

THE SCHOOL AND THE ELEMENTARY EDUCATION I, IN FACE OF LEARNING DIFFICULTIES: ASPECTS FOR A DISCUSSION AGENDA ON THE (DE)MEDICALIZATION OF EDUCATION AND THE SUCCESS OF SCHOOLS¹

A ESCOLA E O ENSINO FUNDAMENTAL I, FRENTE ÀS DIFICULDADES DE APRENDIZAGEM: ASPECTOS PARA UMA PAUTA DE DISCUSSÕES SOBRE A (DES)MEDICALIZAÇÃO DA EDUCAÇÃO E O ÊXITO DO(A)S ESCOLARES

LA ESCUELA Y LA ENSEÑANZA PRIMARIA, FRENTE A LAS DIFICULTADES DE APRENDIZAJE: ASPECTOS PARA UNA AGENDA DE DISCUSIÓN SOBRE LA (DE) MEDICALIZACIÓN DE LA EDUCACIÓN Y EL ÉXITO DE LO(A)S ESCUELARES

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ABSTRACT: In this article, we explore aspects about the role of the school and the teaching of schoolchildren, given the learning difficulties presented during Elementary School I (1st to 5th year) and that concern the necessary distancing from diagnoses that have led to the medicalization of Education. We focus on theorizations that emphasize the importance of intentional teaching, of action-reflection-action of the teacher. We present what is characteristic of the school team, the pedagogical interventions, in different places of the school space to meet the learning needs presented by the children, especially those with difficulties in carrying out the activities. For that, we prioritize presenting results of pedagogical interventions through the “tour class”. The target audience for our intervention was elementary schools I (1st to 5th grade). The tour class, inspired by Freinet's thinking, allowed us to offer other possibilities for the children to recognize and systematize, with the help of the most experienced partner, the proposed activities, especially those that favor the cognitive exercise of reading and of writing by children considered to have learning difficulties. Indistinctly, all children demonstrated their appropriations, showing success in all activities. Thus, we consider that educators and other subjects in the school community, especially family members, should not mistakenly treat learning difficulties as psychological or psychiatric disorders, resorting to diagnoses that lead to the medicalization of schoolchildren, therefore, Education, and distance the school and its teachers from what is the essence of the teaching action that is didactic-pedagogical.

KEYWORDS: Education. Elementary School I. (De)medicalization of Education. Essentiality of teaching action. Learning difficulties.

RESUMO: Neste artigo, exploramos aspectos sobre o papel da escola e o ensino de escolares, diante das dificuldades de aprendizagem apresentadas durante o Ensino

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Fundamental I (1º ao 5º ano) e que dizem respeito ao necessário distanciamento de diagnósticos que têm levado à medicalização da Educação. Focamos atenção em teorizações que ressaltam a importância do ensino intencional, da ação-reflexão-ação docente. Apresentamos aquilo que é própria da equipe escolar, as intervenções pedagógicas, em lugares diversos do espaço escolar com vistas a atender necessidades de aprendizagem apresentadas pelas crianças, sobretudo, aquelas com dificuldades na realização das atividades. Para tanto, priorizamos apresentar resultados de intervenções pedagógicas mediante a “aula passeio”. O público-alvo de nossa intervenção foram escolas de Ensino Fundamental I (1º ao 5º ano). A aula passeio, inspirada no pensamento de Freinet, permitiu-nos ensejar possibilidades outras para que as crianças reconhecessem e sistematizassem, com ajuda do(a) parceiro(a) mais experiente, as atividades propostas, principalmente aquelas favorecedoras do exercício cognitivo da leitura e da escrita pelas crianças consideradas com dificuldades de aprendizagens. Indistintamente, todas as crianças evidenciaram suas apropriações, mostrando-se exitosas em todas as atividades. Assim, consideramos que os educadores e demais sujeitos da comunidade escolar, especialmente, os familiares, não devem tratar equivocadamente as dificuldades de aprendizagem como distúrbios psicológicos ou psiquiátricos, recorrendo a diagnósticos que levam à medicalização do(a)s escolares, portanto, da Educação, e distanciam a escola e seus professores e professoras da essencialidade da ação docente que é didático-pedagógica.

