

Society and *fake news*: The global crisis of systematic disinformation in Brazilian education



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Tarcísio Bezerra de Lima Júnior

PhD student in Social Sciences – Research Line Complexity, Culture and Social Thought (PPGCS/UFRN); Master's Degree in History and Spaces (UFRN); Specialist in University Public Management (UFRN); MBA in Conflict Management (FAL/RN); Specialist in People Management (FAL/RN); Pedagogue/Degree (UFRN); Administrator (UFRN); Historian (UFRN).

E-mail: tarcisiolimajr@gmail.com

ABSTRACT

The study aims to problematize the dissemination of fake news, counterinformation and disinformation in the school environment as well as their impact on the socio-educational formation of Brazilian students in the final years of high school. Globalization and the facilitation of technological access to virtual media platforms have given rise to

a new space of communication and entertainment today. Cyberculture has accelerated and "democratized", in a way, the producers of media content, but it has "weakened" information security and popularized systematic disinformation. The research is structured on events that occurred in the school environment (public and private schools) in relation to the dissemination of fake news and disinformation. The data will be collected and tabulated through the qualitative-quantitative approach and will offer subsidies to the research problem. The analysis of the results points to the generalization of disinformation and the practice of informational villainy, as well as presents a social stratification of the impact of fake news in the school environment, pointing to the public school relatively as more conscious, but more vulnerable to the dispersion of fake news.

Keywords: Society, Fake news, Disinformation, Education, Globalization, Ethics.

1 INTRODUCTION

If education doesn't change society,
Without it, society does not change either.
- Paulo Freire (1921–1997)

"The straight line of the horizon is the clear, more-than-perfect proof that planet Earth is flat," said denialist/flat-earth Jotha Martins, creator of the YouTube channel "Sem Hipocrisia" who calls himself a researcher, owner of several posts, articles and content on flat-earthism with videos with more than 431 thousand views¹. Another streamer and content producer called Super Xandão, on his YouTube channel with more than 29.9 thousand subscribers/followers also reverberates on the topic, reaching the mark of almost 3 million views and 370 thousand likes in an interview with Flow Podcast

¹ See full interview on Youtube on the channel Who Are We at: https://www.youtube.com/watch?v=XH1ITfddsrM&t=292s&ab_channel=QuemSomosN%C3%B3s%3F > . Accessed Sep 05, 2022.



Super #213². What the statements of the previous sentences expose is not humorous, ironic or hypothetical, but rather an affirmative "sentence" invoking ideals, pseudoscience and thoughts of theorists of the Middle Ages for their basic foundation of these ideas for the audience that accompanies them.

However, what is the relationship between these digital content producers and the perceived systemic crisis of Brazilian education? The political and social conjuncture has always been decisive in the construction of the Brazilian education system, as well as the cultural, spatial and technological factors³ intrinsic in this same society. Chronologically, we are experiencing full social development entering the twenty-first century, in the so-called Technological Age⁴; we are characterized, therefore, as social subjects dependent on these technologies in practically all routine processes. Therefore, as a technological society, we perceive ourselves as having a high structuring dependence on equipment and electronics in our day-to-day dealings.

In education, this advent has provided advances, especially in communications, such as access to remote teaching in the current pandemic moment established since 2020⁵. The capacity for teaching and learning was expanded by leaving the physical, traditional and historical space of the school as we know it (institutional space), to a new level of teaching by extrapolating such physical and spatial barriers – teaching is at our fingertips through virtual platforms (educational space). Technology is everywhere, and its creation and development are inevitable, as it is an innate human characteristic (ARAÚJO, 2007; SCHWARTZMAN, 2005).

Having briefly listed the definitions of the technological society and educational spaces, it is necessary to understand what happens to this new generation of students. Behavioral and psychosocial studies outline profiles of how these generations of students react in this technological society in terms of consumption and interests. Such generational studies⁶ are constant and systematically help not only companies and their *marketing* departments in market prospecting through the analysis of profiles of possible consumers and customers, but are also fundamental to psychologists, therapists and psychopedagogues in their diagnoses and labor analysis.

