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THE TEACHING- LEARNING PROCESS AND THE IDENTITY FORMATION OF EJA STUDENTS: A BIBLIOGRAPHIC REVIEW

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Abstract: Affective relationships are present in human evolution and are part of its nature, interfering positively or negatively in the process of apprehending historically constructed knowledge. Understanding relationships by attributing meaning to events, considering not only the current scenario, but also understanding the past, are important elements to situate the present. Implying the ability to reflect, analyze, become aware of what is known, thus changing the concepts themselves, seeking new information, replacing old “truths” with transitory theories, resulting from the rapid scientific and technological evolution and its influence on the development of humanity. In the teacher-student relationship, knowledge of the world and affection stand out as an invitation to the educator to reflect on the value of an education based on respect and love for students. In this sense, this article aims to analyze the importance of building identity in the teaching-learning process of Youth and Adult Education - EJA students. This is a bibliographical study based on documents and works written by recognized authors in the area. Theoretically, the discussion is based on Freire (1989), Alves (2000), Hernández (1998), Kleiman (2012), Bagno (2007), Faraco (2008), Santos Marques (2012), and on legal documents: the Education Guidelines and Bases Law (LDB) 9394/1996 and the Brazilian Federal Constitution. The research showed that it is through the interrelation that interaction with the environment and the construction of a highly involving and significant knowledge, fundamental in the teaching-learning process, takes place. Thus, it is necessary to adapt the teaching-learning process to the students’ peculiarities, so that training in EJA contributes to the construction of the society that awaits them. Teachers must attend not only to the diversity of abilities, but to the interests of students, making them critical

citizens, ensuring situations that promote their development and the achievement of better living conditions.

Keywords: Youth and Adult Education-EJA. EJA student identity. Teaching and Learning in EJA.

INTRODUCTION

Man is a historical and cultural being. Thus, it is in the relationship with the world and with the other that his identity construction takes place. In this sense, the present work discusses the importance of the identity formation of the EJA students. This training takes place in the teaching-learning process that occurs in an interdisciplinary way in the teacher/student relationship and involves, among other aspects, affectivity, respect and dialogue with an invitation to social inclusion based on the appreciation of customs, beliefs and each student’s life story.

Professionals who work in Youth and Adult Education (EJA) have a challenging role in working with this educational segment due to the need to know how to deal with the diversity that is typical of this type of education. They are teenagers, young people and adults with knowledge of the world and very specific learning needs.

EJA’s clientele is formed, mostly, by students who did not have the opportunity to complete Elementary School, children of illiterate rural workers or with little school knowledge, coming from a harsh and difficult reality. They are the so-called migrants, who leave poor rural areas or peripheral neighborhoods in search of better living conditions in the urban centers of large cities.

This work seeks to show that there are new ways to solve the old challenges found in the reality of Youth and Adult Education, showing that everything just depends on the way we look at the other, “LOOK” that of empathy and commitment that we have with society in

doing our part as citizens who fight for a fair society and opportunities for all.

To guide our discussion, we chose the following objectives:

MAIN GOAL

- Analyze the importance of the identity of the EJA student in the construction of interdisciplinary knowledge.

SPECIFIC OBJECTIVES

- Describe the influence of the identity of EJA students in the teaching-learning process.
- Understand the affective relationship between educator and student.

Theoretically, the work is anchored in the ideas of Freire (1989), Alves (2000), Hernández (1998), Kleiman (2012), Bagno (2007), Faraco (2008), Santos Marques (2012), in the Law of Guidelines and Base of National Education – LDB N° 9394/96 and in the Federal Constitution of 1988. In methodological terms, this is a bibliographic work. The data were generated through the survey of data in written documents and in discussions of theorists recognized in the scientific field and who address this theme.

The work is organized into four topics. This introductory that presents the research objectives, theoretical bases, methodological route and the organization of the article. The second aims to add Youth and Adult Education: legislation and functioning. The third discusses the tasks and responsibility of the EJA teacher. The fourth shows the contribution of affectivity in teaching and learning for the formation of the identity of EJA students.

