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## EDUCATIONAL ORIENTATION IN THE SCHOOL SCOPE

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**Abstract:** This study aimed to describe the role of educational guidance in the school environment. The methodology used was the explanatory research, having as data collection the bibliographic survey. The educational advisor can interact in the evaluation procedures, help teachers and students in the teaching-learning process, collaborating to effect meaningful learning. The existence of the educational advisor in the school environment and its activities follow regulations and undergo remodeling according to the states, as the states have different cultural characteristics. Educational Guidance aims at the necessary means for the school to fulfill its objectives, focusing on its political-pedagogical project. It is also appropriate, through educational guidance, to help teachers with students' learning difficulties when there is a need for intervention and help. The educational advisor discusses with the teachers innovative evaluation proposals according to the school planning. The actions used to minimize the difficulties of the students have to be created in partnership with the school team, adding the work of the educational advisor and teacher. The most relevant conclusions are that the educational advisor is important in the educational field, because his/her performance is related to the development of a meaningful learning, the same looks after the education of the student,

**Keywords:** School scope. Educational orientation. Learning.

## INTRODUCTION

There are many challenges to be faced in order for school environments to actually provide quality education. John Dewey (1979), conceptualizes that education is a process, it is development. It is not preparation for life, but life itself. When transmitting knowledge in the classroom, it is necessary to relate the

skills that one intends to develop with the experience.

The present study delimits the attributions of the educational advisor in the school unit, provides the understanding of the educational orientation in the teaching environment, the importance of helping the teacher and student for the development of the teaching-learning process and the interaction in the evaluation process. Teaching has to be given in accordance with the purposes and principles, it is up to the teacher and the educational advisor to provide adequate learning conditions. Education enables the development of critical, active, reflective and autonomous citizens in society, when learning takes place in a meaningful way.

The educational advisor can interact in the evaluation procedures, help teachers and students in the teaching-learning process, collaborating to effect meaningful learning. Through the arguments of Pelizzari (2002) we have that:

For meaningful learning to take place, two conditions are necessary. First, the student must have a willingness to learn: if the individual wants to memorize the content, arbitrarily and literally, then learning will be mechanical. Second, the school content to be learned has to be potentially meaningful: the logical meaning depends only on the nature of the content and the psychological meaning is an experience that everyone has. Each learner makes a filtering of the contents that have meaning or not for him/her. (PELIZZARI, 2002, p.37-42).

The present study aims to describe the role of educational guidance in the school environment. The teacher needs motivation to develop dynamic classes in which student participation and willingness to question are awakened. The educational advisor can intervene in the teaching-learning process, guiding teachers in this process and also the

family on how they can help in the learning process. This study allows the understanding of the importance of educational guidance in the school environment, contributing to the education of the student and helping the teacher to plan and practice activities that are meaningful. In the elaboration of this course conclusion work, the methodology used was the explanatory research, being used as data collection the bibliographic survey.

## DEVELOPMENT

The education system throughout the history of education in Brazil has undergone changes. Oliveira (2010) establishes the changes experienced by the Educational Advisor, in theory and in practice, in each period. He highlights how the Educational Guidance Service was implemented in Brazil, in 1924, and explains that the objective was the selection, guidance and training of apprentices. The classifications of the periods that occurred in the history of Educational Guidance in Brazil are:

Implementing Period – comprises the period from 1920 to 1941 – phase of sedimentation of Educational Guidance in Brazil. Institutional Period – from 1942 to 1960 – characterized by the legal requirement of Educational Guidance in educational establishments and in training courses for Educational Advisors. Transformative Period – (...) in which Educational Guidance is characterized as an educational action, emphasizing the training of the advisor. Disciplinary Period – 1971 to 1980 – Educational Guidance became mandatory in schools, including educational counseling. Questioning Period – from 1980 to 1990 – the Educational Advisor discussed their practices, their values, the issue of the working student, in short, their reality in the social environment; the practice of guidance turned to the conception of education as a political act, and not a neutral action. Guidance period - from 1990 onwards -

this period was so called due to the fact that the Educational Advisors believed in the possibility of Educational Guidance services acting in the formation of critical and participatory students. (OLIVEIRA, 2010, p. 12-13).

In school units, the educational advisor is part of the management team, his role is related to the students, helping them for their personal development. Together with the teachers, the advisor can try to understand the behavior of the students and create strategies that provide the relationship between teachers and students that is more conducive to learning. It also contributes to the realization and organization of pedagogical proposals, guides and dialogues with parents and guardians.