² See interview at: https://www.youtube.com/watch?v=707zRTWP6so&t=25s&ab_channel=FlowPodcast. Accessed Sep 05, 2022.

³ Understanding technology as a mechanism/instrument/technique that has always permeated the social development of man throughout his history (Author's note).

⁴ Also known as the Digital Age or Information Age – it comprises the mid-1970s to the present day, which driven by the military arms industry combined with the animosity and warlike atmosphere between the main world powers, we had a surge in tools, equipment and electronic utensils in the informational, digital and virtual areas such as the creation of processors and computers and the development of Artificial Intelligence (SENDOV, 1984).

⁵ Complementary Law No. 173, of May 27, 2020, which establishes the Federative Program to Combat the Coronavirus SARS-CoV-2 (Covid-19); MS Ordinance No. 188 of the Ministry of Health, of February 3, 2020; Legislative Decree No. 6, of March 20, 2020; MS Ordinance No. 454, of March 20, 2020; I N No. 1, of August 17, 2020; IN No. 109, of October 29, 2020 and other subsequent ones.

⁶ Such generational studies take as reference Karl Mannheim (1893-1947) as a precursor of this field of knowledge.



Knowing this, this research was based on young people from the so-called generation Z and later⁷ – chronologically inserted in this Technological Age, characterized by the high dependence on electrical and electronic devices and equipment in their social and daily relationships (FURIA, 2013; WELLER, 2010). Allied to the observation of the high technological dependence of these new generations, an analysis of school performance (QEdu; School Census; INEP; IDEB; SEEC/RN) of this group of students belonging to these specific generations.

The study considers the analyses of school academic performance of public institutions in the Metropolitan Region of the municipality of Natal (2018-2020) in order to corroborate the hypothesis that, although such organizations are socially and historically inserted in the Technological Era of today's society, the academic-educational performance does not portray such advances and connection with the technological scenario observed, diachronically, suffers from failure rates and retraction rates that make it impossible to achieve goals pre-established by the Ministry of Education and other statutes that measure performance⁸, thus offering a situational overview of the education system in Rio Grande do Sul.

Allied to this social, cultural, technological and pedagogical issue of the relationship of the current generation of students with education in the midst of this technological society, another factor of considerable impact on the current education system should be highlighted: the dissemination of *fake news*, through disinformation and generalized counterinformation at practically all levels of education. Therefore, this is the justification for starting the present study with the interviews and speeches of 02 (two) digital influencers who deal with flat-earthism and denialism. For example, the years 2019 to 2021 presented strong media links to the Flat Earth hypothesis (a medieval theory/thought linked to the fourteenth to seventeenth centuries) which in itself would already be reflected in reasonable concern, given that reconsidering the validity of an archaic, obsolete and refuted hypothesis of world epistemology today would be an unthinkable fact and, Sometimes, odd considering our current technological and scientific scenario.

Thus, considering the technological availability; access to information and institutional guarantees of education for individuals, an ideal educational scenario should be observed in which we would have a full cognitive development and the promotion of multiple transdisciplinary knowledge. However, the real scenario shows that such available structures do not reflect the ideal result, but rather present a scenario opposite to the expected one: evasions, failures, disinterest and sometimes indiscipline (BASTOS, 2015; COLOMBO, RAZZO, 2002). Although Michel Foucault (1979) already

⁷ The Brazilian classification of generations for behavioral and profile studies points to the following configuration: Baby Boomers – (1945 – 1964) / Generation X – (1965 – 1979) / Generation Y or Millennials (1980-1994) / Generation Z – (1995 – 2010; Alpha (2011 - Current). Although some authors only recognize studies up to Generation Z (WELLER, 2010; McCRIINDEL, 2014; FURIA, 2013).

⁸ IDEB; INEP; SAEB; CENSO ESCOLAR; ENEM; IBGE; SEEC/RN.



pointed out the non-linearity of human development and, so to speak, its chaotic evolution as a society in time and space. Such a Foucauldian premise is still strange in the face of the data and results obtained in recent decades.

