

School dropout in the pedagogy course



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ABSTRACT

The objective of this work entitled "School Dropout in the Pedagogy Course" is to investigate the process of initial and continuing education of teachers of the degree course in pedagogy at ISEPAM, for best teaching practices; through a

virtual questionnaire. Its object of study is pedagogical practices. The problem involves the questioning: why is there in ISEPAM a high rate of students in the Degree in Pedagogy, who have access to the university and when they can be part of it, most of them abandon the course or when they can complete they do not present the Monographic Project? Its target audience is teachers of the Degree Course in Pedagogy of ISEPAM. Antunes (2011) emphasizes the relevance of continuous training and the constant updating of the teacher to achieve the success of the educational process. The methodology is characterized as bibliographic for using theoretical sources; qualitative for appropriating the subjectivity of the authors used; quantitative, for generating numerical data after the application and analysis of a questionnaire for the faculty of the Degree in Pedagogy of ISEPAM, in the municipality of Campos dos Goytacazes/RJ/Brazil. It is also characterized by exploratory, for investigating the phenomenon "School Dropout in the Pedagogy Course", bringing it closer to the scientific community. The authors used were: Gadotti (2003), Freire (1996), Libâneo (2017), Sacristán (2013), among others.

Keywords: Continuing teacher education, School dropout, Degree in Pedagogy.

1 INTRODUCTION

Antunes (2011) emphasizes the relevance of continuous training and the constant updating of the teacher to achieve the success of the educational process. Thus, continuing education consists not only in updating the teacher in pedagogical terms, but providing teachers with moments of reflection and evaluation about their educational practices.

This work has as general objective to investigate the process of initial and continuing education of teachers of the Pedagogy course of the Higher Institute of Education Professor Aldo Muylaert (ISEPAM), for best teaching practices; through a virtual questionnaire.

Vasconcellos (2019, p. 73) states that "the movement of democratization and qualification of education is a broad and complex process, which has as its goal the change of practice in the classroom



[...]". The research theme in question will contribute significantly to open paths and new studies related to the theme seeking its importance in the virtual media. Therefore, it is necessary to study it.

Its target audience is teachers of the Degree Course in Pedagogy of ISEPAM, in the municipality of Campos dos Goytacazes/RJ/Brazil. The problem involves the question: "why is there a high rate of students in the Pedagogy Degree course at ISEPAM, who have access to the university and when they can be part of it, most of them abandon the course or when they can complete it, they do not present the Monographic Project?". The hypotheses are summarized in several premises: outdated methodologies; outdated teachers; and lack of encouragement to authorial reading and writing.

The specific objectives are: to mention any failures that occur in the educational process that contribute to dropout and the non-presentation of the monographic project in the Degree in Pedagogy at ISEPAM; present statistical data of dropout and students in the phase of CBT in the course of Pedagogy of ISEPAM; and stress the importance of continuing education.

According to Libâneo (2013) there are whining in the academic environment of outdated education professionals who do not adapt to new technologies. Dropping out of school is a reality for many young academics and public universities in the country.

2 METHODOLOGY

The methodology is characterized as bibliographical, for using theoretical sources; qualitative for appropriating the subjectivity of the authors used; quantitative, for generating numerical data after the application and analysis of a questionnaire intended for the faculty of the Degree Course in Pedagogy of ISEPAM, in the municipality of Campos dos Goytacazes/RJ/Brazil. It is also characterized as exploratory, for investigating the phenomenon "School Dropout in the Pedagogy Course", bringing it closer to the scientific community. According to Lakatos and Marconi (2003), the dialogue that proposes an assertive solution and timely knowledge are authentic techniques that are perfected in cycles with practice and experience. It is essential a well-prepared interviewer, good listener and with an enlarged look and when the researcher knows the field to avoid setbacks.

3 THEORETICAL FRAMEWORK

3.1 CURRICULUM, CHALLENGES AND SCHOOL DROPOUT IN THE PEDAGOGY COURSE

The National Common Curricular Base – BNCC, Brazil (2018) defines that the curriculum is divided into two parts, the "common" being the disciplines that must be taught such as: languages and codes, human and natural sciences among others, and the "diversified" part that in what concerns it should objectify, develop and consolidate knowledge in a contextualized way involving social and productive practices aimed at the formation of active and participatory citizens. The BNCC is "a



national reference for the formulation of the curricula of the school systems and networks of the States, the Federal District and the Municipalities and the pedagogical proposals of the school institutions [...]" (BRAZIL, 2018, p. 6). Thus contributing to the orientation of policies related to teacher education.

