, then, to look at the child with school learning problem more to identify their potential capacities in their own development and learning than pathologizing this problem in "disorders" or "illnesses".

The educator's role, then, is to enable interventions to a solution is given to the school learning problem. The teacher should look at the overall educational process as opposed to the student labeling indicating possible interventions. Likewise, parents should give encouragement and credibility of knowledge and knowledge that the school develops with the children as well as challenges facing the act of learning.

It is worth bearing in mind here the most important premise of this thinking, namely that the educational development of the student has the "flagship" your social life.

Therefore it is up to the educator, to paraphrase (Fernando Pessoa) "There is a time when one must abandon the used clothes, which already has the shape of our body and forget our ways, which lead us always to the same places. It is the time of the crossing: and, if we dare not do it, we will have been forever on the sidelines of ourselves. "Always daring at the challenges, Mantoan (2005) reports:

> "We know the need and the urgency to address the challenge of educational inclusion and to put into action the means by which it truly is realized" [...] "I have a great concern when I say educator school. It is an institution that we all, myself included, we helped build and that has to change, not because it is good for anyone. But on the day that it is good for a child with disabilities and difficulty in learning, it will be good for everyone, that's the end of the line "{...}.

3. THE LEARNING DIFFICULTIES: HISTORICAL ASPECTS AND PSYCHOSOCIAL

Learning difficulties appear with one of the issues that most disturb scholars and educators. Failure would be the student or the school system? In the late nineteenth century some psychologists and educators sought to situate the origins of children's school failure in mental matter. Doctors and psychologists have attributed the school failure weakness, weak intellectual or moral capacities of the child in question. (COSTA, 1993 P. 25).

> They were excluded from the process many who had learning difficulties. Once again the school and the system are preserved; the blame for the failure is placed on the individual. (COSTA, 1994 p. 31).

Does the school may be the same when the student are others? Does the curriculum can be the same when the other guy is coming? Does the pedagogy may be the same, teaching may be the same. Then we walked to try to build another school, where the idea is that it is not the student who has to adapt to school but the school the student.

4. PROPOSAL OF POLITICAL PROJECT TEACHING SCHOOL PLUR

Plural refers to the plurality linked to diversity, with the arrival of students from different areas economic partner, childhood, youth and adult adolescence, the school can realize this plurality, as the plural school, plural resume when der Account training in all dimensions that address the plural knowledges, plural envy, they take students to school, this is the idea of plural school forefront always acting with adversity. Our society is very diverse, very plural. Plurality is much richer than simplicity.

In this context, educators must accompany this plurality, that is, leave the "old clothes" in hand, having already established format, as reported by Fernando Pessoa, and use new tools that this plurality requires, and when we talk about plurality, talk in diversity. In this vein, the educator 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 go wrong, or punish them for failing in the first instance the proposed objective. (italics and bold added).

Quench the competition and individualism and reinforce cooperation and solidarity values. The student-teacher integration is not only theoretical but practical, that is, in the preparation of projects. The problem situations require a formative evaluation. There is a variation of feedback, sometimes the teacher, the student and sometimes more often than reality itself approving or resists the projections always thought of plurality and an inclusive school.

So to change these attitudes, leads us to show the student that school is their place, is not a strange place because they want to go to school, want to feel good your school, welcomed, in short, to diversity and plurality school has to be human place for those who live in such inhuman place (slums, villages, streets, etc.). So the popular family trusts a lot in school than in any other public place, school is their place.

Another guy, another pedagogy. It is the political awareness of the primitive population, the other that made the twentieth century the most revolutionary in history. And who are these others who become revolutionaries of the twentieth century, are social movements, (black, indigenous, feminist, maroon, homeless etc.), and also children. Adolescents, youth and

adults who can with both cost reach our schools. These questions lead us and causes us to reflect what roles do to society as educators.

Today, being a teacher is much harder than before, due to the plurality in the face of provocations diversity, which are bullied by society. They were born not abused, they are abused by society. How often we speak of violence at school, the child, the teenager, young adult, when in fact we should change this speech by an abused society, there is the difference and this is the reality, the real inclusion.

5. THE ROLE OF SCHOOL BEFORE THIS DILEMMA

School was understood as a contribution of ecclesiastical principles, so the family could not stand against, but supporting this position of defender of divine principles.