Can we speak of a crisis in the technological society considering the perspective of the new generations or has the competitive dynamics of the current society weakened/destabilized their sociocultural performance? Media overexposure and marketing campaigns for overconsumption would have influenced us in the sense that we have an increasingly agorist and socially alienated generation. Or was there just an overestimation of an expectation of a possible supergeneration that would be dynamic, educated, reflective, and critical thinking in a highly computerized socio-historical context (FOCAULT, 1979; 1995b)?

Now, it is undeniable that new technologies have brought indisputable advances, disseminating an unprecedented revolution in society in all possible segments, from health to safety; from education to communication, specifically to interpersonal relationships (shaping ways of interacting, communicating and participating in events and other correlates). But, despite all this ease of access, how can we explain, for example, that fake news provides the circulation of absurd theories and ideas with the status of truth (or as a new scientific postulate) among today's young people? DataFolha points out that 7% of the Brazilian population believes that the shape of planet Earth is flat and 4% do not know/were able to say⁹.

One thinks of today's society in constant evolution and synchronized with its time and space. Giving rise to new perspectives and new sociocultural and, why not, educational perspectives (CYRULNIK; MORIN, 2004). How to act in a technological and super connected world, in which the school performance of students does not reflect this technological actuality? How to combat the specter of *fake news* and disinformation? How do educators address this challenge? Can we say that the new generations are not "culturally" prepared for school life or for reflective critical thinking? Is there a growing type of psychosocial illness among our young people? Or does the current institutional structure of the school no longer meet the demands of this generation?

2 PEDAGOGY AND THE INTERFACES OF THE NEW EDUCATIONAL PRAXIS

Students and teachers should know that their greatest treasure
it is dialogue; The teacher should know that the teaching practice
It's actually an exchange of experiences.
- Paulo Freire (1921–1997)

Understanding how the technological culture influences the socialization and school

⁹ Search Date Sheet available at: < <https://www1.folha.uol.com.br/ciencia/2019/07/7-dos-brasileiros-afirmam-que-terra-e-plana-mostra-pesquisa.shtml> >. Accessed Sep 08, 2022.



coexistence of the young generation¹⁰ of students and the following generations from the perspective of these same students becomes essential to develop didactic-pedagogical strategies that adapt to this new social reality within the scope of a new educational approach.

The role of conviviality and family teaching is sometimes delegated to streamers, influencers and digital content producers. The family environment is increasingly oppressed by the demands of the work and employment relationships of parents and guardians, and the issue of family time becomes increasingly scarce nowadays. Time becomes a bargaining chip in today's society and the neoliberal capitalist system advances more and more in the immersion of the social subject in the practice/exercise of work.

Children at an earlier age are being delegated to Youtube; TikTok; Instagram; Kwai; Facebook and the like. Thus, discussing how the school can foster possible changes in planning, teaching, didactics and management that make it possible to give rise to public policies that favor the adaptation of the school and the educator to this new social/generational reality becomes essential, but it would not solve the complexity of the situation. This new school lacks new praxis (?) – and in this sense, educators have an essential role in the construction of this new dynamic of the student + educator relationship (FURIA, 2013; GADOTTI, 2018; MCCRIDLE, 2014).

This study brought the analysis of the school performance of public elementary and high school institutions in the metropolitan region of the city of Natal, in Rio Grande do Norte,¹¹ in order to enable a theoretical discussion with the factuality of the real and statistical results of educational organizations in recent years (2018 to 2020). Qualitatively analyzing the data obtained, in order to enable the perception of the relationships between the school experience and socialization of the current generation of students through the massive use of technology as a vector of interference/impact in the educational space:

Social science research deals with people and their life contexts (...) with a focus on individuals and groups – and their behaviours within cultures and organisations (SOMEKH; LEWINS, 2015, p. 27).

For Guerri (2015), the methodological tools to contribute to the treatment of these clippings, tables, statistics and news are essential as an instrument for measuring and comparing samples in terms

¹⁰ The focus of this study was the analysis of generation Z as the sample universe of the research.