Sacristán *et al* (2013) highlights that the curriculum is the selection that will determine the knowledge, skills, abilities and values to be taught and learned in the school institution.

There are few elements, phenomena, activities and facts of the school reality that do not, have any implication in the curriculum and are not affected by it. Problems such as school failure, demotivation of students, the type of relationship between teacher and students, indiscipline in class, etc., are concerns and themes of content that undoubtedly relate to the curriculum offered to students and the way it is offered [...] (SACRISTÁN *et al*, 2013, p. 10).

According to this author, the curriculum is responsible for selecting and organizing the contents in cycle and coordinating the teaching practice, its elaboration process involves political, social and economic forces and 'praxis' of control and supervision of the educational system.

According to CNE/CP Opinion No. 5/2005, which provides for the National Curriculum Guidelines (DCN) for the Pedagogy Course, the curriculum in the Pedagogy course should provide the undergraduate with a set of studies essential to the formation of the future pedagogue.

The curricular organization of the Pedagogy course will offer a core of basic studies, one of deepening and diversification of studies and another of integrative studies that provide, at the same time, breadth and institutional identity, related to the formation of the graduate. It will include, in addition to classes and individual and collective studies, pedagogical work practices, monitoring, curricular internship, research, extension, participation in events and other academic-scientific activities, which broaden the experiences of students and consolidate their training. (BRASÍLIA, 2005, p. 10)

Thus, this set of studies aims to expand the training of the undergraduate student through basic, in-depth and integrated contents pertinent to the Pedagogy course grid.

Masetto (2012) emphasizes that managers, in the flexibility of the curriculum, must take into account the reality of their students and the community in which the school is inserted. Emphasizing that "the teacher is not only responsible for following the curricular guidelines. He must also be attentive to the reality of his students, to the social environment in which they live, which calls him to serve to intervene in the curricular process itself" (MASETTO, 2012, p. 90). The teacher must have autonomy to adapt the school curriculum to the social reality of the students and the institution.

Queiroz (2004) points out that there are several factors that lead the student to evade from the school space, "several studies have pointed out social aspects considered determinants of school dropout, among them family breakdown, public policies and unemployment [...]" (QUEIROZ, 2004, Q. 1). Thus, the economic/social factor and a well-structured family are determinants for school success.



Arroyo *et al* (2014) clarifies that "school failure replaces forms of segregation and denial of the right of millions of students to paths worthy of formation, socialization, apprehension of cultural heritage and knowledge." (ARROYO *et al*, 2014, p. 10). Dessarte, school failure is a worrying phenomenon because it denies thousands of Brazilians the right to acquire cultural capital and an integral education.

For the authors Schargel and Smink (2001) the problem of school dropout occurs well before it actually happens. It begins in Basic Education due to some condition of vulnerability, making it necessary to address this subject even in the early years.

There are those who see dropping out of school as an occurrence. Educators consider it the process. In general, the process begins in elementary school. Over time at school, an accumulation of negative experiences increases the likelihood of dissent on the part of students. Because some students are unable to physically drop out of school in first grade, the problem manifests itself initially in first or second grade. However, it is increasingly perceived that the needs of at-risk students can and should be addressed in elementary school (SCHARGEL; SMINK, 2001, p. 28).

According to the highlight of the authors, it is perceived that the problem of school dropout and school dropout begins in the basic grades and, for this reason, both the government and the school have the duty to create effective combat strategies.

Arroyo *et al* (2014) clarifies that the debate in the face of school failure is something very recent. And he cites the famous intelligence test created by Binet and Simon in 1905 in France. This test was often considered a tool of the elite, which aimed to hide the learning difficulties of the students of the Republican elementary school. This is the means that the elite found to circumvent the system and make the will of minority groups prevail. Thus, "many of those students who could not follow the teaching, for reasons that, nowadays, would be attributed to social factors, were labeled by the teachers as "retarded", with a request to refer them to "special" classes, that is, classes for the mentally disabled" (ARROYO *et al*, 2014, p. 19). Demonstrating that the ruling elite is not interested in the schooling of minorities, for this purpose mechanisms of exclusion and segregation of these young people are created.

