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MEANINGFUL LEARNING: INFLUENCE OF SOCIAL VULNERABILITY ON LEARNING

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Abstract: The importance of meaningful learning in childhood for socially vulnerable children is increasingly observed. Family structure, emotional bonds and self-esteem play determining roles, as learning problems can originate from affective aspects, not just cognitive ones. The objective of this research is to understand how socially vulnerable children carry out meaningful learning, using the class-interview method applied to children in a 2nd year elementary school class. Both school and family members play crucial roles in the child's affective structure, and it is essential to address factors such as self-esteem and need. If this assistance is not provided by the family, it is up to the teacher and the school to establish this emotional bond.

Keywords: Meaningful learning, family, social vulnerability.

INTRODUCTION

This research project was developed in the Course Completion Work Discipline in the Pedagogy Course at the Centro de Ensino Superior Riograndense – CESURG-Sarandi/RS, addressing the theme “SIGNIFICANT LEARNING: INFLUENCE OF SOCIAL VULNERABILITY ON LEARNING”.

The choice of theme arose from the author's need to understand whether socially vulnerable children can learn in a meaningful way, arising from her experience in a peripheral school in Sarandi / RS, where the majority of students face fragility.

Multiple questions guide the research, such as the ability of a child unassisted by family/society to learn in a meaningful way and the elements that contribute to this learning. The research also explores how school can provide meaningful learning and how it broadens children's worldview.

The study will involve a literature review on meaningful learning and the teaching-learning process of socially vulnerable

children. Afterwards, an interview class will be held with children in the 2nd year of elementary school in a public school.

The research highlights the importance of affection in learning, highlighting that the bond and the feeling of belonging to a group contribute to raising the child's self-esteem. The family is considered the basis of development, and in cases of deficient family structures, the teacher plays a crucial role as an emotional bond for the student.

The presence of the student's daily life in classes, respect for their prior knowledge and the promotion of the student's autonomy are fundamental pillars for meaningful learning, as defended by Freire. The teacher is seen as a promoter of learning, stimulating curiosity and research, while students take on the role of protagonists in the educational process.

One of the most important tasks of educational-critical practice is to provide the conditions in which students in their relationships with each other and with the teacher rehearse the profound experience of coming out. Assuming yourself as a social and historical being, as a thinking, communicating, transforming, creating, dream-fulfilling being, capable of being angry because capable of loving (FREIRE, 1996, p.46).

The work was structured into chapters. The first chapter begins with the introduction, which presents the research problem, objectives and justification, providing a basis for the study. A contextualization of meaningful learning and its factors is also covered in this chapter.

The following chapter addresses the theoretical framework, discussing the concept of meaningful learning, how it occurs and the factors necessary for its effectiveness. Furthermore, it includes an analysis of social vulnerability, exploring its meaning and impact on children.

The methodology is explained below, detailing the steps to be followed in the construction of the work. The results are presented later, guided by the steps in the previous chapters.

Finally, the final considerations conclude the work, highlighting observations from the class-interview, such as the ability of socially vulnerable children to learn meaningfully, the importance of affection in this process and how the school can contribute to making learning more meaningful.

THEORETICAL REFERENCE

UNDERSTANDING MEANINGFUL LEARNING? WHAT DOES IT MEAN TO LEARN MEANINGFULLY?

For meaningful learning to occur, it essentially needs two conditions: the learning material, books, classes, applications, resources themselves... they need a logical meaning, for students to have logical ideas in their mind with these materials, which make sense for the same. It is worth highlighting that the meaning is in people and not in materials, there is no significant book but only meaning for these learners. Predisposition to learning, the learner must want to relate their knowledge to new knowledge. It is not linked to liking the subject, but the person who learns must be willing to relate new knowledge to a previous cognitive structure, enriching it and giving meaning to these concepts.

According to Souza (1999) what is called the taste for studies are three factors, environmental, psychological and methodological. The environmental factor covers the number of children, housing conditions, where the individual lives, and may include the parents' education. The psychological factor is the family organization, the context in which this individual is inserted, reflexes such as anxiety, low self-

esteem, isolation. For Stevanato et al. (2003), the methodological context involves what is taught in schools and its relationship with values such as relevance and meaning, with the teacher factor and with the evaluation process in its various meanings and modalities.

Paulo Freire (1996) makes us reflect on respecting the student's autonomy, the being under construction and respecting what the student already knows about a given subject. Common sense must be present in the evaluation of pedagogical practice, not in demanding deadlines regarding work and combined responsibilities, but in authoritarianism and respect for the student's dignity, autonomy and identity. The student's respect will not be possible without these practices, without the respect of their educator.

The authoritarian teacher, the silent teacher, the competent, serious teacher, the incompetent, irresponsible teacher, the loving teacher of life and people, the unloved teacher, always angry at the world and people, cold, bureaucratic, rationalist, none of these passes by the students without leaving their mark (FREIRE, 1996, 65).

The teacher has a very important role when it comes to creating possibilities to create critical subjects, who build knowledge. According to the author, the educator needs to be an instigator of questions, the good teacher in the author's view is the one who involves the student in his classes and thoughts, [...] "the student does not sleep in class but rather gets tired, tired because they accompany the comings and goings of thoughts, surprising their pauses, their doubts, their uncertainties" [...] (Freire, 1996). Freire also brings up the way in which classes are taught, not only thinking about programmatic contents of different disciplines, but the way in which the teacher exposes such content in the classroom, whether in a more open, dialogic or more closed, authoritarian way, with that this or that teacher teaches. The teacher as a mediator

must know how to talk to his students, so that they feel like they belong, teaching and learning must involve the effort of the teacher as an educator, making himself understood by his students, the students in turn becoming subjects of learning., it has nothing to do with transferring the content, this is in fact, learning and teaching both have a lot to teach, and mutual respect must be respected, the teacher needs to respect the “world language” in which the student arrives at school, their culture and habits.

