

The social function of educational guidance: Challenges and perspectives



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ABSTRACT

The general objective of the research was to study the role of the educational advisor in the current school, and in a specific way: to present the educational practice of school guidance, as well as to point out the perspectives and challenges faced by the counselor in the daily life of the school. Thus, the problem that gave rise to the featured article was: Is the educational advisor the main or

supporting actor in the school space? Thus, a precise analysis of the theoretical framework composed by Chalita (2005), Grinspum (2003), Lück (2001), Pimentel (2006), Urbanetz (2008), among others, was carried out to support and substantiate this work. With this framework, the development of the work was elaborated through an exploratory - qualitative approach. Coming to the conclusion, based on the context presented, that one of the challenges currently presented to this professional is to find support outside the school, to carry out the work of rescuing the student from the world of drugs, social and family violence, factors that influence the school environment. It is an arduous task, but not impossible for this education professional.

Keywords: Educational advisor, School, Educational practice, Challenges.

1 INTRODUCTION

The present research aims to approach in a systematic and reflexive way the social function of the educational advisor in the face of the challenges related to current education.

School violence has been the subject of several discussions and concerns of parents and education professionals, as it mainly affects students at the initial school age. In this context, he chose this theme through readings and observations in the school environment, giving rise to the fruitful desire to know the social function of the School Counselor in the educational environment.

To this end, this work is justified, with the support that educational guidance has been considered as one of the main and symbolic functions exercised by the pedagogue, as it is understood as a rescue of the human, cultural and psychosocial values of the student in his teaching-learning process.

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The educational advisor occupies today a relevant space in the school, in view of his function and attribution to the problems encountered in daily life, which sometimes becomes difficult to be revealed by any other professional, and it is at this moment that it is observed that the function of the advisor is essential to solve, if not a whole, but a part of the problems found not only in the students, but also in the students. but also in educators, who need to abstain from their responsibilities in the classroom, in order to pass on to the advisor the student who needs help. Thus, the relevance of the role of the educational advisor in the school space is perceived.

2 THE ROLE OF SCHOOL GUIDANCE IN TODAY'S EDUCATION

The role of the Educational Advisor is to promote the teaching and learning of students who have difficulties in learning, based on their psychosocial and physical needs, etc.

In this context, it is recommended that Educational Guidance had its succession of growth linked to that of Psychology, "[...] which comes from the sixteenth century and through psychotechnical activities to trace their capacities related to specific activities" (GRINSPUN, 2003, p. 22). However, according to the author, the improvement of the Advisor in the educational context takes place under the prism of the retrogression of Psychology.

Therefore, the care of students with learning problems and their families has been the focus of Educational Guidance since the last decade. With the observance of the relevance of the triad between school/family/community in the learning process and the search for quality teaching. In this sense, Urbanetz (2008) points out:

The Educational Orientation has sought for the totality of the student, being concerned with the breadth of the student's meaning as 'being', thus being able to build, build his personality, and in a relevant way consciously and actively participate in the history that he himself has chosen for his life, thus having his reality valued. (URBANETZ, 2008, p. 25).

Thus, it was possible for the Educational Advisor to perceive his real function in the middle of the school space, then starting to discuss the objectives and curricula proposed by the institution, in which his activities are carried out.

Schmidt (2003, p.102) points out that "orientation is characterized in the broadest sense and in the sense of its pedagogical dimension", because it has a character support that mediates with other groups of education professionals, in search of quality in teaching.



It is noticeable that all the evidences of educational guidance are focused on the absolute growth of the student, and therefore, the Educational Advisor had total care for learning and development in all fields that involve the student.

It is made explicit that the educational advisor needs to have in mind an educational action based on his real objectives, so that he can interpose all the means of educational processes, a priori, that the orientation is related to a way of considering his craft and a philosophy of education, for the purposes of a structure of abstraction of the student's values. Luck (2001) argues:

The hypothesis that the cause of a problem lies in the student is tacit. This procedure on the part of the professional devalues the knowledge that sometimes the inadequate procedures adopted by the student are causes of anomalies coming from the school space, such as inflexibility of regulations and insensitivity on the part of professionals in attending to the student within their specificities. (LUCK, 2001, p. 77).

"The educational advisor, in order to draw up his action plans, must be aware of the philosophical and cultural ideals of the institution and be clear about what type of citizen he wants to form" (ARRUDA, 2009). Therefore, it is essential for the Educational Advisor to have a full training, for the fruitful development of their duties in exercise at school.

2.1 EDUCATIONAL GUIDANCE AND THE IMPORTANCE OF EDUCATIONAL PRACTICE

It is known, therefore, that the function of the Educational Advisor is to seek satisfactory elements for the student's learning and growth. "Orientation is of greater relevance, because it works on the construction of the identity of the students" (VASCONCELLOS, 2004, p. 25). However, Fontoura (2008, p.291) points out that the role of the Educational Advisor: "[...] It is to be concerned with the personality of the problematic student, thus trying to help in the best possible way to reduce their psychological issues, as well as to be able to take a position in the face of a problem situation".

In this context, it is understood that in order to have this expected reach on the construction of values in the student, it is necessary that the entire faculty and the community/family come to be part of this search.

It is also necessary for the Advisor to seek the precise basis to deepen his understanding of the daily life of society, and thus, discern the different psychosocial aspects that involve the student, thus being able to identify what may be favoring their teaching-learning problems at school. Grinspun (2003) emphasizes:

[...] Nowadays, the role of Educational Guidance is beyond the study of problematic students and begins to reflect, analyze, and interfere with these problems in times of globalization. It is necessary to work with the student on the possibility of his totality, developing the sense of singularity, autonomy, the dimension of solidarity, the true meaning of the human. (GRINSPUN, 2003, p. 73).