¹¹ For the present study, we used the analysis of the performance available online of the schools in the urban area of the Metropolitan Region of Natal/RN - The creation of the Metropolitan Region of Natal (RMN) occurred through the complementary state law (LCE) No. 152, of January 16, 1997, initially comprising the municipalities of Natal, Parnamirim, São Gonçalo do Amarante, Ceará-Mirim, Macaíba and Extremoz. On January 10, 2002, Nísia Floresta and São José de Mipibu were added to the RMN and, just four days later, the statute and internal regulations of the Natal Metropolitan Development Council (CDMN) were approved. On November 30, 2005, the municipality of Monte Alegre was added and on July 22, 2009 it was Vera Cruz's turn to join the region. State Complementary Law No. 152/1997 – Available at <<https://leisestaduais.com.br/rn/lei-complementar-n-152-1997-rio-grande-do-norte-altera-dispositivos-da-lei-complementar-n-152-de-16-de-janeiro-de-1997-que-institui-a-regiao-metropolitana-de-natal-e-da-outras-providencias>>. Accessed April 25, 2022.



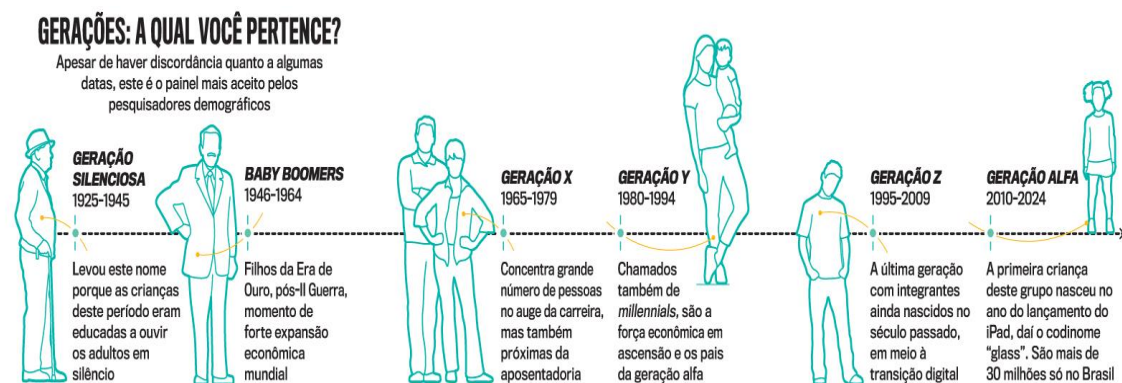
of the total universe of the object of study. On the other hand, the discourses were analyzed in order to compose perceptions regarding the relationship between the current generation of students, the excessive use of technology and the school environment. The research also used interpretative social theorists for a better reflection of the results, based on:

(...) social research considering interpretivists, in view of the study of reflective and therefore interpretative men. Being the focus of the analysis of their social research only the qualitative data that their data collection takes place in the real world or in virtual worlds (case of the present study). In this century, all types of research are usually carried out in the cyberspace environment (SOMEKH; LEWINS, 2015, p. 33).

Cyberspace offers an infinity of options from knowledge to leisure or even entertainment, serving young people by occupying the space that belonged to television until the 90s/2000s. The speed of information is immeasurable, as well as there are no filters regarding access to these or guidance on the use of this available information.

The semiotic-descriptive analysis was essential for the study, as it enabled the media investigation of the sources, however, it moved away from the positivist perspective of cause and effect, seeking in Bauman's theory a contribution to the study of this social phenomenology of the young people of this new generation (PEREZ, 2004; BAUMAN, 2013). By combining variables such as higher life expectancy, historical-social time, technology, access to information and education, we perceive ourselves as deficient in scenarios that should present an efficient or minimally positive educational concreteness.

Since the 1950s, scholars have sought to understand generational behavior in order to draw a generalist profile, but one that minimally portrays the individual born in that frame of time and space. The psychologist, demographic researcher and professor Mark McCrindel stood out in this segment by developing studies that pointed to the contingencies, structures, technologies, desires and influences (social, cultural and market) that minimally guided the behavior of this social subject marked by the characteristics of the very time of his birth.