PALAVRAS-CHAVE: Educação. Ensino Fundamental I. (Des)medicalização da Educação. Essencialidade da ação docente. Dificuldades de aprendizagem.

RESUMEN: *En este artículo, exploramos aspectos sobre el papel de la escuela y la enseñanza de los escolares, dadas las dificultades de aprendizaje presentadas durante la Enseñanza Primaria (1º a 5º año) y que se refieren a la distancia necesaria de los diagnósticos que condujeron a la medicalización de la educación. Centramos la atención en teorías que enfatizan la importancia de la enseñanza intencional, de la acción acción-reflexión-enseñanza, mediante la realización de una serie de intervenciones pedagógicas en forma de "clase paseo" en diferentes lugares del espacio escolar para satisfacer las necesidades de aprendizaje presentado por los niños, especialmente aquellos con dificultades para realizar actividades. El público objetivo de nuestra intervención fueron las escuelas de la Escuela Primaria (1º a 5º año). La lección de paseo inspirada en el pensamiento de Freinet nos permitió crear otras posibilidades para que los niños reconozcan y sistematicen, con la ayuda del compañero más experimentado, las actividades propuestas, especialmente aquellas que favorecen el ejercicio cognitivo de la lectura y la escritura. por niños considerados con dificultades de aprendizaje. Indistintamente, todos los niños demostraron sus apropiaciones, mostrando éxito en todas las actividades. Por lo tanto, consideramos que los educadores y otras materias de la comunidad escolar, especialmente los miembros de la familia, no debe tratar las dificultades de aprendizaje como trastornos psicológicos o psiquiátricos, utilizando diagnósticos que conduzcan a la medicalización de los escolares, por lo tanto, educación, y distanciar a la escuela y sus maestros de la esencialidad de la acción didáctica que es didáctico-pedagógica.*

PALABRAS CLAVE: Educación. Enseñanza Primaria. (Des)medicalización de la educación. Esencialidad de la acción docente. Dificultades de aprendizaje.

Introduction

In this article we approach aspects about the role of the school and the teaching of schoolchildren, in view of the learning difficulties presented during Elementary School I (1st to 5th year) and which concern the necessary distance from diagnoses that have led to the medicalization of Education. We focus attention on theories that emphasize the importance of intentional teaching, of action-reflection-action of the teachers.

We focus more on teaching than on learning because we believe that this is the domain of the teacher, the knowledge about teaching in a situation, the action-reflection-action of the teacher on teaching that results in learning, which does not mean neglecting theoretical reflections on learning. On the contrary, when we mention that we focus on teaching in the aforementioned perspective, we are going to meet with Vygotsky's (2003) theorizations about the potential of the experiences offered by teachers through intentional didactic-pedagogical activities, to be experienced by schoolchildren, for the appropriations that generate learning.

It is a conception of teaching as a social practice that materializes in the school routine through specific action-reflection-action in the planning of actions at the various levels, in the privileged methodologies, in the resources and materials used, and in the intentional and corresponding evaluation to the proposed objectives, therefore, for teaching potentially capable of generating learning.

Regarding the mastery of the Basic Education teacher and, specifically, the initial years of Elementary Education I (1st to 5th year), the teaching activity is centered on the didactic-pedagogical actions, that is, on what that it is expected that there was training in Pedagogy courses that brings together knowledge from the educational sciences capable of guiding teaching intentions.

In this sense, this article was prepared in an action-reflection-action perspective on essential aspects of Didactics, such as the role of the school and its subjects, centrally the teacher, in view of the learning needs presented by children, especially by those with learning difficulties. We believe that there is the essentiality of intentional teaching, highlighting aspects of what is the teacher's competence and that distance schoolchildren from medicalization to obtain desirable behaviors, aspects to be re-signified for an agenda of discussions. Thus, in addition to this introduction, we seek to base our reflections on such aspects, which have guided us in our pedagogical interventions in elementary schools I. Afterwards, we present a pedagogical intervention with children considered with learning

difficulties. We seek to highlight assumptions that gave a theoretical basis to our pedagogical interventions and present one of them with a brief analysis and descriptive interpretations.