Finally, we present the final considerations and references that supported the discussions.

YOUTH AND ADULT EDUCATION: LEGISLATION AND OPERATION

According to LDB 9.394/1996, Youth and Adult Education (EJA) is a teaching modality that permeates all levels of Basic Education in the country. This modality is intended for young people and adults who did not continue their studies and for those who did not have access to primary and/or secondary education at the appropriate age. The Law of Guidelines and Bases of Education (LDB 9394/96), in its article 37° § 1° asserts that:

Education systems shall ensure, free of charge, that young people and adults who were unable to study at the regular age appropriate educational opportunities, taking into account the characteristics of the student body, their interests, living and working conditions, through courses and exams.

For the above, EJA differs from regular education due to its peculiarity where its students have a diverse age group, their dialects, in addition to the personal interests of each one, which makes it necessary to have a differentiated and dynamic teaching action, being the reality and subjectivity of themselves the starting point for achieving the objectives, guaranteeing the completion of studies and qualification to enter professional life or to remain in the current job, corresponding to the demands of the labor market.

Law n° 9394/96 – Law of Guidelines and Bases of National Education – of December 20, 1996, in section V that deals with Youth and Adult Education determines: “Art. 37 - Youth and Adult Education will be aimed at those who did not have access or continuity of studies in Elementary and Secondary Education at their appropriate age”. The Federal Constitution already provides, in article 208, the State’s duty with education will be carried out by guaranteeing: I - Compulsory and free Elementary Education, including

for those who did not have access to it at the appropriate age.

It is noticeable that the legislation, when referring to EJA, proposes to think and execute the right to EJA, in accordance with Art. 37, § 3, of the Law of Guidelines and Bases (LDB), Law 9394/1996, in the sense of guaranteeing the return to schooling articulated with professional and technological education. According to Paul

Freire:

Each of us is a being in the world, with the world and with others. Living or embodying this evident finding, as an educator, means recognizing in others the right to say their words (FREIRE, 1989, p. 15).

According to Freire (1989), it is up to us, educators, to prepare the student as a reader of the world, awakening in them the pleasure of being a critical and conscious citizen in the community in which they are inserted.

Following this same idea, the Federal Constitution (1988) in its Chapter III of Education, Culture and Sports Section-I of Education in Art. 214.

The law will establish the national education plan, which will last for ten years, with the aim of articulating the national education system in a collaborative manner and defining guidelines, objectives, goals and implementation strategies to ensure the maintenance and development of education at its various levels, stages and modalities through integrated actions by public authorities from different federative spheres that lead to: (Wording provided by Constitutional Amendment No. 59, of 2009)

- I- eradication of illiteracy;
- II- universalization of school attendance;
- III- improvement of the quality of education;
- IV - training for work;
- V- humanistic, scientific and technological promotion of the country.

VI- establishment of a target for the application of public resources in education as a proportion of the gross domestic product. (Included by Constitutional Amendment No. 59 of 2009).

For the above, the Constitution of the Federative Republic of Brazil (1988) assures us the exercise of social and individual rights, freedom, security, well-being, development, equality and justice as supreme values of a fraternal society, pluralist and without prejudice, founded on harmony and social commitment.

In the midst of a society dominated by technology, it is necessary to work flexibly with genres and the diversity of language actions, so that our students master reading and writing in order to impose themselves with mastery of acquired knowledge and have time and voice in the society where he lives. About this, Santos Marques (2012) argues that:

In a graphocentric society like ours, we are obliged to recognize that those who master reading and writing practices tend to be considered as possessing a power, which places them in a higher hierarchical place than those who do not master them with proficiency and does not use these two technologies to meet the needs of social participation of a literate citizen, in what is required of him in this model of society (SANTOS MARQUES, 2012, p.11).