> And what are you doing to school on those questions to try to equate the answers. In primitive societies there was no school institution as today. "To better submit it to the rigors of hierarchy and obedience learning, intensifies the use of corporal punishment." (P.73 SPIDER).

To this part, we talk about an educational or anti pedagogy of the oppressed, Paulo Freire, segregation, exclusion, this is terrible and even if treated. Today we still have 20 million below the level of misery, poverty, 30 million that has assimilated culture, that is too violent to be human. So we call a kind of antipedagogia to make them be quiet in their places, and if we do not get, still use pacifying police force. In brief summary from exordial, times Other (subject of educational activities), than consists society, the quilombos, who struggle with resistance against slavery, indigenous people fighting for their land and die women who fight for rights never recognized. So these resistances are part of pedagogies, resistance we call resistance release. Paulo Freire describes in on the "pedagogy of the oppressed" and not for the oppressed, other subjects, other pedagogies.

6. NAME AND SUBORDINATION: A LITTLE HISTORY OF BRAZIL

When the Portuguese arrived in Brazil, shouted "land view" but soon found other people to view, and then starts to land occupation and occupying it had to destroy, subalternizar, eliminate the people of this land. We know that the colonization of the Americas, killed more than 40 million indigenous people, and continue to die fighting for their land, their spaces. This does not account in schools because it is a historical shame, then come to slavery (slave ships), one of the biggest shame in the history of humanity, that still fight against racial segregation. These brutal pedagogies should be shown and not be ashamed of them, because when you have a history of shame never overcome.

7. THE KNOWLEDGE OF DIVERSITY INCORPORATED IN THE BASIC EDUCATION

Curricula is necessary, once and for all, understand that the school's main function is to teach and that therefore the result that it should be expected, evaluated and charged is the learning student. This inclusion is not yet happening, so we disclose about the history of humanity. The changes proposed in the Laws of Education Guidelines and Bases, LDB, must put in the history of African memory, Indigenous Culture, Quilombo, black at this time, it is understood that: we must incorporate our story in history. So while not incorporate the history of diversity in schools, the other story is not true.

8. PROPOSALS TO FACE THE LEARNING DIFFICULTIES THE SKILLS CONSTRUCTION

"This new paradigm is defined by author PHILLIPPE PERRENOUD as follows: There are multiple meanings of the notion of competence. In the ordinary sense of the term, these are representations of reality, we build and store the taste of our experience and our training. (PERRENOUD 1995 p.7-8). In this sense the school coming up in a crucial dilemma. 70% of the careers that would be important for the year 2010 do not yet exist. (Litto, In: Patio 1999 p 15). In the school context has to emerge a different consciousness to rule out the punishment for the error and learning difficulties. On the other hand can be an opportunity to develop the principle of mutual support among students.

> Sharing can not be only of success, ie, good grades, but the failure is also where the real learning happens. (Stainback, In: PÁTIO1999 p. 16).

There are many difficulties to be overcome. Build skills implies profound changes in the identity of the teacher.

9. NEW QUALITY EDUCATION CONCEPT

He lifted up the cognitive aspect of rational knowledge. Search a greater initiative by students from projects developed between teachers and students.

The teacher should always be aware of the manifestations of the students, for even those with difficulties in a particular area of knowledge certainly will surprise positively in another area. (MANTOAN, In: PATIO, 2000, p. 19).

10. IMPLICATIONS OF TEACHING CRAFT

To build skills, it is necessary to change the teacher's relationship with knowledge, this is the way you teach, which will entail a rethink of his own identity as an educator. You need to be taught to learn, that is, the student must learn to learn (PERROUND, 1995).

Knowledge and resources to be mobilized in the opinion of the author is to turn them into practice instruments, ie through them to make decisions, solve problems. A scholar without practice can be more useless than an ignorant. Building skills is exercise them in complex situations. Knowledge is oportunizados by the interaction student and teacher.

Work through problems is to get the student to set goals, solve problems, search, penetrate the knowledge hitherto unknown to him. The problem situations are established linked to reality it can not be invented at random by the teacher.

> Targeting the development of skills is rack their brains to create problem situations that are both mobilized and targeting specific learning PERROUND (1995).