The school community, facing learning difficulties

All children have learning needs, as it is learning, appropriating the cultural capital accumulated historically by men and women that one develops and become one of them (VIGOTSKI, 2000). In this sense, school practices based on repetitions and/or supposed transpositions do not respond to children's learning needs, which, as culturally and socially different human beings, present different appropriations and, many of them, do not always respond positively to these practices, therefore, they present what we know as learning difficulties. In fact, such school practices are homogenizing forms for a supposed standardization of behaviors and learning that, historically, constitute our traditional Brazilian school.⁴

Usually, the solution to this situation has been resolved in schools with the request for medical reports and, when this situation is reached, the solution has invariably been pointed out as a behavioral one, therefore, genuinely psychologizing and/or medicalizing the issue of didactic-pedagogical order. Unfortunately. As stated by Freitas and Baptista (2019, p. 795, our translation), "[...] the medical discourse seems to exert more and more impact through a set of strategies capable of keeping it alive and strong".

We are not ignoring the fact that there are children with intellectual disabilities, some of whom also need psychological assistance and medicalization in psychiatric cases. However, what we are saying is that, in the vast majority, these children with learning problems are included in the group of children with intellectual disabilities who need specific treatment, and therefore, they are treated by the subjects of the school community - family members, employee(s), teacher(s) and other schoolchildren - as disabled. Likewise, children with intellectual disabilities cannot be generalized as children with learning disabilities.

However, safeguarding the specificities of these children, we share the belief, as mentioned, of the educators of the Historical-cultural Theory (VIGOTSKI, 2000), that everyone is able to learn, as long as pedagogical offers are made to promote appropriations of the culturally and historically produced knowledge.

⁴ Based on Saviani (1993), the traditional Brazilian school was based and organized according to pedagogical theory, at the end of the 19th century and the first decades of the 20th century, centered on the "transmission" of knowledge to the student, in a disciplined and homogeneous manner, without considering individual specificities.

Fonseca (1995) points out that many children with learning difficulties are described by parents and teachers as nervous, restless, disorganized, impulsive, irresponsible, among others. Such difficulties can be aggravated when the responsible/child relationship is not favorable to the child's needs. At school, these difficulties are directly related to this lack of service by teachers, especially in the period of language development. According to Freinet (1976), especially in school learning processes, children are emotionally involved in situations and in the act of learning. Hence the appearance of so-called learning difficulties can be attributed to the child's entry into school.

Until this stage, which can start in Early Childhood Education, there are few family complaints regarding the children's responses to the demands regarding the fulfillment of activities of daily living since these responses are attributed to the time and conditions of personal and family development of each one. After the child's entry into an environment in which the fulfillment of activities is conditioned to specific attitudes and responses, the child will begin to exhibit some behaviors indicative of difficulties or obstacles in accompanying these demands imposed, traditionally, in a homogenous manner.

In the initial processes of reading and writing, there are necessary cognitive and affective appropriations for children because they will accompany them throughout the literacy process throughout life. In these processes, all care needs to be directed towards these appropriations, otherwise, neither in this phase nor in the rest of their adult life, children will be able to respond to school and social demands.

Therefore, children, as well as adults, may exhibit behaviors that resist these processes, behaviors that are considered inappropriate and or as a consequence of some disorder. Then, in a wrong and customary process, the teacher(s) make referrals to specialized professionals and to special schools.

The most well-known learning difficulties and incidents in our schools are commonly attributed to problems arising from dyslexia, dysgraphia, dysortography, dyscalculia, attention deficit disorder (with and without hyperactivity), attention deficit hyperactivity disorder (ADHD).

Considering the large number of definitions already advanced by researchers, commissions, associations and international scientific societies, the definition that has received the greatest consensus is the NJCLD, 1988 - National Joint Committee of Learning Disabilities - which considers learning difficulties as a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of the following learning skills: listening, speaking, reading, writing and mathematical reasoning. Such disorders, according to this committee, which includes distinguished

researchers, are intrinsic to the individual, presuming that they are due to a dysfunction of his nervous system, and this dysfunction may occur throughout his life (FONSECA, 1995, p. 288, our translation).