In view of the author's reflections, the EJA student needs a plural curricular conception regarding basic aspects such as theory and practice and becomes part of the planning in the form of action in a reciprocal dialogue between teacher and students, giving them a voice and considering your needs. This action must start from the social reality of these EJA students, analyzed in a critical way that favors the development of autonomy and promoting emancipation, making them capable of being recognized and valued as citizens and performing the full exercise of citizenship.

THE EJA TEACHER: ABOUT DOES AND RESPONSIBILITIES

The teacher is inserted in constant changes and education requires a look at the process of teacher training, being able to adapt to the context and the new demands of the contemporary world, contributing to transforming him into “readers of the world”, after all, the teacher ceases to be a transmitter of knowledge to position itself as a mediator, making them aware of the formation of critical citizens, facilitating the development of the community in which the EJA students are inserted, stimulating them to dialogue and community participation, enabling a better reading of reality social, political and economic capable of thinking consciously, guaranteeing situations to develop in order to achieve better living conditions. As Fernando Hernandez says:

The teacher must leave the role of content transmitter to become a researcher and the student, in turn, becomes the subject of the teaching-learning process (HERNÁNDEZ,1998, p. 37).

Given Hernández’s position (1998), the teacher must encourage students by adding central elements to their daily planning, which collaborate with the incorporation of the plurality of knowledge present in social dynamics, transforming the school into a space for real and meaningful cultural experiences.

In this sense, Alves (2000), argues that to educate is to help the student to become aware of himself and of the world that surrounds him is to accept himself as a person and the other with his defects and qualities, therefore the one who teaches with joy, who loves his profession, never dies. In this regard, the researcher argues that:

To teach is an exercise of immortality. In a way, we continue to live in the one whose eyes learned to see the world through the magic of our words. A teacher like that never

dies [...] (ALVES, 2000 p. 5).

According to Alves (2005), affectivity constitutes a facilitator of the teaching-learning process where we understand that the affective also exerts a strong influence on development, because when the adult feels respected by the teacher who demonstrates such an attitude, this student will certainly feel desire to learn demonstrating a good performance and satisfaction in remaining in school.

Affective relationships cannot be ignored, as it is through dialogue that trust is born in the teacher/student relationship, which is part of human nature and can interfere positively or negatively in the social development of EJA students. Thus, even before teaching how to decode letters and sounds, it is necessary to create an affectionate environment to awaken in the students interest and pleasure in studying, creating emotional ties, making the school a place of joy, respect and love between students and educator.

The education offered to the working class in the EJA modality of an unmotivated and discredited public can never be limited to professional training, the school has a crucial role in training Youth and Adult Education students beyond the world of work, in literacy differentiated far beyond knowing how to read and write, but in the search to meet their diversified demand, making the student a literate subject.

Considering the expanded vision of literacy, proposed by Paulo Freire (1978, p. 21), “literacy is not a game of words, it is the reflective awareness of culture, the critical reconstruction of the human world, the opening of new paths, the historic project of a common world”, after all, it is the students who want to have knowledge and know about their rights to express themselves and to express the world, to create and recreate, to decide and to opt for a just and egalitarian society.

EJA STUDENT'S IDENTITY FORMATION: ISSUES OF AFFECTIVENESS IN THE TEACHING AND LEARNING PROCESS

The present research showed that empathy, the appreciation of the identity of the EJA student, contributed for them to complete their studies, renew their documents with their signature (now no longer with the thumb print, but with their own written spelling of their name) qualifying themselves more and more, in search of another better job. The research awakened a view of the world around it, what one wants for life, for the family, the community, in short, for the world in society, according to Freire (1989).

It was based on a dynamic presentation "Who am I? What do I do? Am I Happy?", which was perceived in the embarrassed looks of the students and in their short lines gesturing the hope of recovering their studies. Everything started from the identity that each one brings with them even before being born, when their parents choose their names, "Names" which were used as generative themes through the nicknames named by people from their daily lives in their different dialects registered in each being their culture, belief, social class, sex, age, etc., with language playing a very important role in social interaction, that is, in communication between people, where these linguistic variations are characteristic of this type of teaching in Youth and Adult Education, according to the Constitution of the Federative Republic of Brazil (1988). The starting point for valuing this student body, according to the LDB (9394/96), which became known for having a totally Brazilian Portuguese through its accents, slang, popular sayings and expressions that vary from region to community and must be worked on in the classroom without discrimination and prejudice.

