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**TRAINING EDUCATORS
AND THE CHALLENGES
OF TEACHING IN
THE EDUCATION OF
YOUTH AND ADULTS IN
CONTEMPORARY**

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Abstract: The present work aims to develop a study about the existing challenges in the formation of teachers in Youth and Adult Education, as a tool that makes it possible to contribute to the inclusion and socialization of students in this type of teaching. In this sense, the objective is to reflect the importance of the teacher in seeking professional improvement, knowledge and methods, so that it is possible to offer a quality class. The methodological procedure is based on bibliographical research, with specific literature on the subject, such as: Andrade (2004); Spider (1996); Bello (1993); Calado (2008); Fonseca (2002); Gadotti (2010); Gomes (2007); Haddad (2007); Soares (2005). The relevance of the object is a way of having contact with theories that encompass teacher education, the historical context and the profile of students. It must also be noted that the aspects of discrimination and exclusion that the referred group suffers during the schooling process, in which EJA appears as an educational instrument that seeks to meet the demands, needs and particularities of these subjects. Thus, educators must be more respected, recognized and valued compared to other teaching models, and the government must encourage, promote and invest more and more in the qualification of teachers.

Keywords: Educator Training. Teaching. Youth and Adult Education.

INTRODUCTION

This study will present a content that encompasses the theme of teacher training and the challenges of teaching in Youth and Adult Education (EJA), considering that the referred subject involves the past and current period, being a right that was conquered by through struggles during the historical, social and political context.

The research aims to reflect on the importance of teacher training and the role of the educator in this type of teaching, as a

study that makes it possible to analyze the challenges experienced by such professionals.

Youth and Adult Education is a teaching modality aimed at a specific audience, with the objective of offering Elementary and High School Education, aimed at schooling and training, giving the opportunity to students who, for some reason, did not complete it during the period. regular.

Teacher training is an instrument that can contribute to the schooling process of EJA students, as they will have the opportunity to learn about new knowledge, skills and methods, being a professional who encourages the aforementioned public not to abandon the classroom and not even dropping out of school.

Currently, the illiterate adult is part of a literate, globalized and modern society, which needs to obtain knowledge of reading, writing and interpretation, so that it is possible to seek training, play a role and fight for their rights.

This way, teacher education in EJA Education is a tool that can reduce the exclusion and discrimination that exist in this type of teaching and, at the same time, seek inclusion, repair, schooling, participation and socialization of students.

METHODOLOGY

The methodological procedure is based on bibliographical research, with specific literature about the historical context, the EJA audience and teacher education, such as: Andrade (2004); Spider (1996); Bello (1993); Calado (2008);

Fonseca (2002); Gadotti (2010); Gomes (2007); Haddad (2007); Soares (2005).

The respective study addresses a set of topics on: the historical context that encompasses social and political aspects; the profile of students in the Youth and Adult Education modality; the importance of teacher qualification as an instrument of

repair and schooling.

DEVELOPMENT

With the conclusion of the summary, introduction and methodology, the first topic of the theoretical framework must begin, with the objective of getting to know the information that encompasses the historical context of Youth and Adult Education, as a way to analyze the social aspects and politicians.

The history of Youth and Adult Education begins in the 1930s, when the country was inserted in a context of affirmation of industrial capitalism, thus emerging the first industries, which showed the need for free basic education for adults in the upper classes. inferior and to supply the demands of the ruling classes of the time. (SPIDER, 1996)

In 1934, the National Education Plan was created, with the aim of guaranteeing free education from childhood to adulthood, which stood out as the first educational plan that encompassed Education for Young People and Adults. (SPIDER, 1996)

In 1947, the Campaign for Education of Adults and Adolescents (CEAA) was started, a movement led by Lourenço Filho and aimed to explore the capacity of each individual, through the social context and economic needs, which ranged from meeting the illiterate group. (BELLO, 1993)

In 1952, another social movement that struggled for the literacy of adolescents and adults emerged in the country, called the National Campaign for Rural Education (CNER), whose focus was the literacy of Brazilians in the Northeast region, who felt the need for a new teaching method that could stimulate the teaching and learning process. (BELLO, 1993)