In the light of the formulation of the previous excerpt (FONSECA, 1995), it is possible to say that these are specific difficulties in which there are neurological disorders. In these cases, in line with the statements of Moysés and Collares (2010), it is possible to affirm that these are learning disorders, whose difficulties refer “necessarily to a problem or a disease that affects the child at an organic level” (GARCIA, 2019, p. 33, our translation). However, according to Fonseca (1999), the problems with learning difficulties are comprehensive and global, as they can also be related to the student, the educator, the methodology and content, the school, and the environment.

In this perspective, the learning difficulties must be faced by the teachers as belonging to the whole process of appropriation, considering the personal experiences and rhythms and cannot be taken in a hasty way and exclusively as a result of pathologies, some disorder that may interfere in the act of learning, therefore, resolved through medicalization.

In his master's research, Marques (2018, p. 89, our translation) stated that:

For Signor (2013), the teacher's speech established around the student considered to have problems at school generates a pathologization process. This process includes the student's discourse (what is said about him and for him) as well as the pedagogical practices to which the student was submitted. Both the student's discursivization and the pedagogical practice, which are processes of meaning, can affect, in a positive or negative way, subjectivity and, consequently, the child's learning.

Faced with the difficulties of schoolchildren, the teacher needs to be supported by the management team - coordination and direction and by a multidisciplinary team constituted in the school, in search of possible referrals of the children for evaluations with professionals such as a psychologist and, at the limit, guide family members to consult psychiatrists, with an understanding of each child's learning needs. This opens space for the school to make resources available to meet learning needs.

This hierarchy regarding the views of children is essential because learning difficulties are not synonymous with learning disabilities. One must be very careful to diagnose a child or adolescent who has a disorder that prevents him from learning and that in any way interferes with his daily life. We also remember that schools and teachers do not have the role and/or specificities to make the diagnoses. They are assigned the role of cultural offerings, spaces, times and knowledge capable of providing conditions for everyone to learn and, in these processes, to understand the specific limits and scope of teaching. Therein lies the essentiality

of the school and the action-reflection-action of the teacher. In this sense, what we realize is that the learning disability is not always linked to some disorder and, if it does, it does not present itself solely as a result of this disorder, since many causes of learning problems are present in our society one all.

From this point of view, it is important to turn to the Special Education teacher, whose professional function allows the goal of establishing a broad understanding of the processes of human learning that interact with other learning processes, providing support for facing the difficulties of the subjects involved, since removing barriers to learning means offering possibilities for all children and adolescents who need support, both at school and at home. Hence, according to Carvalho (2007), the need to mobilize the will of family members, in addition to having resources that allow raising the participation and success levels of all children, without discriminating against those who have learning difficulties (with disability or not).

It is up to the teacher(s) to assess the quality of their pedagogical offers to these children. Afterwards, we believe that teachers and coordinators need to discuss aspects of these pedagogical offers to, only then, think about possible difficulties of the child. In this process, we emphasize that the dialogues with Special Education teachers should be thought of as a possibility, but not as the only and immediate one, once the children's learning difficulties are observed. Only after all the above possibilities have been overcome should the Special Education teacher(s) be asked for a joint assessment with the regular classroom teacher, for possible observation and intervention.

In line with the statements of researchers on the subject, it is essential that the school, through its management team, enables forms of collective participation and offers continuous formation to its and its professionals so that they can respond to the pedagogical needs of each child. Thus, it is the school community that must look for ways to respond to the needs of its children. When this process is not guided in this perspective, the child may present a series of psychological problems, such as insecurity, excessive nervousness, agitation, and irritability.

It is part of the school's work to involve the entire school team, as well as family members, in order to make them part responsible for the development and growth of children, as they are active members of this process. However, at that moment the teacher is a reference to perceive and act in an intentional way so that the children's appropriations promote the desirable development and so that the difficulties can be overcome.

In the case of the child with special needs, the classroom teacher and the Special Education teacher need to understand how the subject is constituted and what influences he is

subjected to, which languages that must be shared, which does not mean, at all, to homogenize the educational space. Since the initial formation of teachers, as stated by Anjos, Silva and Silva (2019, p. 650, our translation), “[...] there is no doubt that [this formation] that values a school for all, therefore inclusive, should enable the deconstruction of the homogenizing look on children and childhoods”.