Bruner (1969), in his learning theory, highlights that children at any stage of development can learn about any subject, for him the most relevant structures and their teaching alternatives are what must be explored. (GORTELO, DIAS, ABRÃO, 2020). He emphasizes the importance of learning through discovery, through stimuli, in which instruction occurs to have the opportunity for knowledge, because as the child develops he thinks in a symbolic way. Teaching must be planned in a way that considers the learner’s development, “the construction of knowledge gradually increases when it is transmitted to the student in an organized way by the teacher” emphasizes Bruner. (2018. p 66).

Vygotsky highlights the importance of social relationships enjoyed by the student in their learning process, arguing that learning occurs through stimulation of the proximal system, through stimulation in their learning environment.

Thus, for Vygotsky:

Learning awakens several internal developmental processes, which are able to operate only when the child interacts with people in his environment and when in cooperation with his peers.” (VYGOTSKY, 2007, p. 103).

Vygotsky’s concept “proximal development” is the cognitive area, which can be helped, hence it is so important role in the development of

values that aid learning (NETO, 2012).

For Piaget (1985), learning takes place through the intentionality of building knowledge, teaching must be active, seeking solutions for everyday situations, enabling pleasurable experiences and situations, “evolution arrives with logical intelligence, in the form of concrete operations and finally with abstract deduction”, the stages of intellectual development, are distinguished from the previous ones, have original structures and lead to mental evolution.

In Freire’s (1987) thinking, the student is encouraged to analyze their experiences, their place in society, while having the influx of reading and writing. The student develops in a more critical context, in a literacy context as being active in a real social function. Moreira (2000) highlights Freire’s teachings being, acquisition of knowledge through significant critical learning, teachings are part of culture, through this learning, man can deal with changes, without being dominated by it, he can deal with uncertainty and decision making. Freire (1998) highlights the importance of teachers teaching their students to question, highlighting that when the student formulates an appropriate and consistent question, they are using their prior knowledge on a given subject in a non-arbitrary way, which consists of meaningful learning. Learning to constantly formulate questions, the index of meaningful, critical and reflective learning.

In Ausubel’s (1963) theory of meaningful learning, when the student learns new knowledge, for meaningful learning to be carried out he needs to link this new learning, it is linked to knowledge that already exists in the individual. According to Ausubel (1978, p. 41)

The essence of the meaningful learning process is that symbolically expressed ideas are related in a substantive (non-literal) and non-arbitrary way to what the learner already knows, that is, to some aspect of their cognitive structure specifically relevant

to learning from these ideas. This specifically relevant aspect can be, for example, an image, a symbol, a concept, a proposition, already significant.

In other words, it is to reiterate that meaningful learning is characterized by the interaction of new knowledge with previous knowledge, through this process prior knowledge acquires new meanings or even greater cognitive stability, not static that can evolve or devolve.

This learning is not one that the individual never forgets, but rather it differs, but does not lose its total meaning, as if they had not learned, if this happens, this learning was probably mechanical¹, not significant. A subsumer², progressive differentiation of the concept, we can use as an example what we know about the concept of force before arriving at school, a push, physical effort, etc.... In science, when we arrive at school, we see that there is in our nature a force that is Due to the mass of the bodies, the force of gravity, this force is of extreme importance for the planetary system, which is governed by a certain law, etc. ...

To give meaning to this force, the student will probably use the subsumer force, since it is present in their daily lives, and thus “force” will become richer of meanings, now in addition to physical effort and pushing, it will mean attraction between bodies that have mass. Following our reasoning, force will gain more meanings and concepts, if the student continues studying physics, the subsumer force will gain meanings to nuclear forces, strong and weak, gravitational force, etc. ...

For Ausubel (1963), prior knowledge is of greatest importance to the individual, when talking about significant learning, what most influences new learning are the subsumers already existing in the individual’s cognitive structure.

1 . Mechanical learning (AUSUBEL, 1980) represents a non-substantive incorporation of new information. It is only memoristic and, normally, does not bring meaning to the learner.

2 . He is defined by Ausubel (1980) as a structure of specific pre-existing knowledge in the learner’s cognitive structure.

The family plays an important role in a child’s life, when it comes to learning it is no different, the child needs to feel safe and loved, to perform well at school and be happy with themselves. Through self-esteem, the feeling of belonging can be seen whether this child is welcomed by the family.

THE IMPORTANCE OF THE SOCIAL AND FAMILY CONTEXT FOR LEARNING

The learning process for us human beings is something normal, we learn something all the time, from the moment of our birth to the moment of our death. This learning is carried out through interactions in the society in which we live, our experiences and experiences. It is in the school environment, a place where the student’s cognitive skills will be greatly used, that difficulties will appear in assimilating the contents, at school these contents are gradual, and everything that is learned from one year to the next is of great importance, it is extremely important not to skip these difficulties, as it will harm the rest of the learning process.

The student may demonstrate difficulties in learning due to various factors, problems in socialization, difficulty in understanding the student’s method, social isolation, or problems in the society in which they live, family abuse, financial difficulties, helplessness on the part of their caregivers. For Navarro (2016), school difficulties can be triggered by multiple situations that contribute to the emergence of obstacles in the teaching-learning process. However, it is necessary to take into consideration, the social, historical and economic environment in which the student lives, their motivation to learn and their level of adaptation to the school environment. He states that schools have a significant degree

of lack of interest among children in schools, considering that students need a welcoming and motivational environment to awaken their interest.

The environment outside the school also has significant importance, with difficulties in the classroom and family conflicts directly affecting children in their learning. When the student lives in a family where there is unity, where he or she feels like he or she belongs, and where there are costs involved in providing a dignified life, the child will, in most cases, present good results at school and in their social life. In cases that present problems, the child feels isolated, distant from their caregivers, living with aggression. (VIEIRA, et. al. 2015).

Freire (1987) mentions that through affection it is possible to create affective bonds, extremely important for development, thus going beyond what is an objective of individual knowledge, to collective knowledge. The word affection carries a great meaning, it is the movement, interaction that one group or individual has on another, very frequent thoughts focused on affection are that it is only linked to hugs and kisses but it is not, affecting in a positive way goes much further. It is self-care, the culture of affection is simply touching people in a positive way.

