SOCIAL VULNERABILITY AT SCHOOL

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RESUMO: A escola nos tempos modernos se caracteriza como um ambiente social no qual a maioria dos estudantes passa a maior parte do tempo, por ser um espaço compreendido como um lugar privilegiado para o aprendizado, não simplesmente de temática educacional irrefutável, assim como de valores e crenças, que os jovens assimilam a se confrontar e viver em sociedade, além de desenvolver o senso crítico, autoestima e segurança (BYDLOWSKI; LEFÉVRE; PEREIRA, 2016, p. 47). Diante de tal cenário propõe-se investigar as concepções da comunidade escolar em relação ao fracasso na aprendizagem, buscando assim compreender como os autores sociais da comunidade escolar instigam com os mediadores com vulnerabilidade social no recurso construtivo na escola pesquisada, utiliza-se de vários campos de conhecimentos como a práxis pedagógica (FERREIRA, 2020, p. 86), os recursos pedagógicos (SOSA; MANZUOLI, 2019).

Palavras-chave: Vulnerabilidade social. Pobreza. Fome.

ABSTRACT: School in modern times is characterized as a social environment in which most students spend most of their time, as it is a space understood as a privileged place for learning, not simply an irrefutable educational theme, as well as values and beliefs, which young people assimilate to confront themselves and live in society, in addition to developing critical sense, self-esteem and security (BYDLOWSKI; LEFÉVRE; PEREIRA, 2016, p. 47). Faced with such a scenario, it is proposed to investigate the conceptions of the school community in relation to failure in learning, thus seeking to understand how the social authors of the school community instigate mediators with social vulnerability in the constructive resource in the researched school, using various fields of knowledge such as pedagogical praxis (FERREIRA, 2020, p. 86), pedagogical resources (SOSA; MANZUOLI, 2019).

Keywords: Social Vulnerability. Poverty. Hunger.

3607

INTRODUCTION

The school in modern times is characterized as a social environment in which the majority of students spend most of their time, because it is a space understood as a privileged place for learning, not simply of irrefutable educational themes, as well as of values and beliefs, which young people assimilate to confront themselves and

live in society. in addition to developing critical thinking, self-esteem and security (BYDLOWSKI; LEFÉVRE; PEREIRA, 2016, p. 47).

In view of this scenario, it is proposed to investigate the conceptions of the school community in relation to learning failure, thus seeking to understand how the social authors of the school community instigate with mediators with social vulnerability in the constructive resource in the researched school, using various fields of knowledge such as pedagogical praxis (FERREIRA, 2020, p. 86), pedagogical resources (SOSA; MANZUOLI, 2019), family influence (ARRUDA, 2019; BITENCOURT, 2019), school management (PASCHOALINO, 2018) and, in a global way, perceiving the circumstance of the subject who has blocks in reading and writing (AZEVEDO et al., 2019; SILVA and COUTINHO, 2019). The research was conducted in a municipal school from May 2019 to March 2020. It is extremely important to know the magnitude of the changes in order to understand the human being in its social context, to understand the path that the school needs to follow to support its pedagogical praxis, making it a conscious practice of the work that the mediators adjust to evolve, guiding in consideration the diversity and consequences coming from the most diverse realities, that surround the student and his/her family, in numerous significant references in the teaching-learning system (FERREIRA, 2020, p. 91).

With the purpose of absorbing the problems of some teachers about the various factors that imply for social vulnerability (SOSA; MANZUOLI, 2019; BITENCOURT, 2019). However, it conducts an investigation that is necessary to cooperate with the study and find ways to improve the student's development and point out the following problems: What are the pedagogical praxis developed by the mediators of the researched school in relation to the students of the final years that indicate low school performance? How does the interaction between family and school take place for the progress of this student and how does the school community consider the most vulnerable in the face of learning adversities? How can the school contribute to circumventing or at least minimizing the gaps that will remain in development, and how to motivate students who live in a situation of social vulnerability followed by neglect and mistreatment so that they can overcome and achieve good school performance?

3608

It is hypothesized that the family plays an important role in the children's learning process, and its participation in the solution of these problems is very important. Another key point is that it is up to teachers and managers to know the reality of students to develop pedagogical practices and thus contribute to their development in learning, with this the school will have knowledge of the family structure, economic partner and the reality in which this student is inserted.