The school institution must work in harmony with its team based on its reality and without discrimination, respecting diversity and the child within their life experiences and limitations. Thus, the school must favor interpersonal relationships, it must involve the subjects of the whole community that constitutes it in an affective and cognitive way; must bring its children to it, through what is specific to it, pedagogical offers, seeking to bring together and integrate family members with the entire professional team, minimizing and realizing the difficulties that may occur.

In the light of the Vygotskian conception of development (VIGOTSKI, 2009), researchers claim that in elementary school, mainly between 6 and 12 years old, whose main activity for children is study, it is the moment when the realization of tasks with children should be valued by the people who live with them and, above all, with the most experienced partner, the teacher. Still, it is necessary to consider that the school is a diverse space in terms of the individual and cultural characteristics of the children and other subjects in the surrounding community. In the sequence, we present results of an activity developed with children considered with learning difficulties, starting with theoretical assumptions of our activity.

Teacher action - pedagogical action

For our activities, we use as a privileged methodology the “tour class”, one of the techniques of Freinet Pedagogy (CASTRO, 2013), to meet what we believe, that is, that all children are capable of being taught, therefore, of learning and to develop in their appropriations as knowing subjects and as humans. For Sampaio (2007, p. 8, our translation):

The aim of Freinet Pedagogy is to promote a specific idea of education, which covers the rights of adults and those of children. It is an awareness of educators about their responsibility, coupled with their capacity for autonomy in the face of political powers and social problems.

In this sense, we consider the importance of their experiences beyond the classroom, in all environments that surround them, noting that in their daily activities the knowledge offered to them in schools is present, through systematizing activities of this knowledge.

According to Costa (2011, p. 41, our translation),

Freinet, when realizing such interest, started to incorporate “Tour Classes” or “Classes of Discoveries” in his daily practice, that is, he left the classroom with the children and explored the external space constantly. They strolled through the fields and woods that existed next to the room and in these exits they always found something interesting. The child is naturally curious, Freinet knew this and explored various contents and concepts. Freinet left the old and theoretical booklet aside and started to use the child's desire to learn new things to explore concepts and develop in the child the will to learn.

Costa (2011, p. 41, our translation), still affirms that

[...] Freinet's theory was based on a pedagogy that transposed time, as it centered its concern on valuing educational practices to be developed for the best success in the learning process. Such practices allowed and still allow the development of the individual in the process of teaching and learning, enabling the diversification of approaches that current education increasingly demands, expanding the universe of knowledge.

In this sense, Elias (2017) stated that the structural changes that our entire contemporary society is undergoing indicate the current status of Freinet, who “points to an original conception to work on the rights and objectives of learning and development of students, related to their cultural experiences” (p. 614, our translation).

Through the Freinetian tour class, we have developed activities and extension projects, having as partners Public elementary schools I (1st to 5th year), activities and teaching projects with interns in the Pedagogy course, and research activities and projects undergraduate and graduate level.

In all of our activities, we focus attention on what is specific to our work, as we discussed above, which is Didactics - teaching in a situation, that is, on didactic-pedagogical offers that favor the learning of schoolchildren.

In the teaching course in Pedagogy, we were able to integrate teaching activities and projects, centered on the initial formation of teachers, with activities and extension projects, aimed at the formation of teachers in service in schools. These activities and integrated projects are developed in the Extension Project “*A aula passeio com professore(a)s: conhecendo e ressignificando aspectos da história local*” (The tour class with teacher(s): knowing and reframing aspects of local history), with institutional assistance, and within the

Institutional Program of Initiation to Teaching - PIBID/CAPES Pedagogical Residency Program - PRP/CAPES, developed with the partnership of teachers and managers of public schools of Basic Education, students of undergraduate teaching degrees and colleagues/teachers of our university.

In these activities and projects, we have sought the mobilization of teachers for the need for self-assessment of their teaching actions, through qualified action-reflection-action processes of their practices, to solve learning difficulties, or that is, pedagogical difficulties, manifested by the children. It is also about teachers offering theoretical possibilities for theorizing teaching practices, as a historical construct peculiar to the subject of this action-reflection-action, for the appropriation of a given cultural capital in the exercise of teaching praxis.

