

A ATUAÇÃO DA COORDENAÇÃO PEDAGÓGICA NO ESTÍMULO E DESCOBERTAS DAS INTELIGÊNCIAS MÚLTIPLAS DOS EDUCANDOS

THE ROLE OF THE PEDAGOGICAL COORDINATION IN STIMULATING AND DISCOVERIES OF THE MULTIPLE INTELLIGENCES OF THE STUDENTS

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RESUMO: O objetivo fundamental do estudo em pauta é analisar as possíveis estratégias a serem desenvolvidas nas descobertas e construção das inteligências múltiplas do corpo discente. O percurso metodológico adotado na pesquisa em questão parte de uma abordagem qualitativa de caráter bibliográfico, com objetivos exploratórios. Ao findar das análises realizadas concluiu-se que uma coordenação atenta, intuitiva e participativa, pode ser o ponto inicial na descoberta, no apoio e no desenvolvimento das múltiplas inteligências dos estudantes. Mais que os limitar a modelos igualitários, é preciso equidade, dando-lhes oportunidades e apresentando novas possibilidades de desbravar seus talentos.

Palavras-chave: Coordenação Pedagógica. Inteligências Múltiplas. Educandos.

ABSTRACT: The fundamental objective of the study in question is to analyze the possible strategies to be developed in discovering and building the multiple intelligences of the student body. The methodological path adopted in the research in question is based on a qualitative approach of a bibliographic nature, with exploratory objectives. At the end of the analyzes carried out, I concluded that attentive, intuitive and participatory coordination can be the starting point in the discovery, support and development of students' multiple intelligences. More than limiting them to egalitarian models, equity is needed, giving them opportunities and presenting new possibilities to explore their talents.

Keywords: Pedagogical Coordination. Multiple Intelligences. Students.

INTRODUCTION

The theme proposed in this article refers to the performance of pedagogical coordination in stimulating and discovering the multiple intelligences of students. Howard Gardner in 1983, made an impact by announcing the theory of Multiple Intelligences and the perception in relation to the pluralities of the human being's way of learning, not condoning the idea of single intelligence, which brings to the pedagogical coordinator a fundamental role of educational practices that understand and value these numerous intelligences, providing a more inclusive and efficient education.

The choice of this theme is due to the perception of students who do not fit into the academic perspective, because they do not reach the competencies determined for the

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year/grade, based on this assumption, how can pedagogical coordination stimulate students to develop their multiple intelligences?

To this end, the general objective of this work is to analyze the possible strategies to be developed in the discoveries and construction of the multiple intelligences of the student body.

In the specific objectives, it is necessary to discuss the main actions of the pedagogical coordinator in the school environment; understand Gardner's theory of multiple intelligences, Identify the actions of the coordinator in the implementation of projects that aim to develop the multiple intelligences of students.

The methodological path of this article is based on a qualitative approach with bibliographic research procedures with exploratory objectives.

METHODOLOGICAL PATH

Education lives in successive transformations, it is alive, making the pedagogical coordinator carry with him the need for research, observation and endless discoveries so as not to be outdated and from there to get to know the public that is working better, and it is in this perspective that this research has its beginning in the exploration of the facts. Working with people requires special treatment, because each student is unique, and learns differently, knowing this we must explore what each child brings with him, what they have best and the best way to be developed, and especially what knowledge is enhanced, discovering from there the best way to solve such a challenge, considering that this is one of the functions of the teacher and the coordinator. And as every teacher/coordinator has as his essence the being a researcher, we saw exploratory objectives in this work, because according to Lakatos and Marconi (2003, p.187)

Exploratory - are investigations of empirical research whose objective is the formulation of questions or a problem, with a triple purpose: to develop hypotheses, to increase the researcher's familiarity with an environment, fact or phenomenon, to carry out a more precise future research or to modify and clarify concepts. Systematic procedures are generally employed either to obtain empirical observations or to analyze data (or both, simultaneously). Both quantitative and qualitative descriptions of the object of study are often obtained, and the investigator must conceptualize the interrelations between the properties of the observed phenomenon, fact or environment.

We are immersed in an environment of challenges, which requires us not only to be qualified, but also to be up to date and willing to reconfigure ourselves and, for this, it is necessary to make some concessions, dedicate our time to research, analyze, experiment, fail and get it right. The act of teaching goes beyond the limits of the classroom., the teacher is a

tireless researcher. For Minayo (2011, p. 17), research is the following [...] basic activity of Science in its inquiry and construction of reality. It is research that feeds the teaching activity and updates it in the face of the reality of the world. Therefore, although it is a theoretical practice, research links thought and action.

The methodological path of this article is based on a qualitative approach, which according to Triviños (1987, p.67), "(...) aims to obtain descriptive data of the direct contact between the researcher and the research participants, favors the obtaining of information that contributes to the scientificity of the investigation".