The existence of the educational advisor in the school environment and its activities follow regulations and undergo remodeling according to the states, as the states have different cultural characteristics. Educational Guidance aims at the necessary means for the school to fulfill its objectives, focusing on its political-pedagogical project.

In accordance with current legislation, the EO will be exercised in cooperation with the family, and Or. E. participate in the school-family-community integration process. As a linking element between the school and the family, this professional must maintain constant communication with the same, respecting its values and seeking to obtain its collaboration, since both aim at the well-being, development and training of the student. (GIACAGLIA; PENTEADO, 2006, p. 63)

According to Brasil (1996), in the Law of directives and bases of national education, nº 9.394, of December 20, 1996, in title II and article according to education, has the purpose of the full development of the student, the preparation of the student in the implementation of the exercise of citizenship and provide qualifications for work. The

principles of education are based on freedom and the ideals of human solidarity, the teacher and the educational advisor need to put into practice the principles of teaching. Law Number 9.394, of December 20, 1996, in the third article, establishes that the principles for carrying out teaching are:

I - equality of conditions for access and permanence in school; II - freedom to learn, teach, research and disseminate culture, thought, art and knowledge; III - pluralism of ideas and pedagogical concepts; IV - respect for freedom and appreciation for tolerance; V - coexistence of public and private educational institutions; VI - free public education in official establishments; VII - appreciation of the school education professional; VIII - democratic management of public education, in the form of this Law and the legislation on education systems; IX - quality standard guarantee; X - appreciation of out-of-school experience; XI - link between school education, work and social practices. XII - consideration for ethnic-racial diversity. (BRAZIL, 1996, art.3)

According to Brasil (1968), exposed by Law Number 5,564, of December 21, 1968, regulated by Decree Number 72,846, of September 26, 1973, in its first article, the object of Educational Guidance is the assistance to the student, individual or in a group, within the scope of education, aiming at the integral and harmonious development of their personality, organizing and integrating the elements that influence their formation and preparing them to exercise their basic options. The attributions of the educational advisor are expressed in Decree Number 72,846, of September 26, 1973, in articles 8 and 9:

Art. 8 The Educational Advisor's exclusive attributions are: a) To plan and coordinate the implementation and operation of the Educational Guidance Service at the following levels: 1 - School; 2 - Community. b) Plan and coordinate the implementation and operation of the Educational Guidance

Service of the Federal, Municipal and Municipal Public Service bodies; of Mixed Economy Societies State, Parastatal and Private Enterprises. c) Coordinate the student's vocational guidance, incorporating him into the global educational process. d) Coordinate the process of probing the student's interests, aptitudes and abilities. e) Coordinate the process of educational and professional information with a view to vocational guidance. f) Systematize the process of exchanging the information necessary for the student's global knowledge. g) Systematize the process of monitoring students, referring those who require special assistance to other specialists. h) Coordinate after-school follow-up. i) To teach courses on Theory and Practice of Educational Guidance, meeting the requirements of specific teaching legislation. j) Supervise internships in the area of Educational Guidance. l) Issue opinions on matters concerning Educational Guidance. ARTICLE 9 - The Educational Advisor is also responsible for the following attributions: a) Participate in the process of identifying the basic characteristics of the community; b) Participate in the process of characterizing the school clientele; c) Participate in the process of elaborating the full curriculum of the school; d) Participate in the composition, characterization and monitoring of classes and groups; e) Participate in the students' assessment and recovery process; f) Participate in the process of referring trainee students; g) Participate in the school-family-community integration process; h) Carry out studies and research in the area of Educational Guidance. (BRAZIL, 1973, art. 8 and 9).

In the private attributions, planning, coordination of actions in the school/community, implementation and operation of educational guidance services is present. With participatory attributions, participation in school activities and the identification of characteristics linked to these activities stand out.

The educational advisor has a pedagogical role in the school, cannot provide therapies with students or produce diagnoses of disorders. The supervisor's tasks are similar to those of the pedagogical coordinator, but the objectives are different.

Giacaglia and Penteado (2006) emphasize that the role of the educational advisor is to guide the student in personal knowledge and the socio-cultural environment in which he is inserted, so that he makes correct and reflective decisions through his personal and social development.