Such appropriation is necessary because it shows the respect of teachers to the experiences and interests of children in schools. By the way, Silva, Lima and Valiengo (2017, p. 675, our translation) state that:

Almost a century ago, one of Freinet's lessons (1976), from his performance as a teacher, that the child is not interested in going to school to copy and read textbooks. Motivated by this respectful and sensitive attitude as an educator in the childhood school, Freinet (1976) sought, through his studies and pedagogical actions, to overcome this educational practice.

It is a matter of thinking about attitudes to overcome practices traditionally legitimized at school, since, in the encounter with Giroto, Araújo and Vitta (2019, p. 809, our translation), with the heterogeneity of the school public, “one must wait [that] different ways of appropriating knowledge and school contexts are taken into account, regarding educational processes”. Thus, as much as it may be familiar to children, many spaces in the school are little explored in their potential for pedagogical offers capable of enabling the child to express their knowledge and their learning needs. Thus, we seek to develop pedagogical activities through our classes. In the case of the activity presented here, it is a walking lesson in one of these school spaces, the school library, which is still widely used only as a storage and/or for conservation of the library collection. The development of our activity was supported by bibliographic phases, necessary for our theoretical foundation, and in class, a visit to the school library.

Initially, it is necessary the redefinition of the school spaces by the teachers themselves, in order to glimpse the multiple possibilities of educational offers to children. Thus, we start with the teachers tour classes in these spaces. Afterwards, the teachers

explained these possibilities, in view of the curricular proposals and the objectives established for the children of the classes, focusing attention on the offers to be made to children with learning difficulties, which, as reported, comprised a group with age of 8. According to the teacher(s), these children had great difficulty in assimilation, in interaction with other children. They attributed these difficulties to supposedly explosive behavior, with great difficulty in motor coordination, which prevented them from making appropriations and, therefore, from achieving the same development as other children in the same class.

In other activities, we propose to collectively observe these children at recess. In total, there were 12 moments of going to the municipal school of Early Childhood Education and Elementary School I - EMEFEI, from a small city in the interior of São Paulo, to meet the teachers of elementary school children.

We also sought to gather some evaluations of these children in oral language and mathematical writing. Likewise, with the authorization of the school's management team, we collected data and information with the guardians of the children, through questionnaires. The desirable data and information with the questionnaires were related to aspects arising from the relationship between teachers, children and families, in order to identify the possible relationships between these aspects and the learning difficulties presented by the kids. For teachers, a questionnaire was prepared with questions about identity, academic background, how did the relationship between them, children, families (if there was participation and how was that participation) and aspects of the teaching and learning processes; how it was and how they would like it to be. For those responsible, we prepared a questionnaire with questions about the identity, the main complaints regarding the teaching, learning and development of children, how the relationship between them, the children and the school/teacher(s) took place (if there was participation and how was that participation); how it was and how they would like it to be.

In the sequence, we present the activity of the tour class, properly said, to the school library, carried out with the children.

Tour class with children: recognizing the space and library collection

Considering the data and information collected through the questionnaires, we observed that the children's learning difficulties were attributed to the difficulties of the children to concentrate during the performance of activities, especially in the time/space of the stay in the classroom. We found, from the data and information collected, that this

difficulty in concentration was directly related to the difficulty of the children turning their attention to carrying out the activity while seated, without interaction with the other children, totally silent and focused only on the explanation of the teacher. It was possible to verify, especially from the observations of the children's evaluations, that the written expression proved to be quite impoverished, in contrast to the children's oral expression, when observed during the moments of recreation when they expressed themselves freely. At recess, the same children pointed out with difficulties in concentration, attention and written expression were creative, focused on games, attentive to the action of their friend(s) in the games and were motivated to express themselves orally.

In view of these points, we propose to develop our tour class with the children to the school library, focusing attention on the following aspects: attention, concentration, written and oral expression, social interaction, reading and writing.

We set as objectives of our tour class, the following:

- Provide conditions for children so they could exercise:
 - attention, concentration and sociability;
 - reading and writing children's literature books;
 - reflection and interpretation on what is read and written.

So, we went with the children to the school library and were introduced to them, by the librarian, the people, the environment, the facilities and the various titles of children's literature books. Each one was offered the possibility to choose 02 (two) titles. All were very anxious, talkative, happy with the choice of what to study. Everything was new, since many of them did not know the library. Most children were interested in choosing more than 02 (two) titles of children's literature and we ask that they explain to us about the criteria of their choices, when we realized the wealth of details about the books they expressed.