According to Antunes:

The biological origin of affectivity, as can be seen, highlights the meaning of "caring". Love between humans arose because their fragility inspired and required care and the way this care manifests itself is always accompanied by the impression of pain or pleasure, pleasure or displeasure, joy and sadness. It can be seen, therefore, that affectivity is a relational dynamic that begins from the moment a subject connects to another out of love and this connection embeds another feeling that is no less complex and profound. Affection, throughout history, is related to the concern and well-being of others; Solidarity did not appear in human history

as an altruistic feeling, but as a fundamental mechanism for survival. (ANTUNES 2008, p. 1)

With the evolution of human beings, interpersonal interaction has become of great importance, the first contact with affection is in our family environment, with birth and care itself, bonds that last a lifetime, being transmitted between people. The relationship between teacher and student is a reason for concern among people in education, considering that these mechanisms are essential for human survival (ANTUNES, 2008). Affectivity is one of the factors that favor the individual's learning, it brings learning with feelings, emotions, self-knowledge and interactions with others.

For Wallon (1975), through the interactions we experience in our lives, they determine the individual's personality and how they will react and interact with the world. From the emotions he builds, the relationships he has with the people around him, through this he will build his affective field. Then he will be afraid, he will dedicate himself more or less, he will be more or less impulsive, based on this affective field that he develops in his personal context and this way, the person's intelligence is composed, the way in which he will approach the world and if relate to people.

In this sense, Wallon asserts that:

Understood as an antagonistic pair, they complement each other through their own opposition. In fact, the Other is attributed as much intimate reality by consciousness as the Self, and the Self does not seem to contain fewer external appearances than the Other (WALLON, 1975, p.159).

From the perspective of affection, knowledge is formed as a consequence of their emotional bonds, of their interactions with human beings, Madalena Freire in "Aggressivity, what is its role in learning" says that we are beings made of affection, looking

for what is missing in others in ourselves, we are born in groups and live in them as we grow and develop, we need this context to survive.

Mario Sergio Cortella (1997) reflects on the social reality of students, with an emphasis on school dropout and repetition, which is often higher among the less privileged, one of the main causes of this problem is extracurricular activities. In addition to neglect, lack of support and encouragement from some families, it is a very common obstacle, realities in the Brazilian popular classes, I cite an example in which the student who is in his 3rd year of Elementary School has more education than his parents, being This is a big problem, as family support is of great importance for children.

Thought, its attitudes and languages reflect its social environment, for Vygotsky:

The education received at school and in society in general plays a primary role in the constitution of subjects, the attitude of parents and their upbringing and educational practices are aspects that interfere with individual development and consequently the child's behavior at school. Vygotsky (1984, p.87).

The factors linked to learning are divided into three: environmental, psychological and methodological. The environments are linked to socioeconomic status, parental education, and family life. Aggression, low self-esteem, isolation, etc., are part of the psychological and methodological factors and are linked to what is taught in schools. This factor is directly linked to the teacher, his way of teaching and awakens the student's curiosity. (Souza. 1996).

When the student is unable to learn, they begin to become unmotivated, which is a major problem. For Furtado:

When learning does not develop as expected for the child, for the parents and for the school, "learning difficulties" occur. And before the "snowball" develops, it is necessary to identify the problem, effort,

understanding, collaboration and flexibility from all parties involved in the process: child, parents, teachers and counselors. What we see are unmotivated children, frustrated parents putting pressure on the child and the school. (Furtado, 2007, p. 03).

Esther Pillar Grossi (2018) reports on her experiences in school life, describes how she taught mathematics to young offenders and reported a statement from her student: "I'm glad you come and teach us mathematics, which we like right away, because This math thing that we have to learn, to enjoy later, we don't want to, because we don't even know how long we're going to live.", the student needs to learn for today, we are all hungry for learning.

According to Esther (2018), for Freud, a study of pleasures, learning gives enormous pleasure to human beings, new things, knowing more... Another report by Esther, after attending a class taught by another teacher, agrees. Social Studies, a student who was present states "You see, after a boring class as it is, just smelling a cola" the student will take drugs because of the pleasure it brings, if he does not find pleasure in class, at home in their ties, this generates consequences, to take drugs you need money, generating cheap labor or theft since these are young teenagers.

As people, we are marked by the fact that we always learn. Even when we don't want to learn, even when we insist on not doing so, we are learning. At least, learning to run away, hide, to avoid giving up on life, to alienate oneself. There is no escape, learning is a human trait. We have a vital impossibility of not always learning. It's impossible not to learn.), Grossi, 2018, p.?).

Human beings are always in search of purpose, challenges and discoveries, learning is a source of pleasure and joy, not having this type of access at school opens up ways to experience other types of dangerous knowledge for young people. A study in 1998 points out that 1,000,000 babies born in Brazil

at this time were the result of early pregnancy, girls between 10 and 16 years old, and what these young women were looking to fill a void, find joy or find meaning in their lives.

CHILDREN IN SOCIAL VULNERABILITY

According to Ariés (1981), children in the 18th century lived in a house with more than 20 people, slept in rooms with more than 4 beds, couples, children, even employees, children had the role of servants, setting tables, they carried out heavy work, they even filled the adults' cups.

In medieval society, which we took as a starting point, the feeling of childhood did not exist - which does not mean that children were neglected, abandoned or despised. The feeling of childhood does not mean the same as affection for children: it corresponds to the awareness of childish particularity, that particularity that essentially distinguishes the child from the adult, even a young one. This awareness did not exist. [...] (Ariès, 1981, p.156).

At this stage, childhood was neglected, children were taken over and exposed to adult situations.

"[...] I stated that this society viewed children poorly and adolescents even worse. The duration of childhood was reduced to a more fragile period, while the man's baby was still unable to be sufficient; The child, then, as soon as he acquired some physical ease, was immediately mixed with the adults, and shared their work and games. From a small child, she immediately transformed into a man; but, without going through the stages of youth, which were perhaps practiced before the Middle Ages and which have become essential aspects of today's developed societies" (Ariès, 1981, p.10).