The procedure used was literature review, also called bibliographic research, according to Gil (1991)

Bibliographic research is an exploratory work, which provides theoretical bases to the researcher to assist in the reflective and critical exercise on the theme under study. At first, it is very useful to sharpen the researcher's curiosity and arouse concerns about the topic to be studied.

This procedure has as its main foundation to guide the researcher, providing him with knowledge about the selected theme. It serves as a theoretical foundation for research, and for this reason, it must be a careful, analytical and interpretative reading of works, articles, dissertations, reports, among others.

Our study is based on Howard Gardner's Theory of Multiple Intelligences, we will seek from this study to present an approach that will facilitate the reader how to use this theory to expand and develop the multiple intelligences of students.

MAIN ACTIONS OF THE PEDAGOGICAL COORDINATOR IN THE SCHOOL ENVIRONMENT

The role of the pedagogical coordinator is in essence to manage the educational activities of the institution in common agreement with the management, which is why it is called in some networks with a management trio, in addition to coordinating and supervising all initiatives related to the teaching-learning process in collaboration with teachers, always with the objective of ensuring the permanence of students in school. Their responsibility includes welcoming students and educators, as well as meeting their learning-related needs. In ORSOLON, 2006, p. 24, we saw that

These opportunities include space in the teaching plans for units decided by the group, elective subjects, whose theme is built from the students' suggestions and needs; spaces to listen to them, systematically, about the school process they are experiencing, among others.

The responsibilities of the pedagogical coordinator are established by state or municipal laws, according to the school network to which the school is inserted, and are diverse. This includes the creation and periodic reviews of the political-pedagogical project (PPP), in addition to administrative attributions, such as acting as support to the management and, especially, in activities related to the pedagogical functioning of the institution and assistance to teachers. Thus, it is possible to identify the three main ones, among the many functions of the pedagogical coordinator according to Oliveira, 2020 are:

1. Articulator;
2. Trainer;
3. Transformative.

As an articulator, the main function is to provide teachers with space to work together on curricular proposals, aiming to generate panoramas and maneuvers for the student to participate with suggestions and reflections in relation to the planning of the teaching work, making the teaching and learning process more meaningful to both, always valuing the reality that surrounds them. It is essential that the coordinator is able to motivate the members of the school community to be responsible, dynamic and astute, in addition to developing the ability to solve problems and make decisions. Vasconcelos (2006, p. 87) points out that

It is important to remember that, first and foremost, coordination is exercised by an educator, and as such must be in the fight against everything that dehumanizes the school: the reproduction of the dominant ideology, authoritarianism, knowledge detached from reality, evasion, classificatory and excluding logic [...], social discrimination in and through the school, etc. When assuming the exercise of trainer, he needs to provide a space in the workload of teachers, enabling them to deepen their specializations and improve their work. This, in turn, will positively impact their pedagogical practices, reflecting constructively in the classroom environment. According to Clementi (2003, p. 126):

The coordinator's training function needs to program the actions that enable the formation of the group for the continued qualification of these subjects, consequently leading to changes within the classroom and in the school's dynamics, producing a very productive impact and meeting the present needs.

The pedagogical coordinator, in the role of agent of transformation, has the responsibility of instigating questions, helping teachers to become critical and reflective in all their educational activities, in order to achieve their teaching objectives. In this way, it is the role of the pedagogical coordinator to establish a link with parents and the community, especially with regard to the pedagogical, curricular and didactic management of the school,

to facilitate communication and understanding of student evaluations, in addition to finding the latent intelligence of students together with teachers so that from there they can leverage their school success.

GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

The Theory of Multiple Intelligences, developed by psychologist Howard Gardner at the end of the twentieth century, disagrees with the established understanding of intelligence, which reduces it to a restricted and quantifiable aspect exclusively to the Intelligence Quotient (IQ). According to Gardner, 1995, each individual has several forms of intelligence that transcend intellectual ability alone and evaluated by IQ tests.

For him, there are seven types of intelligences that in some cases work in combination with the fusion of two or several of them. They are:

1. Musical intelligence: it is based on the ease of learning using music or learning to play or sing music. Taking as an example of learning music people who have absolute pitch (ability to reproduce and recognize musical notes or everyday sounds without ever having had a specific class on the subject), they are able to name chords and musical notes just by hearing, play a famous song or compose only by ear;

2. Body-kinesthetic intelligence: One uses one's own body in the expression of one's emotions, including dance, sports, the creation of new products and rhythmic gymnastics are some of the examples;

3. Logical-mathematical intelligence - This is the traditional way, along with linguistics, to assess people's IQ, people who find it easy to solve logic problems and any type of problem situation and other areas of Mathematics, as a suggestion for work in the classroom we indicate activities involving logical reasoning, problem solving and science projects;

4. Linguistic intelligence: Together with logical intelligence, it is part of the traditional IQ assessment, it consists of the ability to acquire grammatical sentences, writing books, poems, everything related to language, writing activities, debates and telling one's own stories or those read by another author, are good interventions to be carried out;

5. Spatial intelligence: it is widely used in the visual arts, in mappings, they are people who find it easy to solve issues that deal with space;

6. Interpersonal intelligence: It is having the gift of speech, knowing how to deal adequately with the emotions and adversities of those around you, they are born leaders;

7. **Intrapersonal intelligence:** It is the gift of resilience. The ability to transform bad moments into something productive for themselves, often those who have this talent merge with others such as music and linguistics.