One of the great names included in the project (CNER) was Paulo Freire, who is an important scholar of Education in Brazil, in which he developed a method that sought

social equality and promote a liberating teaching, as it is possible to analyze the study of Maria Lucia Aranha (1996, p. 209):

Throughout the most diverse experiences of Paulo Freire around the world, the result has always been gratifying and often moving. The illiterate man arrives humble and guilty, but little by little discovers with pride that he is also a “culture maker” and, even more, that his inferiority condition is not due to his incompetence, but rather the result of having been robbed of humanity. Paulo Freire’s method intends to overcome the dichotomy between theory and practice: in the process, when man discovers that his practice presupposes knowledge, he concludes that knowing is somehow interfering with reality. Perceiving himself as the subject of history, he takes the word of those who have hitherto held his monopoly. Literacy is, ultimately, teaching the use of the word. (Spider, 1996, p. 209).

According to the author in question, Paulo Freire sought not only to convey the content, but to awaken the critical awareness of students, which would enable promoting insertion into the social environment, with a teaching practice that occurred through dialogue and the relationship between teacher/ student.

For this, the Brazilian Literacy Movement (MOBRAL) was implemented, as a project required by the government and which sought to guarantee a set of interests, as a result, it supported the minority classes in order to keep them dependent on the control imposed by the rulers. . (BELLO, 1993)

Another moment of great importance for the Education of Youth and Adults, refers to Law 5692/71 which, incorporated in the Law of Guidelines and Bases LDB 4024/61, had the year 1974, which started the supplementary courses in the education system. free, being a chapter dedicated to EJA legislation. (HADDAD, 2007)

In 1996, another LDB was created that guaranteed the rights of EJA, Law No. 9,394/96, but it did not cover all the needs and nor did it ensure all the foreseen interests, such as: residence close to the EJA institutions; the difficulty of getting around; the lack of implementation of the program within companies. (HADDAD, 2007)

To understand the educational process of EJA, it is essential to mention that the aforementioned teaching model is a place that must include everyone in society, as a way to offer the opportunity that enables the formation of citizens and prepare them for the market of Work. (GOMES, 2007)

However, the teaching modality related to EJA is a model that encompasses the interests and needs of the group that did not have the chance to be part of the school in the regular period, either due to exclusion or dropout factors, which made the literacy process and the completion of studies impossible at a given point in life.

As a way of analyzing the subject of the teaching modality in Youth and Adult Education, it is convenient to mention the study by Maria José Gomes (2007, p. 02), which makes it possible to reflect on the school process in question:

[...] a subject who is starting or resuming his school life, who has the mark of social and cultural exclusion, caused by not having access to school or not being able to continue his studies, who seeks a first or new opportunity for inclusion (GOMES, 2007, p. 02).

Through the text, it is observed that there are individuals who go through traumas and problems during life, who carry marks due to discrimination, prejudice and shame at the time they are excluded.

EJA is a mechanism that ensures the right of those who want to go back to school, with the purpose of offering the opportunity for these students who were prevented from continuing

the schooling process and guaranteeing access to Elementary or High School, being a public system that it is part of Basic Education and encompasses the supplementary (CALADO, 2008).

This way, Youth and Adult Education is a system that presents a structure and organization that integrates National Education, as a model that establishes a specific age for the student and supplementary courses, and the State must ensure the right of students(a)s to return to school.

The importance of creating a quality model for the Youth and Adults modality is not just a necessity and an obligation of public policies, as it is possible to analyze the study by author Moacir Gadotti (2010, p. 17):

There are needs to establish teaching-learning quality standards, there are needs to measure the efficiency of educational systems, but in order to reach concrete results in education, a large set of quality indicators must be taken into account: the quality of extra-school and intra-school factors; it is also necessary to consider other objective criteria, always leaving them aside, but which can be intentionally dimensioned. (GADOTTI, 2010, p. 17)

Based on the work, it is clear that EJA has a set of factors that public policies must value even more, such as programs, curriculum, planning, professionals and training, with the aim of seeking quality education and reducing the number of illiteracy.