The social vulnerability of children is understood as neglect in the society in which we are included, lack of affection, food, housing, decent sanitation and survival

conditions. Children, because they are in their psychic and physical development, are not able to work, do not have an income, and are therefore unable to dress themselves, buy food, or provide decent conditions to survive, therefore laws were created to ensure this, the Statute of children and adolescents, the ECA, in order to care for those who are unable to support themselves.

The ECA (1990) defines children and adolescents as subjects of law, as can be seen in its article 4.

4º It is the duty of the family, the community, society in general and public authorities to ensure, with absolute priority, the realization of rights relating to life, health, food, education, sport, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence. Single paragraph. The guarantee of priority comprises: a) primacy of receiving protection and assistance in any circumstances; b) precedence of service in public services or of public relevance; c) preference in the formulation and execution of public social policies; d) privileged allocation of public resources in areas related to the protection of children and youth.

The ECA also ensures:

"Article 5 No child or adolescent will be subject to any form of neglect, discrimination, exploitation, violence, cruelty and oppression, punishable in accordance with the law for any attack, by action or omission, on their fundamental rights." (ECA, 1990).

The statute defends children and adolescents in cases of mistreatment, sexual abuse... authorities can remove parents or guardians with legal measures such as measures to protect children from any threat to their psychological or physical development.

MATERIALS AND METHODS

Depending on the research objectives, the methodology used will guide a set of strategies to substantiate the theoretical and empirical field. For the pedagogical construction research, a qualitative approach was adopted, which describes, interprets and attributes meaning to the data, based on the ideas of several authors, such as Freire, Piaget, Vygotsky, Ausubel and Bruner.

At the same time, it was a descriptive quantitative research, according to Marconi and Lakatos (2003), focused on the empirical investigation of the main characteristics of a phenomenon. This study will seek to understand meaningful learning and the teaching-learning process in socially vulnerable children. An interview class will be held with four children in the 2nd year of elementary school, selected by lottery from a peripheral neighborhood in Sarandi, who live in social vulnerability, to assess their ability to improve their learning, even when facing adversity.

GEEMPA, an NGO with 47 years of experience, focuses on research and teacher training. His project emphasizes that learning is a discontinuous process, allowing errors such as incomplete hypotheses in a network of relationships.

GEEMPA's interview class for socially vulnerable children seeks to stimulate students' prior knowledge, not as a judgment, but as a stimulus to raise self-esteem, demonstrating that it is possible to go beyond what they imagine they know.

According to GEEMPA:

“Characterizing the students' process does not involve any judgment on merit, approving or disapproving them, but simply providing support for the teacher to conduct his pedagogical action (GEEMPA 2010).

Each interview class serves as a thermometer, allowing the teacher to assess whether their students are developing quality

and meaningful learning. It is a wonderful discovery that all students can learn, as long as they have opportunities, access and intelligent stimuli for this learning to occur (GEEMPA, 2010).

The interview class takes place between the teacher and the student, providing the teacher with knowledge about the student, understanding their likes, fears, family and establishing a meaningful bond with the student.

The interview class is a two-way meeting, between the teacher and each of his students. It is a special moment in learning, for both the student and the teacher. (GEEMPA, 2010).

ANALYSIS AND DISCUSSION OF RESULTS

The students participated in the interview class after their regular classes in a welcoming environment at the school they attend, at the beginning of October. The following month, the interview class took place again to assess whether there was progress in the students' learning.

Script with the interview class:

According to GEEMPA (2002) the 1st task asks if the student has seen their name written somewhere, if anyone has already written it (parents, teachers...) and then the student is asked to write their name. The 2nd task asks the student to read what he wrote as his name, the final part is hidden, then the initial part in the same way, after leaving a part just appearing and the student is asked so that even with parts missing that remains his name. In the 3rd task, the student is asked to write four words, the following aspects must be respected: they must be concrete nouns and must not be in the students' usual repertoire. 4th task in reading four words and a sentence, the teacher must accept the student, regardless of whether the student has

correctly read what was written. In the 5th and 6th task the student is asked to write all the letters he knows, the student is asked the name of the letters he wrote and then others that the teacher wrote in the previous task, finally he is asked if he knows how to recite the alphabet. In the 7th task in order to value the student, it starts with the words that the student has already written, questions: “1 - Do you know a word that starts with this letter? 2 - What other word also begins with this letter?” In addition to the words the student wrote, the teacher may write others. The tasks of the Interview Class are:

1- Name writing	
2- Name reading	
3- Writing four words and a sentence with those words	
4- Reading four words and a sentence	
5- Writing the letters of the alphabet	
6- Name of the letters of the alphabet	
7 - Association of letters with the sound of initial words	

After completing two or more steps, the student evaluates himself, he decides whether he must move up a level with the help of a little star to represent the student on a ladder, for observation of the child through play, thus raising his self-esteem. and being confident in your learning. The student creates a bond with their teacher, as it is just the two of them, it is attention for that student only, where the student tells their particularities.

Through the class - interview, the teacher creates a bond with the student, there are exchanges of affection, where the teacher gets to know the student's tastes, the name of their parents, through the child's speech when referring to the family, it is possible to observe which the child's emotional bond with his parents also highlights the student's personality, whether he is embarrassed, whether he has low self-esteem, whether

he is communicative, when in a classroom full of children he can go unnoticed. These characteristics observed during the class-interview help throughout the year, in the learning process and create an emotional bond, essential for learning to be meaningful.

Thus, I present the analysis and report of the class-interview conducted with the four 2nd Year students by the researcher: During the activity, the students were welcomed with hugs and welcome. Upon entering the room, it was emphasized that they must feel comfortable, explaining in detail how the activity would be conducted, and the instructions were for the children to carry out it calmly and without rushing.

Below is a breakdown of the application of the two interview classes with each child, identified as A, B, C and D:

Student A demonstrates insecurity, fear of making mistakes and low self-esteem, he wrote his name incomplete and changing letters, he does not know the sound of the letters or their association, he emphasizes the vowels, he makes guesses and deductions from the words.