Libâneo (2017) emphasizes that school dropout in the university is related to the basic formation of the student, who arrives at the university with serious problems in the course of his training, a classic example are the problems that young people have in the cultivation of the habit of reading and consequently in the interpretation and elaboration of texts.

Pereira (2016) clarifies that the aspects that focus on school dropout or retention are the most diverse, among this difficulty exposes the lack of training of education professionals in the training of new pedagogues, the way of dialoguing with students, the loss of socializing capacity, segregation by teachers and the impact of technological innovations, that can determine the school failure of several individuals.



3.2 PEDAGOGICAL PRACTICES IN THE PROCESS OF TEACHER EDUCATION AND CONTINUING EDUCATION

According to Demo (2013) the act of learning requires the passage through several levels of knowledge mediated by the teacher. It is the duty of the teacher to make the student reach the highest levels of learning, always proposing new challenges that aim to make the student develop all their potential by exploring new paths.

Libâneo (2017) highlights that the exercise of teaching is a manifestation of educational practice and requires from the teacher skills to make young people realize the interest and influence of various social, political, economic and cultural orders that directly interfere in the teaching-learning process.

Regarding teacher education, the Law of Guidelines and Base of National Education (LDB) Law No. 9,394/96, Brazil (1996) in its article 43 establishes that higher education has for one of its purposes:

- I- to stimulate cultural creation and the development of the scientific spirit and reflective thinking;
- III- to encourage the work of research and scientific investigation, aiming at the development of science and technology and the creation and diffusion of culture, and thus develop the understanding of man and the environment in which he lives [...] (BRAZIL, 1996, p. 32).

According to the above-mentioned law, the training of professionals for the exercise of teaching has the duty to train professionals capable of emancipating the subjects, encouraging research and stimulating them to teaching practice with autonomy, as well as conscious use of information and communication technologies (ICTs).

Vasconcelos (2014) emphasizes that the teaching profession lacks planning and contextualization, and this requires from the teacher skills such as: knowing how to research, integrate, create, recreate and reinvent. In the long run the results will facilitate the work of the educator, raising the efficiency and quality of the practices developed in the classroom.

Saviani (2021) highlights that educational practices become efficient and attractive to young people when there is a union between theory and practice.

When we understand that the practice will be all the more coherent and consistent, it will be all the more qualitative, it will be all the more developed the more consistent and developed is the theory that underlies it, and that a practice will be transformed to the extent that there is a theoretical elaboration that justifies the need for its transformation and proposes the forms of transformation, We are thinking in practice from theory. But it is also necessary to make the reverse movement, that is, because if practice is the foundation of theory, its criterion of truth and its purpose, this means that the development of theory depends on practice (SAVIANI, 2021, p. 175 and 176).



According to the author's highlight, theory and practice are inseparable, because there is a relationship of dependence. Thus, the teacher has the duty to provide the student with a transformative learning, different from traditional practices where theories are valued to the detriment of practices.

Freire (1996) points out that "my discourse on theory should be the concrete, practical example of theory. His incarnation. When talking about the construction of knowledge, criticizing its extension, I must already be involved in it, and in it the construction, be involving the students" (FREIRE, 1996, p. 44). In this way, the student does not learn based on theoretical foundations is necessary concrete examples for the student to understand and build new knowledge.

According to Libâneo (2017) there are several essential attitudes that it is up to the teacher in exercise of teaching, such as valuing interdisciplinarity, which is the interaction of two or more disciplines, which allows the teacher the possibility of discussing various subjects within a given context. Teach the student to think, providing him with means for the construction of autonomous social knowledge. Stimulate students to the critical search for knowledge, where the intention is not the accumulation of knowledge, but rather to create favorable conditions so that the student can understand the reality around him and criticize it.

Gadotti (2003, p. 29) emphasizes that "the formation of the new teacher must have dialogue as a basis and aim at the reconstruction of the functions defining their roles by changing the education system, and an uninterrupted elaboration of the pedagogical political project [...]". According to the author, in initial training, the education system needs to define the role of each subject in the institution and the constant participation of all those involved in the execution of the pedagogical political project.

Ferreira *et al* (2007) point out that knowledge should be uninterrupted and corroborate with the transformation of education and its teaching ideal, "the practices of continuing education do not only contribute to transform the "knowledge in reference" of the sciences into "school knowledge", but also contribute to generate/consolidate/transform their own ideals into schooling" (FERREIRA *et al*, 2007, p. 24). The authors highlight that continuing education is not limited to the learning of pedagogical methods and the use of technological devices, but rather in the transformation of the mentality of teachers.