Source: Veja Magazine, no. 227 of March 03, 2021. Available at <https://veja.abril.com.br/tecnologia/criancas-grudadas-nas-telas-podem-ter-seu-desenvolvimento-atrasado/>, accessed May 20, 2022.



Of the numerous denominations and typologies observed assigned to the generations studied since the beginning of the twentieth century, the following stand out unanimously: Baby Boomers – (1945 – 1964) / Generation X – (1965 – 1979) / Generation Y or Millennials (1980-1994) / Generation Z – (1995 – 2010; Alpha (2011 - Current). Although some authors only recognize studies up to Generation Z (WELLER, 2010; McCRINDEL, 2014; FURIA, 2013).

The last generations are marked by the immediacy of relationships and desires, approaching the Baumanian theory of liquid relations – in which the subjects relate superficially, but do not create healthy, lasting and responsive bonds or patterns of coexistence. Allied to the issues of liquid relationships, it should also be noted the immediacy (agorimous) of today's young people; the neglect of effective family accompaniment and overexposure to speculative, empty and anti-scientific channels and content.

Bauman (2013) also warns of a type of generalized disengagement of the new generation – which sees itself expunged from government agendas or inserted in a context of career competition in view of meritocratic success. Such pressure has been causing damage to the social subject in terms of his own formation as a citizen.

McCrimdel further points out that such generations:

As adults, they will have greater challenges and opportunities than those born in previous generations, as well as different. They are, for the most part, children of millennials (1980-1994). It is assumed that, due to unstoppable globalization, they will change addresses and jobs more often throughout their lives, which will be mostly urban. The (current) alphas, according to McCrimdle, will take longer to leave their parents' house and will take longer to work or work in the market (*apud* Figueiro, 2021, p 48).

At the same time, we live in a society that, despite having a longer life expectancy,¹² is increasingly sick, exhausted and debilitated (physically and mentally). Neuropsychiatrist Cyrulnik (2021) predicts that young people who have been more affected by the Covid19 pandemic, for example, will have a higher chance of developing depressive disorders¹³.

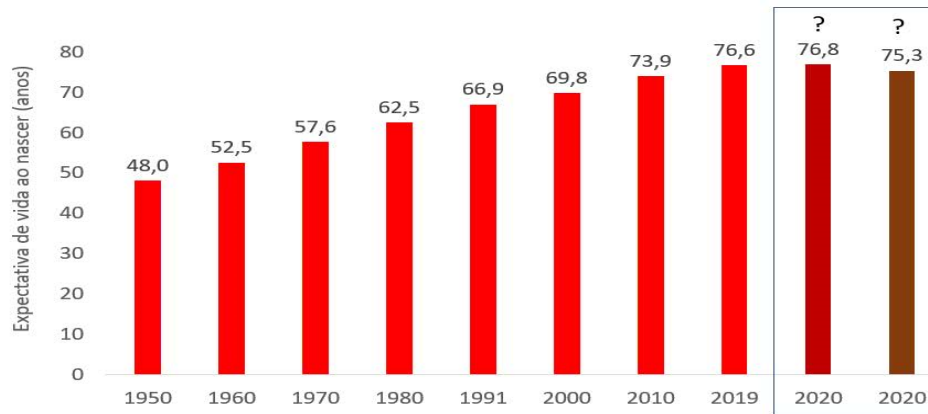
The illness of the new generation is also reflected in the category of teachers. Disinterestedness; violence; The low academic success rates reverberate in a highly unbalanced and unstable society.

¹² According to IBGE/2019, Brazilians have an average life expectancy of 76.5 years.

¹³ CYRULNIK, B. "The Adolescents Most Affected by the Pandemic Will Have Chronic Depression as Adults." EL PAIS newspaper. Available at: <https://brasil.elpais.com/internacional/2021-10-31/boris-cyruunik-os-adolescentes-mais-afetados-pela-pandemia-terao-depressao-cronica-quando-adultos.html>, Accessed March 18, 2022.