In the activity in which he addressed the writing of three words and a sentence, the student chose to write foods he liked, read what he intended to write and after finishing the class - interview, the teacher wrote the word in red without showing it to the student.

It was observed that the student looks for images to make associations during the reading activity, during the class-interview there are exchanges between teacher and student, looks, affections, conversations, questions. He doesn't know all the letters of the alphabet. When praised, he shows a sparkle in his eyes, an embarrassment, but also an achievement.

It is observed that he is an insecure child with low self-esteem, but with enormous capacity.

When asked whether the child deserved to move up a level, the child remained silent, the teacher highlighted the beautiful handwriting, the writing of the name in which he forgot just one letter, and the letters of the alphabet, he observed and raised the level with the representation of a little star, smiling, showing that she was happy with the result. The teacher must encourage his students, raising their self-esteem and showing that they are unique beings.

3- ESCRITA DE TRÊS PALAVRAS E UMA FRASE
 XIS LR HAMBURGUER
 LI REFRI
 EODARDEIIXL

5- ESCRITA DAS LETRAS DO ALFABETO
 ABCDEFPHILNMORSX

Student B, when called to carry out the interview class, appeared excited, came to the smiling teacher's room and after hearing what would be done, he became insecure through questions about what would be done and what activity would be done, it was observed that the Children write as they speak, at various times they do not use the letter R, even in their own name, they read slowly, they know letters of the alphabet and their certain sounds. The bond between teacher and student is extremely important for meaningful learning to occur. This affection can be observed through hugs and questions about when the meeting with the teacher will take place again. In the words of BRIGGS:

To consider oneself a truly adequate person and to feel good inside, a child needs life experiences that prove to them that they have value and that they are worthy of being loved. It's not enough to tell a child that they are special. The experience is what matters. She speaks louder than words. Children

value themselves to the extent that they have been valued. (BRIGGS, 2002, p.17)

For Teixeira (2001, p.3), "self-esteem arises from positive experiences with life and affection and low self-esteem results from the action of many negative factors over a long period of time". When children are confident in themselves, they take risks and try even without knowing if they will get it right, as they are not afraid of judgement. The child began the intervention with a speech therapist, observing in the interview class the evidentity of the letter R, which sometimes did not appear in the words, the child was asked, in addition to the four words, to also write the other words that he had written in the first interview class, precisely for the student to observe that he is no longer writing without the R, he was happy with the activity, smiling, demonstrated security and autonomy, when the child was asked if he deserved to raise the level, the child climbed two stairs, saying "I improved is very"

The child told the researcher that his mother returned home, from where she had moved and was no longer spending time with the child, which could be a factor in his improved confidence and autonomy. In the activity, the child was observed, when choosing a phrase, quoting his mother, thus showing a bond with her. It is believed that the family structure is a great pillar for a child's learning. If everything is fine at home, they will be able to focus and learn at school.

3- ESCRITA DE TRÊS PALAVRAS E UMA FRASE: DE AROS FEJAO MASA ANBURER COMPRA BAIQUE DO

1. EDA AMNHA MEME COSINHA AROS FEJAO MASA

5- ESCRITA DAS LETRAS DO ALFABETO
 ABCDEFGHIJKL MNOPQRSTUWXYZ

3- ESCRITA DE TRÊS PALAVRAS.
 UMA FRASE COM DA BLOUETO CARRO
 CORV COMIDA BRINQUEDO CARRO
 FUI DE CARRO COM PA COMIDA
 BLOUETO FUI DE CARRO COM RAIA COMIDA
 4- LECTURA - E - BRINQUEDO

Student C was suspicious about the interview, he appears to be a child with difficulty expressing affection, when he receives a compliment he behaves embarrassed and without reaction. She is a child who likes to talk, talking about her life and family, she said that she takes care of her younger siblings, brings them to school and her mother is pregnant with her fourth child. A very important bond begins when the child talks about situations from their daily lives.

Freire makes us reflect on the dialogue:

And what is the dialogue? It is a horizontal relationship between A and B. It arises from a critical matrix and generates criticality (Jaspers). It is nourished by love, humility, hope, faith, trust. Therefore, only dialogue communicates. And when the two poles of dialogue connect like this, with love, with hope, with faith in each other, they become critical in the search for something. A friendly relationship is then established between them. Only then is there communication (FREIRE, 2005, p. 115).

When asked if she thought she must go up a level, the child said no, the teacher highlighted the cursive writing and the child's whimsy, who smiled, showing that she was happy with the situation, so she decided to go up the level. “

3- ESCRITA DE TRÊS PALAVRAS E.
 UMA FRASE Barroso colhos gato
 Barroso e colhos e mais gato

The teacher creates a bond with his student through conversation, without judgment, providing him with a moment of empathy and trust. If you lack attention at home, the teacher will be the person the child will look to for interaction, feelings and emotions, but mainly everyday situations. “Teachers, after the family, play an important role in the training of students, as they spend more time with our children. It is with them that students will share their affection, which must happen in a positive way” (SCHMITZ, 2004, p.44)

Child D was happy and interested in the interview, the child said “when are we going to do these activities again?” Showing your interest. She is a happy child and said that she loves going to school, meeting her classmates and teachers, she shared her experiences, the names of her parents and the names of her 8 siblings.

She wrote clearly with cursive, in longer words she forgot letters, she knows the sounds of letters, her reading is clear and objective.

3- ESCRITA DE TRÊS PALAVRAS
 UMA FRASE COM ESSES PALAVRAS
 chromBook AULA - FEIÇÃO
 chromBook AULA - FEIÇÃO
 fui para escola mecher no cromite e de feição
 fui para escola mecher no chrome na
 aula e depois com feição.