However, in order for the Advisor to understand the student's problem, it is necessary to reflect on the reality experienced by the student in his daily life, as well as to express the responsibility of each educator in his function of transmitting knowledge, whether formal or systematized.

"It is postulated that Educational Guidance needs to be perceived as the area that walks in search of quality education, and if possible, in a broader dimension of a better world" (GRINSPUN, 2003, p. 93).

It is possible to perceive, through what is explicit by the author, the relevance of the Educational Advisor in thinking about the student with new abstractions, and thus with a new vision of the world. Urbanetz (2008, p. 51) postulates: "[...] *It is necessary the action of a competent professional with the disparity of time necessary to make possible a friendly and pleasant relationship with students and educators, in the school space and outside it*".

It should be noted that the Advisor needs to consider the problems of the student in a preventive way and thus promote means that favor the recovery of the student, including serving as a mediator between school and family.

Through projects and research that identify the causes of the student's emotional maladjustment and plan with the teacher ways for the student to relate to their family, friends and teachers in a satisfactory way.

2.2 EDUCATIONAL GUIDANCE: CHALLENGES AND PERSPECTIVES IN THE SCHOOL SPACE

The role of the Educational Advisor in the school is not only to diagnose the problem, it is, above all, to seek to obtain from the family from a triad between student/school/family the solution of what harms the student's teaching and learning process.

One of the challenges currently presented to this professional is to find support outside the school, to carry out the work of rescuing the student from the world of drugs, social and family violence, which influences the school environment, lack of employment, abandonment, prostitution, etc.

In the words of Pimentel (2006, p.17): "In its broadest concept, Educational Guidance within the system proposes to guide students to make decisions that are relevant to their development". As such, it is emphasized that the assistance of the Educational Guidance on the students becomes imminent in view of the problems experienced by them, as they perceive themselves as unprotected and with the absence of pedagogical and family support. Also based on the statements of Pimentel (2006, p.18) are: "The action of the Educational Advisor extends beyond the walls of the school, when he detects the problem and plans, together with other institutions in the community, the most effective action to solve the problem found".



In this sense, it is understandable to consider that in order to reach a solution or at least normalize the problem, it is necessary to participate in the entire community, whether family or school, because the main agent involved, which is the student, needs to be in constant monitoring and observation.

However, just as the family and educator tend to orient themselves on how to act in any situation, this argument is instigated by Martins (2004):

It is necessary for the Educational Advisor to recognize that teachers must be their greatest allies, to work on indisciplinary issues. It should maintain a close relationship with the school's teaching staff, aiming at the greatest possible involvement of teachers in the activities of Educational Guidance. (MARTINS, 2004, p. 92).

Understanding, therefore, that the Advisor must pass on to the teacher, various means and methods, to work with the student who presents a learning problem, a priori that the orientation, should not only stay within the school walls, but also in promoting this action, in the classroom and outside it.

With the exception that it is not only up to the advisor this difficult and arduous task of educating, but also to the entire faculty and family members of the student who presents problems. In view of this premise, Vasconcellos (1995) considers:

At first, the Educational Advisor assumes full responsibility for the discipline, because, with the role of articulator of the proposal, he leads the whole class to assume this same function, but indirectly. Having as a measure not only their authority in relation to their profession, but also the real and necessary conditions for collective work in the classroom. (VASCONCELLOS, 1995, p. 41).

It is noticeable, however, that education must go beyond the school wall, becoming important in the various social contexts. However, in order to reach this reality and confront the challenges imposed in the face of the problem-situation that the student finds himself in, it is necessary to note that the problem is not always only in the student, as many see and adduce, it is found in the school, family and educator insubordination and why not say so of the educational advisor himself, who does not perceive himself as a social actor in his history, He is not present in his functions, and is nothing more than a supporting player in this emblematic one.

As Chalita (2005, p.24) argues, "the student has to feel valued. And that happens in the small gestures." This gesture occurs through the mediation of attitude and motivation, because respect, love, affection and understanding is the most effective way to reach the apex of the problem, which is usually the result of lack of attention and abandonment by family, friends and the school community and in general.



3 FINAL THOUGHTS

Through the elucidated in the present research, which aimed to study the role of the educational advisor in the current school. With the premise of answering the problem that gave rise to the article: Is the educational advisor the main or supporting actor in the school space?

It was found that the educational advisor becomes the main actor from the moment he knows his function and his real role in the face of the problems that may appear in the daily life of the school. Considering that currently in the school there are several problems related not only to violence within the school space but also related to educational practice.

However, the Guidance Counselor must pass on to the educator various means and methods to work with the student who presents a learning problem, a priori that the orientation must not remain only within the school walls, but also in promoting this action, in the classroom and outside of it.

And in this context, the advisor needs to know how to conduct these challenges with pride and responsibility, performing his function with excellence. In this sense, it should be noted that Educational guidance has been considered as one of the main and symbolic functions performed by the pedagogue, as it is understood as a rescue of the human, cultural and psychosocial values of the student in his teaching-learning process.

Thus, it is understood that the educational advisor occupies a relevant space in the school today, in view of his function and attribution to the problems encountered in daily life, which sometimes becomes difficult to be revealed by any other professional.

It is observed, therefore, that the role of the educational advisor is essential to solve, if not a whole, but a part of the problems encountered not only to the students, but also to the educators, who need to abstain from their responsibilities in the classroom, in order to pass on to the advisor the student who needs help in their learning. Thus, the relevance of the role of the educational advisor in the school space is perceived.

However, it is concluded, based on the context presented, that one of the challenges currently presented to this professional is to find support outside the school, to carry out the work of rescuing the student from the world of drugs, social and family violence, which influences the school environment. It is an arduous task, but not impossible for this education professional.



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