Expectativa de vida ao nascer, ambos os sexos, Brasil: 1950-2020



Fonte: Tábuas de vida do IBGE (dúvida sobre 2020)

Depression is already the disease of the century according to the World Health Organization (WHO), being responsible for several other psychosocial and even fatal disorders (deaths such as suicides and murders). Scholars speculate that 10% of the world's population suffers from some depressive disorder and that this figure increases every year¹⁴.

Young people, despite being part of a highly computerized technological society with easy access to all possible information and knowledge, are also exposed to a competitive, alienating, imagery society with a strong marketing and commercial appeal focused on inducing maximum consumption - see the dynamics of digital platforms and the appeals of *influencers* sponsored by various companies (DASSOLER, PALOMBINI, 2021).

According to the Ministry of Health (MH), the age group from 0 to 19 years is strongly conditioned by psychosocial disorders and the age group from 10 to 14 years shows an alarming increase of 107% compared to the 2017/2018 period (see table of the SUS Hospital Information System (SIH/SUS/MS – BRAZIL).

Morbidade Hospitalar do SUS - 0 a 19 anos - Brasil											
Capítulo V da CID 10 - Transtornos mentais e comportamentais											
Faixa Etária	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Variação (%) 2009-2018
0 a 4 anos	209	505	654	539	475	401	415	469	269	257	23%
5 a 9 anos	211	403	724	790	777	742	820	806	414	335	59%
10 a 14 anos	1.508	2.365	2.799	2.774	2.525	2.467	2.388	2.449	2.442	3.128	107%
15 a 19 anos	12.215	13.480	14.330	14.137	12.972	12.631	11.735	12.050	12.962	14.482	19%
Total	14.143	16.753	18.507	18.240	16.749	16.241	15.358	15.774	16.087	18.202	29%

Fonte: Ministério da Saúde - Sistema de Informações Hospitalares do SUS (SIH/SUS)

¹⁴ Ministry of Health. Available in < <https://www.gov.br/saude/pt-br/assuntos/saude-de-a-a-z/d/depressao-1>>. Accessed in 2



Nevertheless, this depressive picture that grows year by year in our society, alerts us to another subjective aspect of the coexistence and social experience of these young people: the lack of expectations - which Bauman (2013) points out as a "hopelessness" perceived in these new generations. A kind of chronic and social apathy that commonly makes otherness (empathy) impossible for these young people:

(..) Nothing prepared them for the arrival of the new inflexible, inhospitable and unattractive world, the world of the degradation of values, the devaluation of the merits obtained, the closed doors, the volatility of jobs and the obstinacy of unemployment; the transience of expectations and the durability of defeats; a new world of stillborn projects and frustrated hopes and lack of opportunities (BAUMAN, 2013, p. 37).

But, what does the analysis of the profile of generation Z and the following generations infer so much in this perception of a state of hopelessness, illness, educational disengagement and systemic apathy observed in school-age young people? Unique characteristics promoted by technological dependence are observed. Some scholars point to a retraction in the cognitive development of future generations devoid of the macro-environmental and sensorial experiences extracted by the advent of smartphones and *tablets*. French neuroscientist Michel Desmurget warns that parents of the new generations:

... fascinated by technology, they are unwittingly destroying their children's lives by creating human beings with lower IQs than previous generations. The brain of Homo sapiens is in the best phase of plasticity in childhood, a window that is not open for life. Therefore, this is the time when he must be subjected to external stimuli in order to develop: music, literature, theater, sports, study, and homework (2021, p. 39).

The data obtained from government platforms show, for example, that on average 90.2% of young people between 07 and 19 years old are enrolled in schools in the metropolitan region of Natal – presenting, therefore, 9.8% of school-age individuals outside school institutions. Of those enrolled, the failure rate reaches 22% (26% for females and 18% for males).

Another alarming fact is school dropout, with 16.7% – and which has been growing in recent years due to the economic crisis and the financial unsustainability promoted by the country's executive government (consider that a significant portion of families with school-age children depend on government assistance such as Bolsa Família (renamed in the current government as "Auxílio Brasil").