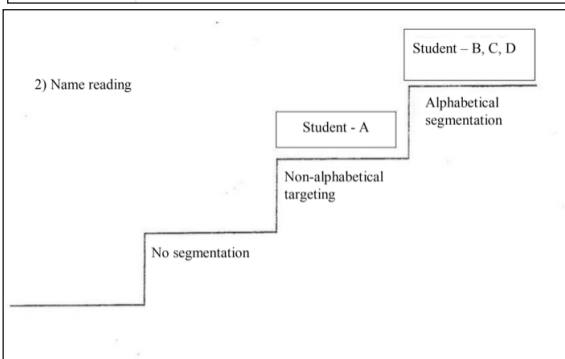
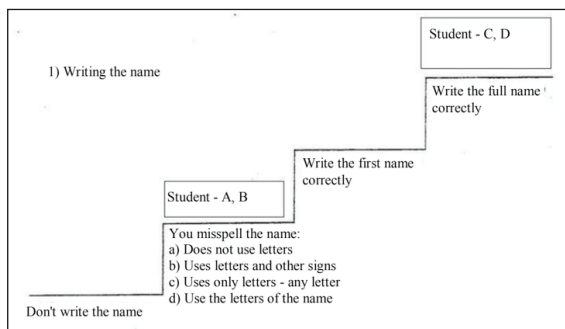
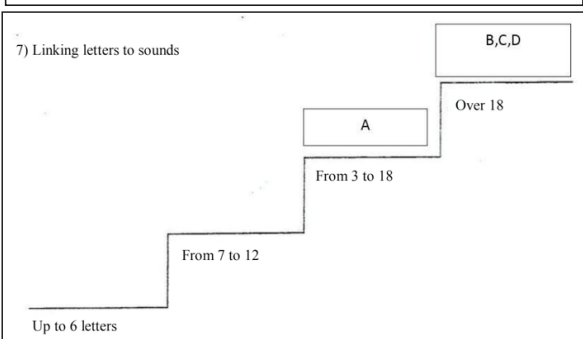
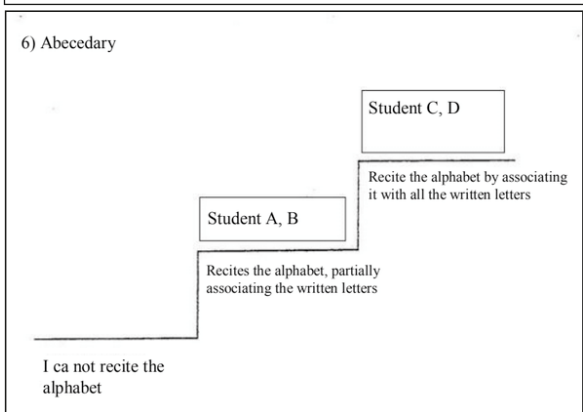
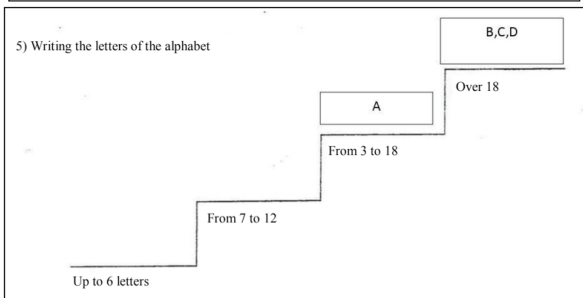
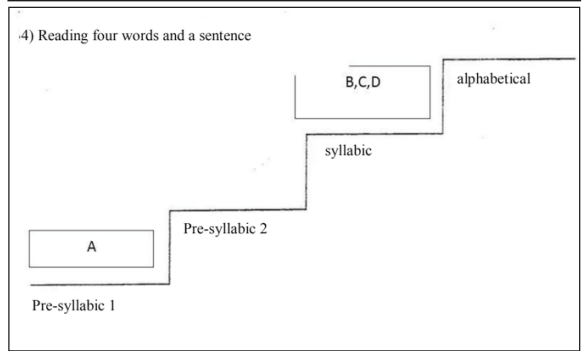
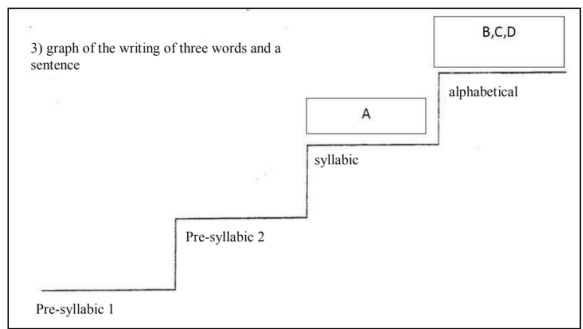
The student is smiling, has enormous autonomy and dedication, his handwriting is cursive, showing mastery of words. He caught the teacher's attention because in the activity of writing four words he liked, the child wrote one of the words the teacher's name, showing that he had created a bond with her.

3- ESCRITA DE TRÊS PALAVRAS E UMA FRASE:
 michi leitura desengare
 leitura com michi e desengare

When asked if he must raise the level, the child says, “yes, because I’m smart” showing the student’s confidence and self-esteem, which makes a big difference in the learning process. According to Schmitz (2004, p.15), “the foundations of self-esteem are laid at the beginning of life, in direct contact with parents and the people we live with, as it is in interactions that children acquire self-love and learn whether to like yourself or not.”

There is an exchange of affection and a very important conversation between the teacher and the student, the BNCC (BRASIL, 2018) addresses affective pedagogy in the general skills of basic education, showing how important it is for the development of students. The student said that his parents are separating and next year he will leave. The teacher made observations that the student will meet new friends, have new friendships... At no point did the child appear sad about the situation, being able to state that even though he is in the process of moving, he has a family structure and possibly dialogue with his family.

The results of the first class-interview are:



According to Geempa, after carrying out the first interview class, the regular education teacher makes interference, according to what he observed in the interview class, in order to repeat it in the second interview class and observe whether the student developed. As this is a research for a Course Completion Work, the researcher will not interfere, as she is not in the regular classroom with this student, but in the after-hours class, so the class-interview was presented to the teacher of each student's regular education, so that they can carry out the necessary interference.

After conducting the interview classes, it was observed that the children felt affection for the researcher, finding her in the school corridors hugging, talking, showing interest and affection for her. It can be said that after the emotional bond is created, they remain emotionally connected, generating concern and affection and possibly learning.