According to Faraco (2008) in his work *Norma culta Brasileira: untying some knots*, the linguist shows us that social interaction plays a very important role in the set of varieties thus constituting the language.

Nowadays, even in slow steps, Brazilian society is aware of its rights and of a great advance in relation to education, where the Brazilian Constitution of 1988 deals with the subject in articles: - 208 : "The duty of the State with education will be carried out through the guarantee of: I- compulsory and free fundamental education, including for those who did not have access to it at the appropriate age". - art 206: "Education will be provided based on the following principles: I- equal conditions of access and permanence in school" - art 3: "The fundamental objectives of the Federative Republic of Brazil are: IV- to promote the good of all, without prejudices of origin, race, sex, color, age and any form of discrimination", starting with the appreciation and respect for linguistic variations, after all, it is a fundamental part in the teaching-learning reality of EJA students. According to Marcos Bagno (2007), linguist and professor at "Universidade de Brasília": language is a social activity, that is, a collective work undertaken by all its speakers, through speech and writing.

Through the yearnings and the harsh reality of this EJA public, they started an interdisciplinary work which addressed various themes in favor of valuing linguistic heterogeneity, experiencing protection, safety and health at school, in the family and in the community. A school environment with quality of life and love was created by the students themselves, not only for their lives but also for other citizens, with responsibility and mutual respect, breaking the prejudiced taboo of people from less favored social classes. Because affectivity was the link of a didactic profile in which actions were developed

believing in the role of the school in preparing the EJA students to play their social roles, based on the aptitudes of each one, starting from a critical analysis of their social reality in a way to provide them with quality education and equal opportunities for all, where Freire (1987) said: that no one educates anyone, that is, everyone educates each other.

Faced with the speech of the educator Freire (1987), the students only needed an incentive from the teacher to have their lives transformed, students who were discredited, leaving the educators with the mission of reenchanting them at each meeting, showing that they are capable, student body considered within its limitations and by its popular sayings. It was through affection and respect that they learned to write their own names moved by the appreciation of their identity and thus managed to complete their studies. The essential for this achievement was the interdisciplinary work and the careful and empathetic look of the educator towards the students of Youth and Adult Education, which made the school a dynamic and affectionate environment, working on their self-esteem based on reports of their experiences and reflective and motivational texts; making them aware of the importance of a good quality of life from physical, mental, emotional well-being as well as social relationships, thus valuing their knowledge and sharing their experiences, that is, conducive to the exchange and expression of life experiences that each student experienced, through accents and slang in the case of young people and their experiences in the case of adults, having in their cultural baggage knowledge of the world of life. About this Kleiman (2012) says that the school has the duty and the power to teach writing to these excluded students, in a quality and diversified teaching through linguistic variations, gaining their space in society where their voice is the door to an

inclusive society.

The school must be a space for inclusion, since the public linked to this type of education come from less favored social classes and this reflects on the ways of speaking and writing of these students. of exclusion and prejudice in relation to these students and their language, after all, no one is better than another and there is no way of speaking/writing better or superior to anyone else's.

Therefore, it is up to the critical professional to explore such knowledge and seek relationships between them necessary for learning at school, respecting the individual characteristics of each student involved in the educational process. With the educator having a neutral, human look that humanizes, aggregates, welcomes, treats, unveils what many of these Youth and Adult Education students want or want to hide out of fear, shame or even ignorance due to lack of information. It is up to this professional in this teaching modality to have a motivating look at the limitations of the students, whether due to fears, shame or some frustration, with teachers being challenged to change and innovate in order to meet the expectations of today's society.