From the point of view of public policies, the MEC takes the initiative of creating a Secretariat that takes care of diversity, inclusion and literacy, the Secretariat of Continuing Education, being a project that involves other programs, such as: PBA; PNLDEJA; PROJOVES; PROJOVEM PRISONAL (BRAZIL, 2000).

Thus, the EJA system aims to provide education that guarantees the continuity of studies, as an educational model that is

different from traditional literacy programs, which seeks the integral training of students in the schooling process.

With the closing of the first topic of the theoretical framework, it is necessary to enter the next topic, in this case, the content about the profile of students in the Youth and Adult Education modality, so that it is possible to analyze the school context experienced by such audiences. .

EJA students are considered a group that belong to a specific cultural, social, economic and historical context, which shows a reality marked by a trajectory of difficulties in accessing regular education, thus hindering admission to school and obtaining training (ANDRADE, 2004).

In this sense, the respective teaching modality covers a non-standard group, such as a marginalized, devalued and excluded public, being a situation linked to commitments to work, responsibility to the family and lack of time, which the educator must take in tells the reality of the students.

According to the thought of L. Soares (2005, p. 127), Youth and Adult Education is a teaching that presents a set of requirements, aspects and strategies, in which there needs to be a way to meet the interests and needs of students, as it is possible to analyze in the work in question:

Discussions on Youth and Adult Education have prioritized the following themes: the need to establish a deeper profile of the student; taking the reality in which it is inserted as a starting point for pedagogical actions; the rethinking of curricula, with methodologies and teaching materials suited to the needs; and, finally, teacher training consistent with their specialty. The Jomtien Conference (1990) – Education for all – already established as a strategy to satisfy everyone's basic learning needs the demand for content, means and modalities of teaching and learning appropriate to each one (SOARES, 2005, 127).

According to the study, it is noted that it is not just a matter of access, but that it involves a set of factors related to students, teachers and the school, and the educator must use a pedagogical action that expands the content, strategies and the methodologies.

Thus, cultural differences and popular knowledge are factors that define the identity of students, especially the public of this type of education, which involve a diversity of identities, experiences and histories.

The study by Sérgio Haddad and Maria Clara Di Pierro (2000, p. 113) is a content that allows deepening the topic on the profile of EJA students, being a model that encompasses culture, politics and popular knowledge:

Adult education also came to be recognized as a powerful instrument of political action. Finally, it was given a strong mission to rescue and value popular knowledge, making adult education the engine of a broad movement to value popular culture (HADDAD; PIERRO, 2000, p. 113).

According to the authors, it is analyzed that this public is marked by a context of social inequality, in which a part is ashamed of themselves and suffers from a society that oppresses them, and the government must recognize, value and invest extensively in the modality in question.

After completing the second theme of the theoretical framework, the next research topic must be started, which addresses the importance of teacher education and the challenges of teachers in Youth and Adult Education.

The educator Paulo Freire was one of those responsible for carrying out the method that consisted of teaching young people and adults to read and write, in which he sought to teach the definition of culture and the active role of man in society, in which he developed a set of methods related to the experience of each a. (PIERRO; JOIA; RIBEIRO, 2001)

In turn, Paulo Freire's greatest concern

was in relation to the educator's posture, as the professional would need to adapt to new changes, situations and demands that exist in education, more specifically, in the issue of welcoming older students who could not read.

To understand the issue of professional attitude and how it must behave when dealing with different realities, the study by M. C. R. Fonseca (2002, p. 63) is an extremely important content to analyze that the educator can use an affective pedagogical action in contact with EJA students:

The sensitivity to the specifics of the adult life of EJA students is composed, therefore, of the educator's generous attitude of being willing to open up to the other and welcome him, but also of the discipline of observation, recording and reflection of the practice and about the pedagogical practice that allows the teacher, if he does not put himself in the position of his student, to exercise in understanding the point of view that this student can build. (FONSECA, 2002, p. 63)

According to the scholar, teacher training is an important requirement when teaching the adult public, which reaffirms the need for teacher qualification and professional improvement, and there must be work that encourages and a meaningful class, to promote inclusion and quality schooling .