Gadotti (2003) highlights the relevance of continuing education and adds that, "the continuing education of the teacher should be conceived as reflection, research, action, discovery, organization, foundation, review and theoretical construction and not as mere learning of new technologies [...]" (GADOTTI, 2003, p. 31). Thus, the constant training of teachers contributes to their search for new horizons in order to improve their performance in educational practice.

Demo (2013) points out that teachers need a good training during the undergraduate course to be able to form citizens, ethical, researchers, questioners, creative and unsubmissive.



In this sense, the broad validity of the instructional class clearly reveals that the training process was "deforming", producing "the malformed trainer". An antiquated view of knowledge is maintained, as if it were a stock of content to be transmitted by class. Deconstructing and reconstructing knowledge, typical dynamics of disruptive and innovative knowledge seem unknown challenges in figures who do not research and elaborate, do not produce their own knowledge, are not authors, nor reveal any degree of academic autonomy (DEMO, 2013, p. 59).

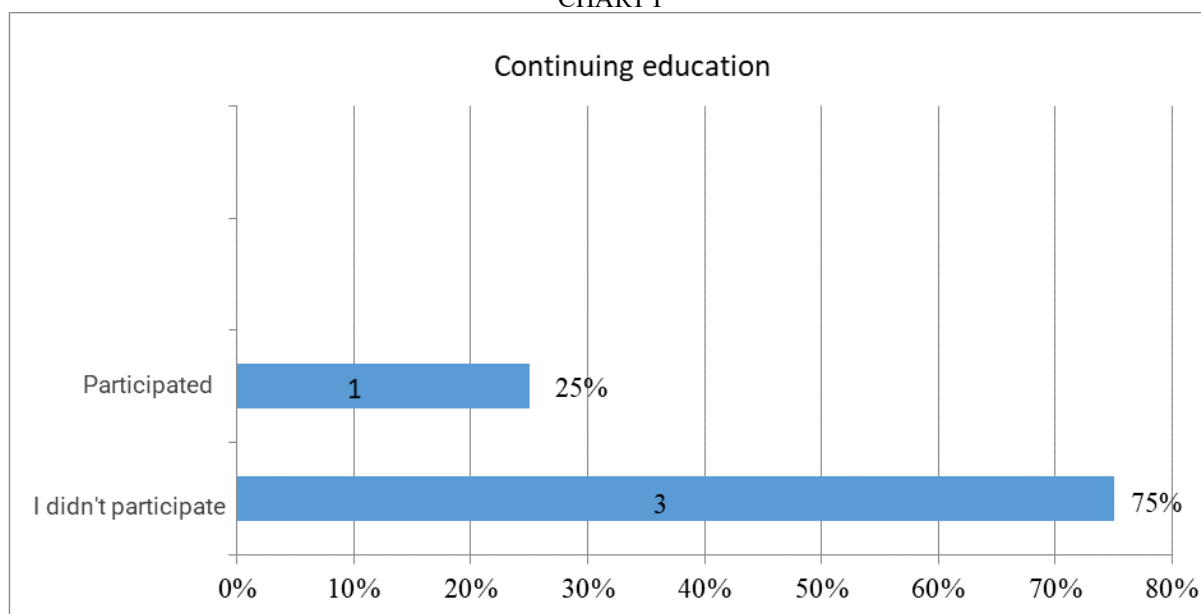
For the aforementioned author, a class where the teacher passes only instructions is worthy of those who never knew how to learn.

Libâneo (2013) emphasizes that contemporary society needs professionals prepared and with innovative proposals to meet the student of the twenty-first century. And he clarifies that, "however, new educational requirements ask universities for a new teacher capable of adjusting their didactics to the new realities of society, knowledge, the student, the media" (LIBÂNEO, 2013, p. 27). Thus, the teacher must be a connoisseur of different cultures, have the ability to "learn to learn", be competent and master the newest means of communication.

Demo (2013) shows that poorly trained teachers is still a reality in our country in undergraduate courses in Pedagogy, because they had an inadequate training focused on instructionalism and content transfer. And it points out that, "when they attended pedagogy or licensure, the current teachers were subjected to demeaning instructional contexts, without in-depth study and intensive reading, without research and own elaboration, that is, they did not learn to learn" (DEMO, 2013, p. 86). Thus, teacher training in most undergraduate courses in pedagogy is inefficient and traditional.