Afterwards, we requested that the children choose a place in the reading room and that, with a notebook, black pencil, colored pencil and other school materials, readings, writing and/or drawings were carried out on what had most called their attention to the stories read. Once again, they were motivated to choose a space and materials. At all times, we carry out the activities with the children, going through them one by one and attending to their requests, especially when reading, so that, for example, the letters are identified. At that moment, we identified the words, contextualizing them together with the children, so that they understood them in the sense of the text and not isolated. The children were attentive to

our interventions and concentrated so that they could also understand them in the text, always expressing themselves with elements of their context about what they were reading.

Afterwards, the children started to write and draw their interpretations on what they read and, then, the wealth of aspects they showed us evidenced an environment in which what was considered a learning disability was replaced by an environment of students successful.

The experiences and exploration of a space that is little or not yet known has given children the opportunity to recognize themselves as subjects of rights over that school space. Thus, this space, like other school spaces, needs to be designed to guarantee these rights. We observed that children considered to have learning difficulties were active in their approaches, smiling, showing their strangeness and familiarity with objects.

Due to the little familiarization of these and other children with this space and with everything that constitutes it, we perceive the need, without distinction, for all children to have the most experienced partner, the teachers, with whom they could explore the environment and its materials. It means saying that it is up to the teacher to carry out the activities with the children, not by themselves and not even leaving them alone, as it is the intentional mediation that will favor the children with qualified and systematized approaches with what is not yet familiar to them.

Also, we observe the importance of the varied offerings of activities, on the various elements of the environment, of the various types of materials in the library collection, their functions, enabling the exercise of cognitive functions, especially with regard to the appropriations necessary for reading and writing.

Some final considerations

According to the studies and activities carried out, it was possible to consider that teachers, other subjects in the school community, including family members, should not mistakenly treat students' learning difficulties as psychological and/or psychiatric disorders, resorting to diagnoses that distance teaching activity from didactic-pedagogical essentiality. The learning difficulties of schoolchildren are challenges that are part of the entire teaching and learning process.

Teachers will have to understand that it is not just a matter of generally considering the effectiveness of methods and their classification as good or bad. Even against the homogenizing prescriptions of school practices arising, since the initial formation of teachers, through public policies centered on indexes that do not concern the specificities of human

development, it is necessary to rethink such prescriptions in favor of the offers at each kid. Teachers need to be attentive and consider the importance of resorting to theoretical assumptions that refer to the specifics of schoolchildren, at each moment of their development, and to the specificities of the processes that enable human beings the desire and the need to know the world and take ownership of it, like the Freinetian theoretical assumptions.

By the way, we used the Freinet tour class to school spaces as a possibility for the children to recognize and systematize, with the help of a more experienced partner, the proposed activities, especially those that favor cognitive exercise and the appropriations necessary for reading and writing by children considered with learning difficulties. Indistinctly, all children showed their appropriations, showing success in all activities.

The self-assessment of the teaching work must be constant and even more immediate and urgent when the children's learning difficulties are identified, which allows the teacher to seek educational offers and/or other educational services for the development of these children.

The child with learning difficulties needs special offers and more time. The problem is often in the non-identification and even in the non-acceptance of the self-assessment of the teaching work, in order to provide, immediately, in a qualified action-reflection-action process, necessary offers, avoiding that the responsibility to resort to psychological treatment and, even worse, to psychiatric medicalization falls solely on the child and their families. The belief and exclusive responsibility of the child and his family for the learning difficulties presented by these and these schoolchildren, in addition to being naive, is an irresponsible and inconsequential attitude. Everything regarding schoolchildren refers to a set of factors, but, essentially, to didactic-pedagogical offers. Hence the importance of teacher formation in this whole process, initial formation and also in service in schools.

In the light of the above, we conclude, corroborating the idea that the success of schoolchildren depends on the understanding by the school community of the didactic and pedagogical essentiality of the school and teaching, centrally through offers and guarantees to children of the conditions for appropriation of cultural knowledge and historically constructed by humanity.

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