On the other hand, the educator must not only be competent and qualified, he must have the ability to transform reality, as a way of reflecting on the social context, and the teacher must have a solid training to act in front of the pedagogical proposals that will be developed in EJA programs.

The study by author Marcelo Soares (2010, p. 04) is essential to understand the importance of teacher training and professional development, so that it is possible to analyze the challenges of the teaching and learning process:

Collective work implies a broader understanding of the school. It is necessary

that the different segments and actors that build and rebuild the school learn its various dimensions and meanings. This is because the educational character of the school does not reside only in the space in the classroom, in the teaching and learning processes, but it also takes place in the practices and relationships that are developed there. The school educates not only in the content it transmits, as the process of human formation that takes place there also takes place in moments and spaces of dialogue, leisure, in pedagogical meetings, in the posture of its actors, in practices and management models experienced. (SOARES, 2010, p.04)

The scholar explains that the teacher must perform an activity together with other school professionals, exploring spaces, developing pedagogical actions, analyzing other practices and building relationships, since the school environment is an unpredictable place, especially Education of Youth and Adults.

This way, the teacher has the social function of creating the relationship between the classroom, daily life and the community, being a challenge to deal with the school reality and the changes that affect that environment, which shows the importance of being aware of political changes and of seeking a way to integrate them into education.

As a result, teacher education is a unique tool to contribute to the Education of Youth and Adults, which makes it possible to build teaching that aims to develop a reflective, critical and liberating awareness, in which dialogue is a significant method in the process of teaching and learning.

RESULTS AND DISCUSSION

This topic refers to the results and discussion of the research, which sought to address the main issues and reflect on the importance of teacher training in Youth and Adult Education, as a way of analyzing that the educator's practice goes beyond the exposed content in the classroom.

The EJA modality is not just a place to learn and to obtain training, but it is an environment that involves people from various social groups and a set of challenges, which reaffirms the value of teacher training and professional development in referred teaching model.

In turn, the EJA public suffers from structural problems in the family, financial difficulties and social inequality, making coexistence and relationships a complex situation, inside and outside the classroom, and the educator must be sensitive to reality and the needs of students.

Thus, the affection between teacher and student is precious when building a relationship that enables the learning process, which can contribute to socialization and schooling, as it encompasses taking care of the needs and individualities of that public in such a mode of teaching.

However, the teacher has to seek qualification and other training, so that it is possible to offer the appropriate conditions for the development and education of EJA students, as well as the school must do its part and play its role, must be prepared and organized.

Finally, the EJA modality must be valued by the government, and must invest extensively in teacher training and professional development, as a way to promote the inclusion of diversity, reduce social differences and provide quality education.

FINAL CONSIDERATIONS

According to the study presented, it is convenient to conclude that Youth and Adult Education is a type of teaching in the public network in Brazil, with the purpose of offering quality Elementary and High School, both for the group that does not have the school age and for the public who had to interrupt the schooling process.

On the other hand, the profile of the students are variable, whether age, gender, ethnicity, financial and social conditions, showing that this modality is not just a place to obtain training, but it is about of an environment that encompasses a group that experience difficulties and problems when they return to school.

Thus, the EJA teacher must have professional training and qualification, but they end up facing several problems along the way and that hinder the improvement of educational practice, such as devaluation of salary, lack of experience and lack of motivation to seek new knowledge.

For this reason, the teacher has the mission of building an environment that makes it possible to work on the cognitive, affective and social issue, in order to reflect on the pedagogical action and to think of other methods, so that it is possible to offer teaching that contributes to the quality schooling process.

The educational practice of the EJA teacher must be a social action, both to build an environment of interaction and to create a relationship with students, which allows the development of a set of methods, strategies and mechanisms in favor of the learning of the public in question.

The topic ends by mentioning that EJA is a group marked by an unfavorable social, cultural and economic context, which hinders the completion of studies in the proper time and by a reality of exclusion, and the school must offer: qualification programs; rethink planning; pedagogical action; resume; subjects; schedules; teacher training; courseware.

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