This shows us the importance of affectivity present in the life of the EJA student, in this sense, we observe behaviors between teacher and student that we often do not understand, but which arouse our attention and lead us to better reflect on the attitude between both in the school environment, with every adult or elderly from birth needs attention and affection to live in a continuous and hormonal process of socialization and family, school and social integration. In order for there to be quality learning, interaction between teacher and student is necessary in a pleasant way between both parties through respect and listening, attention to which the students will feel the desire and satisfaction to remain in

the school environment, demonstrating a good performance.

Thus, the work of educators is to organize learning, increasingly seeking to qualify to meet their needs, creating an affectionate environment conducive to the challenges with which we intend to work according to the needs of students, learning from their experiences and teaching from words and themes that generate their daily lives.

In view of everything that was worked on in the classroom with projects and culminations, there was a need from EJA students to share their knowledge in the intellectual progress of this public, participation not only at school, but in the EJA Forum in its true exercise in society, showing that they are the protagonists of their own history and capable of changing their lives, the Integrative Activity Didactic Portrait was developed, which is divided into the following parts:

EJA TEACHER: CF is the teacher of Youth and Adult Education, he is always qualifying, he has been teaching for five years at EMEF “São Vicente de Paula” located in the urban area in the city of Sapé-PB of the 1st Segment in Cycle-II, is inspired by the literacy methodology for adults of the illustrious popular educator Paulo Freire, with a liberating and conscientious character, providing autonomy to my students not only learning, but also valuing their culture, knowledge of the world, respecting the reality and peculiarity of each one.

As a didactic instrument, it works with Freire’s theme called critical pedagogy in a formation of political conscience, with interdisciplinary themes in the perspective of Popular Education, a quality teaching modality that requires respect for the students’ experiences, awakening the taste in acquiring knowledge, preparing them to the exercise of citizenship. The educator works in a restorative role, as a facilitator and encourager

of learning, collaborating so that the learner reaches his goals and meets the demands of the job market.

DIDACTIC PROFILE IDENTITY OF EJA STUDENTS: Young people and adults in school re-entry - Complete studies, become literate, qualify to meet the needs of the technological world and work, exercising their rights and duties as citizens.

EJA FORUMS: “EDUCATORS’ PRACTICES AND METHODOLOGIES IN EJA – These Forums aimed to create opportunities for the exchange of diversified methodological experiences in teaching and learning, improving pedagogical practices in teaching, seeking to strengthen municipal schools, sharing experiences where the results obtained in the execution of these practices strengthen the interaction between the teaching units that work with this modality. The Forums consist of a presentation with document analysis, through reports, notes, documents of the pedagogical actions experienced in the school environment with generating themes, pedagogical didactic projects and actions of the strategic plans of the schools that were carried out by the pedagogical management, Coordination, Supervision, educators and students.

FINAL CONSIDERATIONS

The realization of this work allowed analyzing the importance of the identity of the EJA students in teaching-learning in an interdisciplinary way in the teacher/student relationship, highlighting respect and dialogue as an invitation to social inclusion based on the valuation of their identity, exerting great influence not only on their training but in all his life and his relationship with the world. Not only in Youth and Adult Education, but any type of teaching, requires a commitment to literacy practices, taking into account its public, low-income public, with a diversified

cultural level, children of rural workers not found, illiterate young people, housewives, unemployed adults, etc. because the school is responsible for the development of innovative pedagogical practices, capable of arousing the interest of young people, adults and the elderly who seek in school re-entry an opportunity to improve their living conditions, even after a day of toil, arriving late, tired and sleepy in the classroom, they struggle not to give up on their dreams, most of these students being disillusioned and driven to evasion and only a minority complete their studies and qualify not only for the job market but also for the exercise of citizenship.

In this case, the teacher plays the role of trying in his social task within the classroom as a mediator in the educational process where his action is based on the knowledge and psychological development of young people and adults according to their needs this way the teacher will be able to to make decisions committed to the development of skills and potential, making this person capable of being educated, fulfilled and satisfied with remaining in school. Based on the above, the school must be a dynamic and pleasant environment with quality education, especially success and personal fulfillment for students and educators.

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