FINAL CONSIDERATIONS

The present study addressed meaningful learning, focusing on children in situations of social vulnerability. Often, these children face family abandonment and financial difficulties for a minimal life. The research identified factors that influence meaningful learning and proposed solutions to address challenges

related to a lack of family structure.

It was clear that the family plays a crucial role in a child's learning, impacting their self-esteem. A structured and affectionate family environment provides security, allowing the child to feel supported. Furthermore, the importance of the educator being reflective and considering not only the cognitive aspect, but also the emotional burden that the student has was highlighted.

The research showed the direct relationship between self-esteem, learning difficulties and cognitive development. Motivation, appreciation and affection have a positive impact on the student's cognitive, affective and socialization performance. The study concluded that, given the lack of family structure, it is the teacher's responsibility to establish emotional bonds, providing an environment conducive to quality learning.

The author also shares personal experiences, highlighting the importance of support from teachers during difficult times. According to Freire (2015, p. 110), "Being the foundation of dialogue, love is also dialogue" emphasizing that, when the child lacks affection at home, school must be a space to make up for this lack. The work of educators, although challenging, is fundamental for the development of students and society as a whole.

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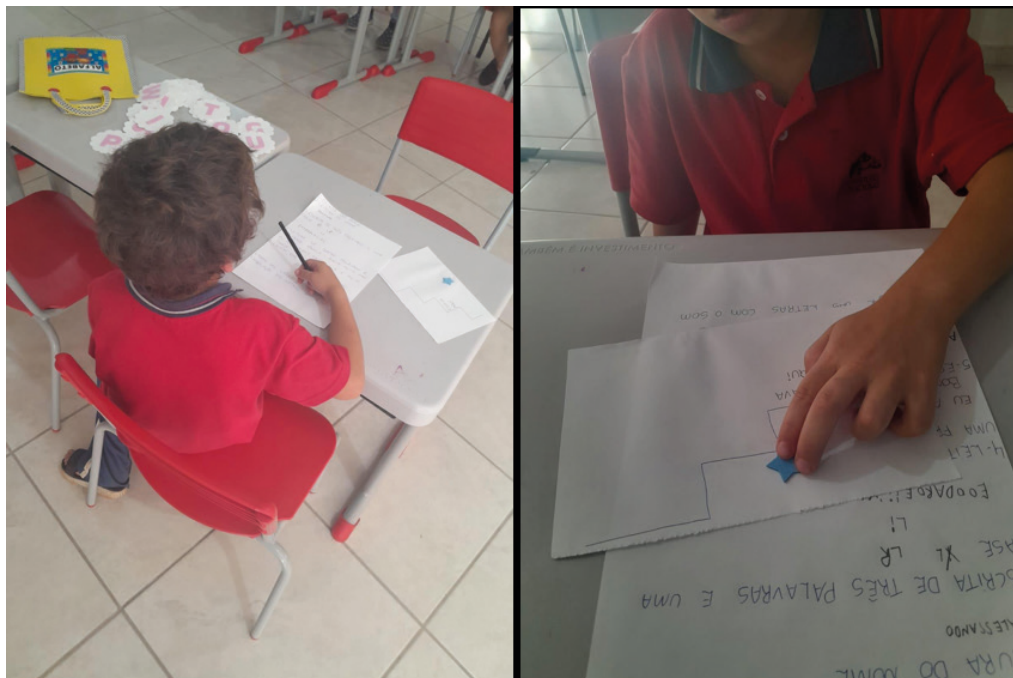
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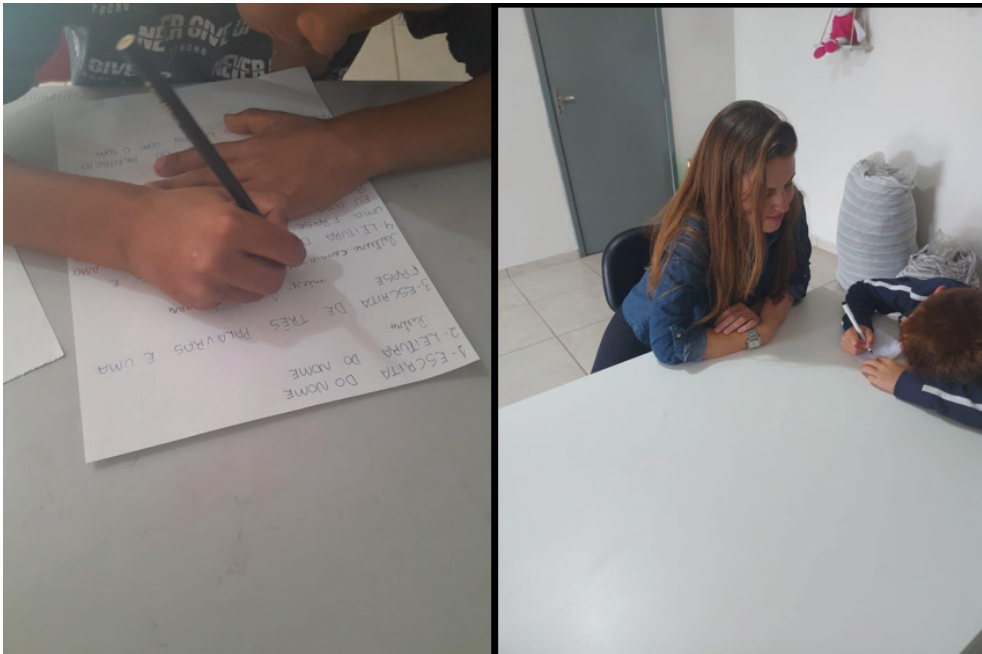
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ATTACHMENTS

ANNEX 1 – APPLICATION OF THE CLASS-INTERVIEW





ANNEX 2 – CLASS-INTERVIEW

1- ESCRITA DO NOME:
 2- LEITURA DO NOME
 Rietro

3- ESCRITA DE TRÊS PALAVRAS E UMA FRASE:

*michi: leitura desengate
 leitura com o michi e desengate muito*

4- LEITURA DE QUATRO PALAVRAS E UMA FRASE: ESCOLA - BONITA - MUITO - AMO
 EU AMO MINHA ESCOLA, ELA É MUITO BONITA.