In the perception of the professors, many students are "approved" in different municipalities so that the transfer of FUNDEB is not jeopardized or incurs in loss of government funds – since the IDEB is calculated according to the student's approvals in the disciplines of Portuguese and mathematics multiplied by the success rate. Thus, schools end up "approving" "semi-literate" or "functionally illiterate" individuals.

Faced with this scenario, we can include the escalation of psychiatric illnesses among young



people in recent years. According to the SUS Hospital Information System (SIH/SUS/MS)

Morbidade Hospitalar do SUS - 10 a 14 anos - Brasil											
Capítulo V da CID 10 - Transtornos mentais e comportamentais											
Causa	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Varição (%) 2009-2018
Outros transtornos mentais e comportamentais	178	289	444	513	538	576	675	649	540	732	311%
Transtornos de humor [afetivos]	225	319	309	333	421	429	391	454	612	900	300%
Transtornos neuróticos, transtornos relacionados com o "stress" e transtornos somatoformes	37	71	91	89	62	82	81	114	91	110	197%
Transtornos mentais e comportamentais devidos ao uso de substância psicoativa	510	873	973	928	769	701	527	521	603	717	41%
Demência	15	20	26	16	13	24	19	20	19	21	40%
Transtornos mentais e comportamentais devidos ao uso de álcool	58	124	120	103	92	72	85	87	70	81	40%
Retardo mental	136	195	313	267	267	226	271	256	152	167	23%
Esquizofrenia, transtornos esquizotípicos e transtornos delirantes	349	474	523	525	363	357	339	348	355	400	15%
Total	1.508	2.365	2.799	2.774	2.525	2.467	2.388	2.449	2.442	3.128	107%

Fonte: Ministério da Saúde - Sistema de Informações Hospitalares do SUS (SIH/SUS)

Among school-age young people, there is a predominance of behavioral/mental illnesses resulting from mood disorders, with 3,309 cases, totaling an overall increase of 126% compared to the previous year. Other psychic impairments point to disorders such as schizophrenia, schizotypal disorders and delusional disorders with 3,752 cases in 2018, which represents an increase of 4%. Together with mental illnesses and behavioral disorders due to the use of illicit substances, with 4,520.

The statistical data of the educational institutions point to a slight narrowing of the successes of the academic indexes, considering the influences resulting from the political, social, cultural and physical scenarios and that this scenario remains with the trend of stagnation. It should be noted that the data were selected from the best structured region of the state (with averages and socio-population indices higher than the other regions of the state).

Morbidade Hospitalar do SUS - 15 a 19 anos - Brasil											
Capítulo V da CID 10 - Transtornos mentais e comportamentais											
Causa	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Varição (%) 2009-2018
Transtornos de humor [afetivos]	1.461	1.494	1.607	1.687	1.679	1.802	1.859	2.005	2.591	3.309	126%
Outros transtornos mentais e comportamentais	845	881	973	977	1.048	1.314	1.285	1.293	1.268	1.594	89%
Transtornos neuróticos, transtornos relacionados com o "stress" e transtornos somatoformes	182	182	243	221	162	151	173	318	180	241	32%
Retardo mental	481	472	724	691	652	710	663	634	493	555	15%
Esquizofrenia, transtornos esquizotípicos e transtornos delirantes	3.608	3.506	3.802	3.749	3.511	3.607	3.573	3.710	3.606	3.752	4%
Transtornos mentais e comportamentais devidos ao uso de substância psicoativa	5.047	6.169	6.325	6.237	5.422	4.533	3.747	3.657	4.293	4.520	-10%
Transtornos mentais e comportamentais devidos ao uso de álcool	474	636	562	503	413	424	361	371	437	421	-11%
Demência	117	140	94	72	85	90	74	62	94	90	-23%
Total	12.215	13.480	14.330	14.137	12.972	12.631	11.735	12.050	12.962	14.482	19%

Fonte: Ministério da Saúde - Sistema de Informações Hospitalares do SUS (SIH/SUS)



These data demonstrate that, in addition to the learning disability, interpersonal relationships and the focal dispersion of young students regarding the learning and teaching process, there is a growing interference of neuro/psychic behavioral diseases to the vectors that build the scenario of the Brazilian educational system.