With the analysis of each individual as unique and the evaluation carried out holistically, we can see students as a whole and not in a fragmented way as in traditional education, it is up to the coordinator to encourage, present alternatives and implement this new concept so that we can change this model that limits and stifles education. However, for there to be a real change, planning and action are necessary.

"The planning of my ideal school of the future is based on two assumptions. The first is that not all people have the same interests and skills; Not everyone learns in the same way. (And now we have the tools to begin to address these individual differences in school.) The second assumption is the one that hurts us: it is the assumption that, currently, no one can learn everything there is to be learned. (GARDNER, 1995, PAGE 16.).

By identifying, respecting and valuing students as unique beings, the educational institution not only enhances the teaching-learning process, but also empowers students to face the challenges of the world by stimulating in a holistic and creative way. In this way, education becomes a space for conquest, recognition and enhancement of multiple intelligences.

ACTIONS OF THE COORDINATOR IN THE IMPLEMENTATION OF PROJECTS AIMED AT DEVELOPING THE MULTIPLE INTELLIGENCES OF STUDENTS

Pedagogical coordination plays a fundamental role in the discovery of talents and their exposure. By implementing an approach that values the plurality of students' abilities, it is possible to enable a more inclusive and inspiring educational environment. Through a common practice in schools, which is the talent show, it contributes to the discovery of skills that the students find in themselves, aiming to promote an increase in self-esteem, the exposure of them gives notoriety to their type of intelligence and from there implement some electives to improve this latent knowledge.

Practical Examples of Implementation:

1. **Group Activities:** Create moments in which they can use their interpersonal and bodily-kinesthetic skills of dramatic games through cooperative projects, productions of theatrical plays, scientific experiments or physical structures can be developed.

2. **Music and Art Workshops:** As it already has in the curriculum of some networks within the discipline of music arts, it would be feasible to promote weekly music and visual arts workshops to stimulate the musical and spatial intelligence of students. This can include the composition of music, drawing and sculpture, and an excellent opportunity to present your work to the school community would be through an exhibition in the schoolyard of the artistic works handicrafts, and if there are musical compositions record a demo to play during school breaks (recess), in addition to talent show performances.
3. **Mathematical and Logical Challenges:** Offer mathematical challenges, logic games and the promotion of interclass competitions that stimulate logical-mathematical intelligence.
4. **Sport and recreation:** Research with the parents themselves sports and recreational skills so that they could give classes to interested students, at the beginning there would be a different workshop each week for them to appropriate and then they could choose which one they identify with the most and from there create a competition, something interconnected the classroom only continues in the workshop if you get a certain grade or percentage of attendance, working on them responsibility and developing talents.

“... The purpose of the school should be to develop intelligences and to help people achieve occupation and pastime goals appropriate to their particular aspect of intelligence. People who are helped to do this, I believe, feel more engaged and competent, and therefore more inclined to serve society in a constructive way.” (GARDNER, 1995, p. 16)

The mapping of key intelligences and the combination of diversified pedagogical practices not only optimizes the learning experience, but also helps students to develop their performance to the fullest. With efficient, creative and responsible pedagogical coordination, it is possible to modify the educational institution into a space where each student can find and develop their multiple intelligences.

FINAL CONSIDERATIONS

This article makes us reflect on the great need for welcoming, accompaniment and above all the importance of discovering and working on the type of intelligence most latent in our students. Intelligences that go beyond a group curriculum, grade or what is expected for a certain age.

They are those who do not achieve certain pedagogical goals, but who have excellence and/or considered ability in other areas.

A pedagogical coordination that provides teachers with the freedom to interact with children in order to make them explore one or as much as they can of the various areas, with support, will make these skills not only discovered but also stimulated.

With Gardner's theory of multiple intelligences we understand how much most schools fail children, nullifying what could be the best part of them when they limit them with assessments based solely on IQ tests, in which only knowledge in the areas of Portuguese Language and Mathematics are the parameters for measuring intelligence.

It is possible to change this reality by using sensitivity, observation and investment of time through projects and favorable conditions will make these intelligences be discovered, worked and encouraged, making students recognized, and talents used, thus achieving school success in a more humanized and happy way.

Therefore, from the studies carried out, we can say that education should value the individuality of each student, promoting an environment where each talent is explored.

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