However, based on the issues mentioned above, it is understood that for an improvement of the reality, it is also necessary that there are investments from the municipalities and the state to provide an opportunity to face this reality. (BITENCOURT, 2019, p. 72).

Its general objective is to analyze the intervention strategies of teachers who teach in the final grades of elementary school with students in situations of social vulnerability in an educational institution of the municipal network. The specific ones: to verify the practices developed by the teachers of the final years to solve the difficulties of students who present social vulnerability; to investigate the relationship between family and school in the school context in the face of students who have low academic performance; Understand the management strategies for this student in the school environment. The object of study is justified by the low school performance, in view of the problems of social inequality presented by the students of the final years of the school researched, however it is essential to deepen the question to prove, in fact, what are the greatest obstacles that cause the various difficulties of the students in the daily school development and appropriation of knowledge. It is relevant to detect the changes that "occur in the student's life, to understand the path that the school needs to take to base its pedagogical practice, reaching the student in his most diverse realities", in order to offer the necessary support for the introduction of this student in society. (BITENCOURT, 2019, p. 81).

In the same way as the methodology, a bibliographic, qualitative, exploratory research of a basic and qualitative nature is applied, with descriptive, cross-sectional statistics, because the data collected and analyzed allowed us to verify that both the school faculty and the management team seek to use attractive pedagogical practices with students who present social vulnerability, seeking to reconcile their family daily life. For data analysis and interpretation, the qualitative approach was chosen as an

3609

instrument for data collection, using questionnaires directed based on information to ten teachers of the final years of elementary school, the school manager and ten parents of students of the final years of the school field of research. In structure, the dissertation is divided into three chapters: The first addresses the following themes: Social vulnerability; Social vulnerability x School behavior and performance; Social Vulnerability Hindering the Learning Process; Social Vulnerability as a factor capable of providing Learning Difficulties; Adolescence and Vulnerability; Situation of vulnerability and access to education for Youth and Adult Students; low school performance;

The School's attribution in the Student's Performance; The Teacher and the Implementation of New Pedagogical Practices; The Teacher's Methodological Practice and its Implications on Students' Learning Difficulties; Family and School: The Importance of this Relationship; The Family and School Performance. The second chapter situates the reader to the methodological procedures; place of study; Data collection and analysis of the researched school. The third will bring the field elements with the results and the discussion of the data with the current and pertinent literature. In the final considerations, the relevant questions are reintegrated, as well as hypotheses that aim to contribute to reduce or remedy the barriers unveiled in the process of working with playfulness, answering the hypotheses and research problems of the present study.

3610

1. THEORETICAL BACKGROUND

1.1. Social vulnerability

Even in the 1990s, the analysis of social vulnerabilities under economic contingency was prominent in the literature, considering that this factor would lead to a reduction in opportunities and consequently to a reduction in the chances of access to goods and services (SEMZEZEM; ALVES 2019). On the present occasion, the destination of the condition of social vulnerability among the educational, social and psychological means of research is successive. Even so, it is distinguished that there is a mismatch in the chain of the concept of the term, including that other situations such as family at risk, poor and low-income, among others, are used to indicate the same logic (PRATI; CHRISTIAN; KOLLER, 2019).

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The study of the terms mentioned points to a single denominator: these are individuals who are vulnerable because they are fragile and subject to risk factors. According to Prati, Couto and Koller:

> Social fragility can be externalized in the illness of one or more members, in present situations of drug use, domestic violence and other conditions that prevent or stop the healthy development of this group. Social vulnerability is a term used to characterize families exposed to risk factors, whether personal, social, or environmental, which help or add to the viability of their members to face psychological disorders (PRATI, COUTO and KOLLER, 2019, p. 404).

However, social delicacy can manifest not only in a single family, but in an entire community, which is more regular. It is linked to situations of oscillation in the family environment, as well as the use of drugs, where individuals who go through this conjuncture point out weaknesses in their private talents (PRATI, COUTO; KOLLER, 2019).

Thus, vulnerability is accompanied by extreme poverty, but this is not what defines it. However, it is called by the lack of perspective of changing the current condition in which it is situated, and is fixed to discovery, because this level of the population is located in more distant places and, more often, close to cities, in urban environments (KAZTMAN, 2005 apud SILVA, 2017, p. 3). According to Silva, "populations affect such a great degree of fragility that they cannot have the ability to choose or deny what is offered to them" (SILVA, 2017, p. 3).