In the school unit, the educational advisor is part of the management team, together with the teacher, he oversees the teaching-learning process and student training, helping the teacher to understand the behavior of students. The teacher is responsible for complying with the disciplinary curriculum, while the educational advisor is concerned with attitudinal content, also known as the hidden curriculum.

The role of the advisor, interacting with the development of meaningful learning, seeks to train the critical reflective student, that is, a job that promotes the full development of the student in an integral way in all aspects. Grinspun states that "the role of Guidance in a school committed to its political-pedagogical project where, in addition to the teaching-learning process or, from the teaching-learning process, it is committed to the formation of the subject, with the formation of citizenship." (GRINSPUN, 2005, p.73). It also harmonizes conflicting situations that occur in the school environment, through reading the reality of everyday life experienced at school, provides dialogue and preventive actions in order to avoid problems.

There is a need to develop the student in the aspect: intellectual, social, emotional, moral, vocational and professional. The

school environment not only influences the transmission of scientific knowledge, it also influences the social and cultural development of students.

Faced with the interaction, which is not just that of teaching and learning, there is a need for an educational advisor who aims to help teachers understand students' behaviors, take care of relationships with the community and ensure the formation of students for the exercise of citizenship, the aim is to develop critical, active and autonomous students.

The subject becomes autonomous, in the foreground, when he is able to establish relations of rational balance between his emotions and passions. Equally, by becoming able to take responsibility for one's own body and balanced relationships with the natural world. And, above all, when they freely determine and choose the means and objectives of their intellectual growth and the forms of insertion in the social world. If these conditions are fulfilled, he can be recognized as a social subject. The autonomous social subject is one who circulates and acts in the whole of social life in an independent and participatory way. For this, it is required that he is also capable of establishing value judgments and taking responsibility for the choices. (RODRIGUES, 2001).

The educational advisor provides the student and teacher with a study strategy contributing to the student's training, deals with problems that can interfere with learning, making the quality of teaching impossible, listens to the needs of students and teachers to analyze them and jointly resolve conflicts that may to emerge. The same has to make a partnership with the educator, because when working inappropriately or without the teacher's interaction, the advisor can give the students the image that the teacher is incapacitated; so the partnership between the teacher and the educational advisor is essential to not present an idea that the educational advisor is the holder of knowledge.

## EDUCATIONAL ADVISOR, STUDENT AND TEACHER RELATIONSHIPS

Education is indispensable for the human being, through it not only the teaching of the contents of the disciplines takes place, but also moral, ethical and social values. The relationship of the educational advisor with the teacher and student collaborate so that the learning is contextualized, it helps the teachers to present the contents with learning situations involving the reality of the students.

The teacher must be patient with the students to be able to deal with each type of student. Students have different ways of thinking, acting and learning, so different ways of didactics and pedagogical strategies are necessary according to the characteristics and capabilities of the class.

According to Gardner (1995) the human being has multiple types of intelligence, there are at first seven types of intelligence defined and then two more were added in 1999. Respectively the intelligences defined by Gardner (1995) are: verbal or linguistic intelligence, logical-mathematical intelligence, musical intelligence, visual or spatial intelligence, bodily or kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existentialist intelligence.

The teacher can stimulate the students' intelligence, making use of appropriate methodologies so that learning can occur, education must consider the student in all their particularities, provide the students' development, creating the students' abilities to put the absorbed knowledge into practices social.

The classroom is composed of students with different ways of learning, perhaps even with problems that interfere in the teaching-learning process, it is up to the teacher, together with the educational advisor, to

know the cause that interferes in the student's learning process and seek the best solution to help you.

The educational advisor can guide the teacher on how to carry out classes with the use of pedagogical resources according to the plan, contextualized material, meaningful to the student, which can develop students' interest in the classes and provide effective learning.

Learning takes place more effectively when appropriate materials are applied. Ausubel, 1980 highlights that:

One of the difficulties we observe in teaching a child to read is that much of the material used is not meaningful to the child. Consequently, the component words do not form meaningful propositions for them, which prevents an understanding of the phrases or sentences through their habitual cognitive processes. In trying to prepare reading materials considered 'easy' for the novice, we produce essentially nonsensical material that negates the power of meaningful learning and perception, as a tool to crack the printed code. (AUSUBEL, 1980, p.53)

The teacher and student interaction arouses greater readiness in the teaching and learning process, dialogue is part of the teacher and student involvement at the time of learning. Paulo Freire in his bibliographic works emphasized that dialogue in education allows the emancipatory awareness of individuals.