4 RESULTS AND DISCUSSION

CHART I



Source: authors 2022

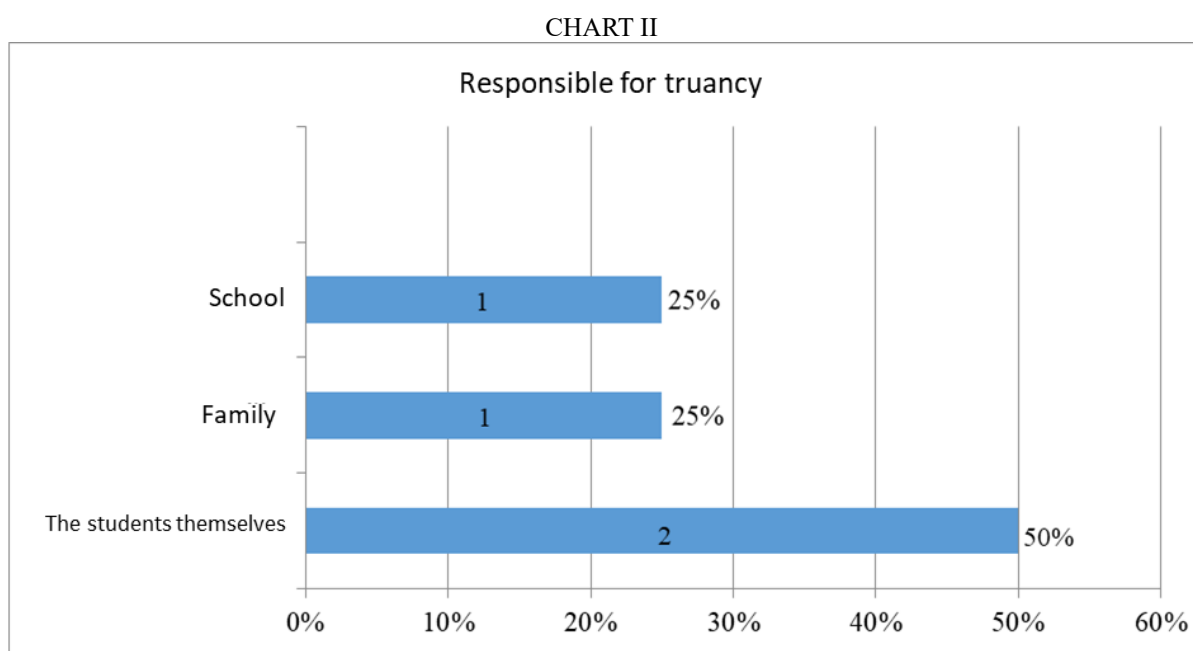


In this graph it is noticed that of the 04 teachers who participated in the research 3 who represent 75%, said they had not taken any training course in recent years and the other 25% who represent 1 teacher said they had participated in the continuing education course offered by the institution in 2019.

Gadotti (2003) explains that the continuing education of teachers consists of research, investigation, rediscovery, innovation and is not limited only to the domain of new pedagogical methods and neither in the use of new technological tools.

Teaching, as a learning of the relationship, is linked to a special professional, a professional of meaning, in an era in which learning is living with uncertainty. Hence the need to reflect today on the new role of the teacher, the new demands of the teaching profession, especially the continuing education of the teacher, of the teacher". (GADOTTI, 2003, p. 22).

For this author, continuing education allows teachers the opportunity to reflect critically on their teaching practices, as well as the possibility of adapting them to the demand of students in the contemporary school.