In view of the infinite circumstances of social vulnerability that point to an extreme number of people who are exposed in Brazil, here is an explanation by the Institute of Applied Economic Research (IPEA), through the publication entitled "Atlas of Social Vulnerability in Brazilian Municipalities", about the intellect of social success. Conducting from various situations of social vulnerability to which a vast number of people are exposed in Brazil, we point out here an explanation by the Institute of Applied Economic Research – IPEA, through the publication entitled "Atlas of Social Vulnerability in Brazilian Municipalities", about the concept of social prosperity.

In the same way, the conception of social abundance leads us to reflect on the definition of sociable vulnerability. The same "Atlas of Social Vulnerability in Brazilian Municipalities" points out that the fundamentals of "exclusion" and "social fragility" have been gradually manipulated, in Brazil and in the world, by researchers,

3611

managers and operators of social policies, in an effort to expand the capacity of the historically established conjunctures as poverty, tracking and issuing an expanded conception added to the one subordinated to the one subordinated to the inquiry of lack of income. In the same way, the principles of primordial nonconformist conveniences, multidimensional poverty and human evolution, exclusion and social vulnerability are "notions first of all political (even if they are not always perceived as such), which insert new aids of understanding in the face of the procedures of sociable development, and then of its monetary aspect" (BRASIL, 2015, p. 12).

According to Bomtempo and Conceição:

> In the national panorama, there is a huge portion of the population in extreme social inequality. In these situations, the family as a child protection institution finds it increasingly difficult to perform this care. Situations of misery and impoverishment configure families and conjunctures that pacify interruptions and vulnerability of connection and dedication. Disaggregated families, with paradoxical conceptions, who find themselves in degrading socioeconomic circumstances, ensuring basic precarious care for children, create risk factors for the healthy growth of the immature (BOMTEMPO; CONCEIÇÃO, 2014, p. 495).

In view of the references, there is a displacement in the prerogatives of the circumstance of vulnerability, since it is not integrated as an exclusive characteristic of the individual, but as a result of the arrangement of stipulated social and political agreements that will relatively affect citizens. School meals are the only alternative food for many poor children in situations of social vulnerability and exclusion from the school system. This part of the population has been surviving in extremely precarious conditions in terms of food, hygiene, health and education. Far from achieving better opportunities, since most of them have no education, a fact that makes it impossible for them to enter the job market. Such a condition leads to colloquial work, where many are exploited and work only to survive, taking away any chance of achieving a better social condition. One of the fundamental personalities of these families is the decay of schooling. The school is put in the background since what matters most is the need to guarantee an income and this is seen with greater concern (SOARES, 2017, p. 75).

Social vulnerability is close to numerous social disadvantages, but it is essential to the loss of affective, relational and violence-related connections. The child's acquisition methodology begins even before he enters school, in view of this it is

3612

relevant to have an environment in which acquisition is supported, where adults encourage children to study. However, in vulnerable populations, few families have the capacity to take ownership of educational materials, time and attention for children (SILVA; RAPOPORT, 2015, p. 46).

Long working hours have greatly reduced the time parents have to spend with their children. However, more than filling their physiological scarcities, students primarily need affection and attention. Consequently, in the distance of time, children's development is impaired (SUKIENNIK, 1996 apud CASARIN; RAMOS, 2017).

However, their development is totally affected as a consequence of the precariousness of family relationships (CASARIN; RAMOS, 2017). It is believed that the experiences of children and adolescents directly afflict their life at school, as the lack of resources and tiny materials for survival constantly stimulate early entry into the world of work; There is the exploitation of child labor and a high rate of school failure and dropout. In view of this, they end up not having a professional vision and a project for the horizon (SILVA; RAPOPORT, 2015, p.78).

Anxiety about children and adolescents arose in the 1980s and in the late 1990s the Child and Adolescent Statute (ECA) was created in Brazil. Social vulnerability is afflicted in divergent areas, from health to social movements, and identifies groups in situations of risk. Children and adolescents who experience the negative consequences of social inequalities are in a situation of social vulnerability, and one of the main questions in this situation is how schools can contribute to reducing the consequences of this affliction (PEREIRA; 2015).

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3613

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3615

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3616