Of the eight (08) institutions analyzed, seven (07) indicated yes (mostly of students) facilitated access to information (both at home and at school), of these 98.9% of the private schools responded positively and 81.5% of the public ones; as for the exposure¹⁵ of fake news **by the eight (08) schools, that is, 96% of the institutions analyzed answered** yes to having been exposed to some type of dubious information, *Fakenews*, disinformation or counter-information (both in the school environment and in the family), of these 04 public schools (89.3%) of the total said they **did not** believe some dubious information despite hearing it more frequently and through more channels. On the other hand, 76.9% of students from private institutions said they hear less of such dubious information, but are apathetic about questioning and/or reflecting on it.

3 FINAL THOUGHTS

Dropouts, failures, indiscipline and drop in the demand for enrollment have always occurred in different regions of the country, but something different permeates our current society that escapes this scope of occurrences and denotes something new in the social, educational and cultural conjuncture of the country. There is always talk of the new school, of didactics and of educators – there has always been more emphasis on structure and less on subjects (CYRULNIK; MORIN 2004).

The new generation does not conceive of the same ideas and social perspectives as the previous generation. There is a feeling that young people have "accepted" the social expendability to which they are subject, according to Bauman (2013), or something psycho-behavioral leads them in another direction. There is no way to conceive of technological changes and their direct impacts on society, and especially in the field of education, without thinking about a new attitude, skills or conception of a new school and how it relates to the student and vice versa. What happens with the current technological society, with the relationship between student and school, may be beyond the direct relationship between these actors. Data from 2020 from the OECD¹⁶ show that 17.7% of young people

¹⁵ The data were obtained by a simple standard questionnaire, not identified, filled out voluntarily and distributed in the 08 schools (public and private) of the four different urban areas of Natal. Of these questionnaires, 04 were intended for public schools and 04 for private schools, with 02 schools per region (01 public and 01 private). For the calculation, the last classes of elementary school (9th grade) were considered and the calculation was made by the majority of the interviewees. Example: In Public School A, in a possible total of 120 students, 92 answered the questions (92 being the maximum global reference number) and for the simple statistic title, the results were added up between each type of school and divided by 04 giving the answer sentence: majority YES or NO). For the more subjective statistics, we used the total percentage divided by 04.

¹⁶ Organisation for Economic Co-operation and Development (OECD). Available at: < <https://www.oecd.org/fr/bresil/> >. Accessed March 20, 2022.



in Brazil are ¹⁷ unemployed and out of school - these are examples of the current reality experienced.

There is a systemic lack of commitment of the new generations of students and the emergence of the construction of a new school, considering the premises of obsolescence and the rapid changes imposed by the technological society. We need to bring to the pedagogical discussion aspects that guide the behavior of the new generation of students. Understand the needs, deficiencies in order to instigate potentialities by building a new didactic or a new school.

The current generation wastes no time. He doesn't play in the sand, walk with grandparents or watch TV in the living room. She is practically born with a *smartphone* or *tablet* in her hand. Society has changed and has been changing, but the school does not seem to have kept up with these changes and if it tries, it is not effective. The institution's own capacity for slow reaction makes it obsolete for this overly technological and responsive Generation Z (McCRINDEL, 2014).

The institutional bureaucracy hinders actions and distances the speed of organizational decisions – it is not intended here to theoretically strain the legal and institutional relations in the scope of legal power and constitutional law over the school institute. The forces that make change possible permeate educators, politicians, students, and society itself. However, Bauman (2013, p.44) says that issues related to youth are left on a side shelf – or eliminated from the political, social and cultural agenda. We need to give new meaning to the school and its spaces and strengthen existing relationships. Are new professionals needed in the school institution such as psychologists, social workers or therapists? Despite the current and massive anti-scientific and denialist current that advances ideologically-politically in society, we characterize ourselves as socio-technological individuals. The advancement, adoption and necessity of technological and ethical tools in schools and human society is inevitable.

¹⁷ Available at: < <https://data.oecd.org/fr/youthinac/jeunes-descolarises-sans-emploi-neet.htm>>. Accessed March 20, 2022.



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