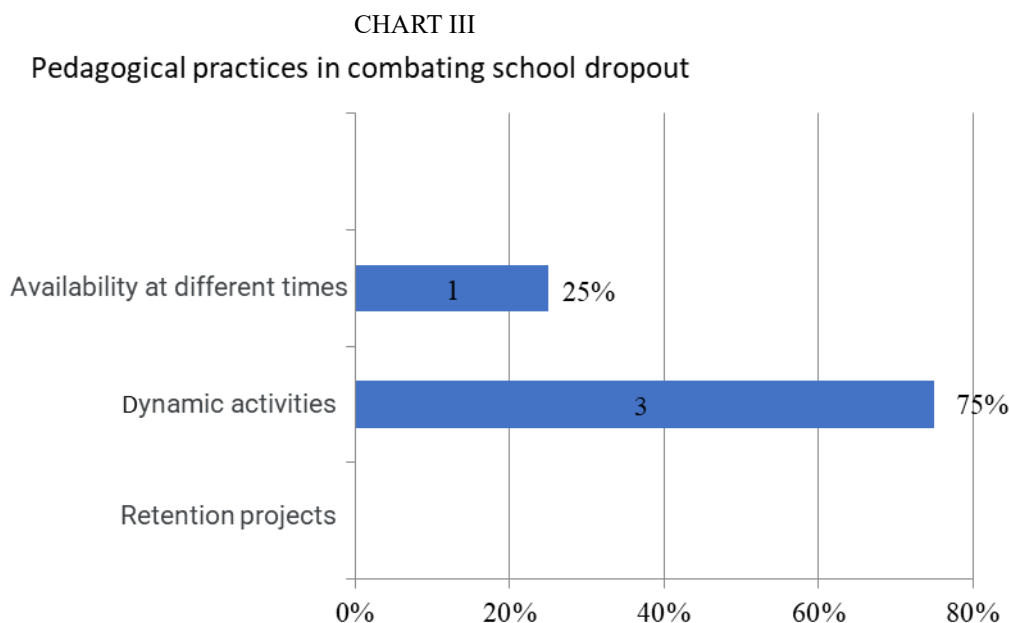
Source: authors 2022

In the aforementioned graph of the 4 teachers who answered 2 teachers who represent 50% pointed out that the fault of the evasion is of the students themselves, 25% that is equivalent to 1 teacher attributed the fault of the student evading the family and the other 25% who represent the other teacher attributed to the school the factor of the students evading.

According to Corrêa and Loureiro (2020) "evasion is the act of evading, fleeing, abandoning; go out, give up; not staying somewhere. When it comes to school dropout, it is understood that it is the escape or abandonment of school due to the performance of another activity" (CORRÊA; LOUREIRO,



2020, p. 142). Thus, the student considered evaded, is the one who no longer remains in the institution. And school dropout occurs when the student leaves the institution and returns for some reason.



Source: authors 2022

In graph III, it was observed that none of the teachers who responded, there were proposals or intervention project to combat school dropout. Of the 04 professors who answered the questionnaire, 75% who are equivalent to 3 professors said that the solution is to propose dynamic activities and the other 25% that represents 1 professor revealed to be available at the most diverse times in order to solve any type of doubt that could arise.

Schargel and Smink (2001) point out that the problem of truancy is a systemic problem and that it can only be effectively addressed through a systemic approach. For these authors "we must examine with lucidity everything we do in schools" (SCHARGEL; SMINK, 2001, p. 29). For the authors, it is not enough to keep students in school so that they can complete their studies, it is necessary to prepare them to have a full and productive life.

5 FINAL CONSIDERATIONS

After carrying out this research it can be highlighted that the teachers of the institution urgently need continuing education, adaptation to new technologies, recycling and a rethinking about their pedagogical practices. For they are outdated and do not benefit the integral development of the future pedagogue, nor will it transform society as is the purpose of education. One of the many difficulties observed during the research was the lack of strategies to combat truancy by both the school and the government.



The challenges faced by future pedagogues are the most varied, making it necessary to take a close look at this recurring phenomenon in the Pedagogy course. It is worth mentioning the lack of scientific pedagogical support, innovative methodologies that arouse curiosity in the student and make him remain in the university not only for the purpose of obtaining a degree, but to take the teachings to life.

It should be noted that among the many unprepared and outdated professionals, there are in the institution professors committed to public service, motivators, who update themselves, who plan their classes and make them an exchange of experiences that awaken in students the curiosity that they bring with them into the university, who are really concerned with the formation of the future pedagogue and the destiny of the nation, taking seriously the exercise of teaching, embracing the philosophy of formation and lifelong learning.

The data obtained from this research point to the need to improve in pedagogical, political, social and economic terms so that in fact the legislation is fulfilled and a quality education can be offered to all. It is not enough for the university to increase the number of enrollments if it does not offer minimum conditions for the student to stay and learn. School dropout is a current theme in Brazil and still little discussed in academia. Therefore, the school community should be attentive and concerned with this phenomenon trivialized by society, teachers, the public power and the institution in general.

Thus, this research confirms the problem and the high rate of dropout and retention of existing students in the institution and will contribute to a greater attention on the part of academics and subsequent studies related to the subject.



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