[...], dialogue is an existential requirement. And, if it is the meeting in which the reflection and action of its subjects towards the world to be transformed and humanized are united, it cannot be reduced to an act of depositing ideas from one subject to another, nor can it become a simple exchange of ideas to be consumed by the exchangers. (FREIRE, 2005, p. 91)

The teacher and the educational advisor, in fulfilling their role in the teaching and learning process, have to promote the development of the students' intellectual capacities through content, the preparation for the exercise of citizenship and their qualification for work.

## THE EDUCATIONAL ADVISOR AND INTERACTION IN THE ASSESSMENT

Assessment is not defined only in the mechanics of the formal and statistical concept, it is contradictory to think that assessment is only to establish grades, necessary for the decision of promotion or retention in subjects of the curricular matrix. Along with the teacher, the educational advisor can participate in the evaluation process, providing teachers with more effective strategies to solve the difficulties.

It is also appropriate for the educational advisor to assist the teacher in the students' learning difficulties when there is a need for intervention and help. The actions used to minimize the difficulties of the students have to be created in partnership with the school team, adding the work of the educational advisor and teacher.

Assessing learning has a broad sense. Assessment is done in different ways, with different instruments, the most common of which, in our culture, is the written test. For this reason, instead of preaching the harm of the test and raising the flag of an evaluation without evidence, we try to follow the principle: if we have to prepare tests that are well done, reaching their real objective, which is to verify if there has been significant learning of relevant content. (emphasis by the author) (MORETTO, 2005, p.95-96).

Assessment is a didactic task established by the teacher, an instrument that contributes to the teaching-learning process. It is part of the teacher's role to evaluate the student, to verify if the student has learned or not. When

evaluating, there are possibilities to create means to improve the quality of teaching, the results that demonstrate difficulty in understanding and developing the contents presented in the evaluation can be reviewed.

By making use of the evaluation process, it is possible to verify what difficulties students are having at the time of learning, thus allowing the teacher to develop strategies to reduce students' embarrassment at the time of learning.

Libâneo highlights evaluation as:

A necessary and permanent didactic task of the teaching work, which must accompany the teaching and learning process step by step. Through it, the results that are obtained in the course of the joint work of the teacher and the students are compared with the proposed objectives, in order to verify progress, difficulties, and reorient the work towards the necessary corrections. Assessment is a complex task that is not limited to taking tests and assigning grades. Measurement only provides data that must be subjected to a qualitative assessment. Thus, evaluation fulfills pedagogical-didactic, diagnostic and control functions, in relation to which instruments to verify school performance are used. (LIBÂNEO, 1994, p. 195).

Moretto (2005) argues that when the student needs to memorize to take the test, he resorts to "glue", which makes clear the question of the teacher, who is producing tests with demanding memorization issues. Thus, the evaluation leaves to be desired a significant learning for the student, because it focuses on decorating or pasting to answer the test.

We ended up concluding that the "glue" is one of the consequences of the teaching process inspired by the traditional view of the teacher, student and knowledge relationship, in which it was the moment destined to verify if what had been transmitted there was recorded "by heart". Therefore, any consultation at the time of the evaluation was prohibited. The student had the onus of

“proving” that he knew (in other words, he had memorized) the data and information transmitted by the teacher (MORETTO, 2005, p.101).

the benefits for the teaching and learning process.

The evaluation verifies the harmonization of the proposed didactics with the knowledge of the students and the possibilities of solving problems that they may face. It is indispensable in the teaching and learning process, as it allows reflecting, questioning and transforming the teacher's actions into the students' teachings. It is up to the educational advisor to argue with the teacher innovative proposals for evaluation according to the school planning.

## **CONCLUSION**

It is concluded from the outlined issues that educational guidance is important in the educational field, as its attributions, functions, interaction in the evaluation and assistance to teachers and students in the teaching-learning process are related to the development of meaningful learning. Educational cares for the education of the student, guides students and teachers to plan and practice activities contributing to the resolution of problems that interfere with the quality of the teaching-learning process and social relations in the school environment. The educational advisor is involved in the teaching and learning process, it is up to him to help teachers and students so that teaching contributes to interaction in society, forming critical, reflective, autonomous and participatory citizens.

It was also possible to conceive that the evaluation is beneficial in the teaching-learning process, as it makes it possible to determine the students' difficulties, allowing teachers to create strategies that reduce students' learning blocks. For future studies, it is suggested to carry out research on innovations in the types of assessments and



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