One is linked to the pursuit of goal that can happen amid the tension, difficulties, efforts, and subsequent overcoming obstacles. The other situation is to see the obstacles as insurmountable barriers and stand before them without strength to overcome them. In this case the teacher should be not only a supportive but advisor who seek to intervene in the process pointing possible outputs. The negotiation should not be a vile bargain, but an educational lever.

Adopt a flexible planning is an important aspect in teaching competency, this because, one can predict the onset, but can not predict the final, in a way is an adventure.

Perround (1995) explains the meaning of this "adventure":

> The word may seem too strong when it comes to an institution such as bureaucratic and compulsory school. But it is even intellectual adventures, development with unknown result, no one, not even the teacher, never lived in exactly the same conditions. The concrete example may be mounting a spectacle assembled from a search in a particular neighborhood that may have an initial expected to last a month, but in the process it turns out that there is need to expand this project for two months without which did not reach the proposed goals.

In the context of teaching today is the understanding that there is a syllabus that must be won at all costs by the end of the school year. The teacher who want 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 winning a dense and long content, but superficially 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 thinking, to extract the essentials and not get lost in meaningless activities for students today.

Said author proposes a new teaching contract with five important items on the new identity of the teacher: The ability to encourage and guide the experimental treatment. The acceptance of mistakes as essential sources of regulation and progress, since analyzed and understood. The enhancement of cooperation among students in complex tasks.

The ability to explain and adjust the didactic contract, to hear the resistance of students and take them into consideration. The ability to engage personally in the work, not always getting the official position or appraiser, but by no means become equal (Perrenoud, 1995, p 65).

11. CONCLUSION

The teaching-learning process involves student teachers, educational institution, family and the whole society. The directly involved are teachers and students, the latter directly suffering the effects of school crisis as a whole. As stated previously one of the major problems being currently faced with the difficulties of learning. What to do? What are the paths that could lead to soften or even to resolve this situation? A deeper insight into the causes, a policy geared to basic needs of the family, civil society is necessary, 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. One children care policy inside the school is needed, for example, meals within the required standards. Adequate space. Sufficient teaching materials. Education professionals actually trained.

In this sense, the proposal of the LDB of 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 needs to take the student learning to learn. Build skills and this is much more than teaching content.

The student is motivated at all times and out of your comfort and launch into the unknown. Within this new proposal the teacher is called to change identity, attitude, mentality. Should abandon the true owner of attitude and foolproof. It's simply the driver of the process that gives the kickoff and learning together will open paths having trouble situations and in every challenging situation are finding unique ways to solve them.

The proposed work on classroom projects with problem situations leads everyone to extract what is best in each one, that is, its potential plurality and diversity. Within this new approach to static evaluation, generic for a moment to a rethink and a resumption of direction where even the teacher evaluates itself. It creates a working environment and confidence. The joy and the sense of being in the classroom is taken up.

Cut up the ghost of the 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 just one component of the process that will certainly solve the serious problems of dropout and repetition. After all are called to build a school that the student needs to face the future has arrived.

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STIGMATA OF EDUCATORS IN FRONT OF LEARNING DIFFICULTIES - PART I

ABSTRACT

Students from low-income families have to overcome a difficult social barrier: one that puts them as intended for school failure, then begins the fight against stigma of all educators. Education is a process that requires a diverse set of knowledge and is the school's role to offer it to those who have no chance in the house. In this sense, we point as strategies decisive rapprochement between teaching staff of schools and representatives of the families, continuing education of teachers and the promotion of attitudes that sensitize students to knowledge. With scrapped education and unprepared teachers, many find alternative channels in the diversity needed to teach in the original form in Hebrew grow fruit etc .. It is impossible to find at home and at school referrals from people with a good accumulation of cultural capital which leads to search in other instances.

The purpose of this is to educate the teacher of their knowledge through their professional competence, their attitudes and expectations about learning difficulties and the future of the student. Proposes that educators analysis of the context: immediate environmental conditions in which occurs the teaching-learning process (number of students specific circumstances in which it has the task, etc.); and mediate conditions (related linguistic, cultural, etc. the social and cultural group of student origin), with the psycho-pedagogical assessment.

KEYWORDS: Learning; Difficulties; Pedagogy.

