



ORIGINAL RESEARCH PAPER

Social Science

THE PEDAGOGUE PROFESSION IN BRAZIL: STUDY ON PROBLEMS AND REALITIES

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ABSTRACT

Education in Brazil is a challenge for teachers. How to promote quality education in such a different country economically. The purpose of this research is to conduct a study on the main challenges that educators face with education today. For this, a literature review was performed to highlight the main challenges faced by teachers. The results show that teacher education, school violence and lack of basic structure are the three main challenges. It is concluded that investment in public and educational policies is necessary to solve these challenges.

INTRODUCTION

In Brazil it is normal for people to say that school is our second home. This is because Law No. 9394/1996 determines that education is the duty of the family and the state, encompassing the formative processes that develop in family life, human life, work, teaching and research institutions.

The school is the place of teaching and learning activities, where students can interact with new technologies that favor their formation as a person, for a better society. It is important that the school can also develop methodologies and management innovation.

Currently, the study on education in Brazil is attracting more and more attention from researchers. This is because Brazil has a very segmented education, presenting different levels of quality, organization, safety and education.

For example, there is a difference between teaching in a public school and teaching in a private school. It is also common for a public school in the city of São Paulo to have more investment than a public school located in Amazonas.

This difference in education enhances inequalities in Brazil and strongly threatens the educational process of children and young people in schools. For many students, schools in Brazil do not offer any form of attraction or play activities that would favor a more solid and consistent education.

Factors such as poverty, lack of school structure, lack of continuing teacher education favor the following questions: How can poor students enjoy public schools in Brazil? What are the challenges that educators face in public schools in Brazil? The purpose of this research is to raise problems that educators face in public schools in Brazil. Making this discourse is important for the development of methodology and public policies that can improve the work of educators.

METHODOLOGY

Regarding its nature, this research is classified as basic because it aims to gather information that may contribute to the work of educators who are in public schools in Brazil.

It is a descriptive research because it analyzes the facts observed by other researchers and interpret correctly and current. Describes the reports presented seeking to systematize the problems and challenges of educators.

As for the procedures is a bibliographic search performed in the main indexers such as Scielo, Biblat and Google Scholar. The research comprises articles published from 2010 to 2019, usually in Portuguese and English.

RESULTS AND DISCUSSIONS

The first problem is in the training of the pedagogue. How to

keep an updated curriculum in the face of such significant changes in children and youth? Most educators have a big impact on giving content for the first time. This is because during his college training he got stuck in a lot of theory. A new conception is important in the education of the preschool teacher. - .

Sometimes the pedagogue studies and interns in schools in the capital. After college the educator will work in schools far away from his city in schools in the interior of the state. In many cases the educator will work in other cities creating a state of conflict between his new reality and his formation.

The education of the preschool teacher should be built on the constituent elements of the formative base of future educating professionals, preparing these professionals for the reality of the school.

The second challenge is school violence. Many public schools in Brazil nowadays have increasingly shocking reports of students and children assaulting teachers with words and actions. The most observed signs by educators were child aggression and the absence of family affection. ;

Violence within schools creates a completely unfavorable environment for education. It provides all students as well as teachers with other syndromes such as anxiety and panic.

Regarding the challenge of school violence, many schools would rather omit the problem than try to solve it. It is a fact that many institutions work guided by the logic of problem management and not problem solving, perpetuating violence.

The third challenge is the lack of structure of most public schools in Brazil. This problem impedes the quality of school education in schools and prevents the entry of new information and communication technologies in the classroom.

What we have are schools without libraries, without internet, without laboratories. Teachers are required to create new teaching tools with poor resources. Sometimes the school has to make improvisations to meet the school calendar. Children who do not perform well in school are considered children with learning disabilities.

It is important to understand that school infrastructure is the right of every child, every student. A good school physical structure is a major factor in the pursuit of quality in early childhood education, since we have the physical space also educates.

Changing this situation requires investment in education in Brazil. This investment has to take place in all cities so that the

country can grow qualitatively and equally. Considerable (though not sufficient) investment in education is required, which points in the opposite direction to recent policies in Brazil.

This emphasis on investments is because education is one of the foundations of society and through it passes the possibility of development of the country. A people with an excellent education becomes a people with greater possibilities for development at all stages.

CONCLUSION

From the references presented and the research we can conclude the following factors that are associated with the profession of educators in Brazil: The education of the pedagogue in the university is very important so that he can perform his profession always in accordance with the educational requirements; It is important that this training can have theoretical and practical activities; Practical activities should be performed in public and private schools. It is important that the future educator can know the difficulties of education in his city; School violence remains one of the biggest problems of education in Brazil.

The lack of structure of public schools prevents education from advancing to a technological education with more technological equipment.

Future research suggests a quantitative study of public schools that are experiencing difficulties related to violence, lack of structure and how this hinders the formation of educators.

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