5- ESCRITA DAS LETRAS DO ALFABETO
 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

6- NOME DAS LETRAS DO ALFABETO
 7- ASSOCIAÇÃO DAS LETRAS COM O SOM

- 1- ESCRITA DO NOME
- 2- LEITURA DO NOME A

DALESTANDOO

- 3- ESCRITA DE TRÊS PALAVRAS E UMA

FRASE ~~XL~~ ~~LR~~
 XIS LI HAMBURGUER
 REFRI

E O O D A R O E I I I X L

- 4- LEITURA DE QUATRO PALAVRAS E UMA FRASE ESCOLA - BONITA - MUITO - AMO

EU AMO MINHA ESCOLA, ELA É MUITO BONITA

- 5- ESCRITA DAS LETRAS DO ALFABETO

ABCDEFPHILNMORSUX

- 6- NOME DAS LETRAS DO ALFABETO

- 7- ASSOCIAÇÃO DAS LETRAS COM O SOM

- 1- ESCRITA DO NOME:

- 2- LEITURA DO NOME:

Touary schultz de aruuda touary

- 3- ESCRITA DE TRÊS PALAVRAS E

UMA FRASE Barroo colho gato

Barroo e colho e man -gato

- 4- LEITURA DE QUATRO PALAVRAS E

UMA FRASE ESCOLA - BONITA - MUITO - AMO

- 5- ESCRITAS DAS LETRAS DO ALFABETO

ABCDEFGHIJKLMN O PQRSTU VWXYZ

- 6- NOME DAS LETRAS DO ALFABETO

- 7- ASSOCIAÇÃO DAS LETRAS COM OSOM

- 1- ESCRITA DO NOME:
- 2- LEITURA DO NOME:

DAVI LUIZ SILVA DE CASTO FRANCO
 3- ESCRITA DE TRÊS PALAVRAS É UMA
 FRASE: DE AROS FEIJO MASA ANBURER
 COMPRA BRINQUE DO

EU AMO MINHA ESCOLA, ELA É MUITO
 BONITA.
 4- LEITURA DE QUATRO PALAVRAS É UMA
 FRASE ESCOLA - BONITA - MUITO - AMO

5- ESCRITA DAS LETRAS DO ALFABETO
 ABCDEFGHIJKL MNOPQRSTUVWXYZ

6- NOME DAS LETRAS DO ALFABETO
 7- ASSOCIAÇÃO DAS LETRAS COM O SOM

1- ESCRITA DO NOME
 2- LEITURA DALESSANDRO
 DALESSANDRO

3- ESCRITA DE TRÊS PALAVRAS
 UMA FRASE AVILESSO EILLESND ARO
 HAMBURGUER PASTEL REFRI

AVIII
 GOSTO DE HAMBURGUER, PASTEL E REFRI

4- LEITURA DE QUATRO PALAVRAS É UMA FRASE
 SORVETE FLOCOS FUI CARRO

FUI DE CARRO TOMAR SORVETE DE
 FLOCOS NÃO REALIZOU A
 LEITURA

5- ESCRITA DAS LETRAS DO ALFABETO

ABCDEFGHIKRSU

6- NOME DAS LETRAS DO ALFABETO
 7- ASSOCIAÇÃO DAS LETRAS COM O SOM

1- ESCRITA DO NOME:

2- LEITURA DO NOME:

DAVI LUÍZ SILVA D CAST FRARO

3- ESCRITA DE TRÊS PALAVRAS.

UMA FRASE COMIDA BRINQUEDO CARRO
CORV COMIDA BRINQUEDO CARRO

FUI DE CARRO COM PA COMIDA*

BRINQUEDO FUI DE CARRO COM PAAR COMIDA

4- LEITURA DE QUATRO PALAVRAS E UMA FRASE.

SORVETE - CARRO - FLOCOS - FUI

FUI DE CARRO TOMAR SORVETE DE FLOCOS

5- ESCRITA DAS LETRAS DO ALFABETO.

ABC DEFGHIJKL MN OPQR STUVWXYZ

6- NOME DAS LETRAS DO ALFABETO.

7- ASSOCIAÇÃO DAS LETRAS COM OS SOM INICIAL DE PALAVRAS.

1- ESCRITA DO NOME

2- LEITURA

TAVANU

TAVANU

3- ESCRITA DE TRÊS PALAVRAS

UMA FRASE gato cachorro celha

na minha casa tem gato e celha e cachorro

4- LEITURA DE QUATRO PALAVRAS E UMA FRASE
SORVETE - CARRO - FLOCOS - FUI

FUI DE CARRO TOMAR SORVETE DE FLOCOS

5- ESCRITA DAS LETRAS DO ALFABETO

ABC DEFGHIJKL MN OPQR STUVWXYZ

6- NOME DAS LETRAS DO ALFABETO

7- ASSOCIAÇÃO DAS LETRAS COM O SOM

1- ESCRITA DO NOME:

pietro PIETRO

2- LEITURA DO NOME

3- ESCRITA DE TRÊS PALAVRAS

UMA FRASE COM ESSES PALAVRAS

Chrome Book AULA - FEIÇÃO
Chrome Book - aula - Feições

Fui para escola mecher no chrome e de feições
Feições FUI PARA ESCOLA MECHER NO CHROME NA
AULA E DEPOIS COMI FEIÇÃO.

4- LEITURA DE QUATRO PALAVRAS E UMA

FRASE:

SORVETE - CARRO - FLOCOS - FUI

FUI DE CARRO TOMAR SORVETE DE FLOCOS.

5- ESCRITA DAS LETRAS DO ALFABETO

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

6- NOME DAS LETRAS DO ALFABETO

7- ASSOCIAÇÃO DAS LETRAS COM O SOM
DE INICIAL DE PALAVRAS