STIGMATES DE EDUCATEURS EN FACE DE DIFFICULTÉS PARTIE I

RÉSUMÉ

Les étudiants issus de familles à faible revenu ont à surmonter une barrière sociale difficile: celui qui les met comme étant destinées à l'échec scolaire, puis commence la lutte contre la stigmatisation de tous les éducateurs. L'éducation est un processus qui exige un ensemble diversifié de connaissances et est le rôle de l'école pour l'offrir à ceux qui ont pas de chance dans la maison. En ce sens, nous signalons que les stratégies de rapprochement décisive entre le personnel enseignant des écoles et des représentants des familles, l'éducation continue des enseignants et la promotion des attitudes qui sensibilisent les étudiants à la connaissance. Avec l'éducation mis au rebut et les enseignants non préparés, beaucoup trouvent des canaux alternatifs dans la diversité nécessaire pour enseigner dans la forme originale en hébreu cultiver des fruits, etc .. Il est impossible de trouver à la maison et à l'orientation de l'école des gens avec une bonne accumulation de capital culturel ce qui conduit à rechercher dans d'autres cas. Le but de cela est de sensibiliser l'enseignant de leurs connaissances grâce à leurs compétences professionnelles, leurs attitudes et leurs attentes sur les difficultés et l'avenir de l'apprentissage des élèves. Propose que les éducateurs analyse du contexte: les conditions environnementales immédiates qui se produit le processus d'enseignement-apprentissage (nombre d'étudiants circonstances particulières dans lesquelles il a la tâche, etc.); et arbitrer conditions (liées linguistique, culturelle, etc., le groupe social et culturel d'origine de l'étudiant), avec l'évaluation psycho-pédagogique.

MOTS-CLÉS: apprentissage; Difficultés; Pédagogie.

STIGMATA DE EDUCADORES EN FRENTE DE DIFICULTADES DE APRENDIZAJE PARTE I

RESUMEN

Los estudiantes de familias de bajos ingresos tienen que superar una barrera social difícil: uno que los pone como destinados a fracaso escolar, entonces comienza la lucha contra el estigma de todos los educadores. La educación es un proceso que requiere un conjunto diverso de conocimiento y es el papel de la escuela para ofrecer a los que no tienen ninguna posibilidad en la casa. En este sentido, señalamos como estrategias de acercamiento decisiva entre el personal docente de las escuelas y los representantes de las familias, la educación continua de los docentes y la promoción de actitudes que sensibilizar a los estudiantes al conocimiento. Con la educación desechado y los maestros no están preparados, muchos encuentran canales alternativos en la diversidad necesaria para enseñar en la forma original en hebreo cultivar frutas etc .. Es imposible encontrar en casa y en las referencias de la escuela de la gente con una buena acumulación de capital cultural que lleva a buscar en otros casos. El propósito de esto es para educar a la maestra de su conocimiento a través de su competencia profesional, sus actitudes y expectativas acerca de las dificultades y el futuro del aprendizaje de los estudiantes. Propone que los educadores análisis del contexto: las condiciones ambientales inmediatos en el que se produce el proceso de enseñanza-aprendizaje (número de alumnos circunstancias específicas en que tiene la tarea, etc.); y mediar condiciones (relacionado lingüística, cultural, etc., el grupo social y cultural de origen del estudiante), con la evaluación psicopedagógica.

PALABRAS CLAVE: Aprendizaje; Las dificultades; Pedagogía.

ESTIGMAS DOS EDUCADORES DIANTE DAS DIFICULDADES DE APRENDIZAGEM PARTE I

RESUMO

Alunos provenientes de famílias de baixa renda têm de superar uma difícil barreira social: aquela que os coloca como destinados ao fracasso escolar, então começa o luta contra estigma de todos educadores. A educação é um processo que exige um conjunto diversificado de saberes e é papel da escola oferecê-lo a quem não tem oportunidade dentro de casa. Nesse sentido, apontamos como estratégias decisivas a aproximação entre corpo docente das escolas e representantes das famílias, a formação continuada dos professores e a promoção de atitudes que sensibilizem os alunos para o conhecimento. Com o ensino sucateado e os professores despreparados, muitos encontram em canais alternativos a diversidade necessária para ensinar na forma original no hebraico fazer crescer frutificar etc.. É a impossibilidade de encontrar em casa e na escola referências de pessoas com um bom acúmulo de capital cultural que induz à busca em outras instâncias. 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 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.

PALAVRAS-CHAVE: Aprendizagem; Dificuldades; Pedagogia.