THE RELATIONSHIP BETWEEN FAMILY AND SCHOOL IN THE EDUCATIONAL PROCESS: THE CASE OF A SCHOOL IN THE FEDERAL DISTRICT

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ABSTRACT

The article in question is a requirement for completion of the Pedagogy course at Faculdade Horizonte-DF, and presents a brief discussion within the educational system about the importance assumed by the family in its interaction with the school. The family, as the child's first educational base, among its various responsibilities, has the duty to welcome, guide and transmit moral, spiritual and emotional values, which help in the formation of human character at the beginning of life. The school, in turn, will play an essential role in the continuity of education, in the intellectual, academic and cognitive fields, promoting the achievement of skills and abilities necessary for the coexistence of this individual in the social environment. The article presents a brief study in order to analyze the possible differences in attitudes that can be evidenced during the school development of students who have or do not have the presence of guardians in the school context. From another perspective, resulting from the study, we will seek to understand the reasons for the low participation of parents in the school, and reflect on what would happen if there were a more participatory and collaborative school monitoring of the family. So, we looked for some evidence through a field research applied in a school based on a questionnaire and subsequent data collection and analysis.

Keywords: Family. School and Education. Early Childhood Education.

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INTRODUCTION AND METHODOLOGICAL APPROACH

The relationships that are established between the family and the school are ascended in the process of the child's formation, having their beginning in family life and progressively being integrated into the educational system. The research in order to develop this article was carried out in two methodological stages, the first followed by means of a bibliographic survey that in the view of Cervo (1983, p.55) the bibliographic research "seeks to know and analyze the cultural or scientific contributions of the past existing on a given theme, or problem."

In the second stage, we followed through a case study in a school and collected data from a questionnaire that, according to (GIL, 2010), the questionnaire is composed of a set of questions that are submitted to people with the purpose of obtaining information on a certain subject. For the purposes of this research, we titled this school with the pseudonym "School X"

The main objective of this article is to mobilize a prospective discussion about the importance of the pillars: Family and school, in the process of formation of a citizen from the early years, with reference to the importance assumed by parents in monitoring the school path of their children.

It is noted that, over time, especially with the changes in the context of the world of work, which asserted the need for people's survival, this fact brought to parents the need for greater dedication to work activities, and on the other hand, difficulties for families to have time to monitor their sons and daughters at school.

About this relationship between the family and the school, with regard to the awakening of parents' interest in the education of their children, Piaget tells us that:

> A close and continuous bond between teachers and parents leads to a mutual relationship: this exchange ultimately results in mutual help and often in real improvement of methods. By bringing the school closer to the life or professional concerns of the parents, and by providing the parents with an interest in the things of the school, one even arrives at a division of responsibilities [...] (2007, p. 50).

In other words, the school is the starting point of formal education and the ideal is that it can count on the help of parents in the teaching and learning process. The constant presence of the family also reduces the intensity on the part of the school of playing both roles at the same time. It is necessary to maintain dialogue and continuous discussion about the importance of a unified work between family, school, society.

It is important to consider, in this research, that, historically, psychologists and educators have made efforts trying to unravel the mystery of how one learns, that is, how individuals develop the learning process, and it is perceived that many theories try to

explain this phenomenon. In chapter 2 below, we seek to present some discussions and reflections by researchers and authors on the themes: Teaching and Learning Process, Child, Family, School,

THEORETICAL FRAMEWORK

In the view of Barros (1998, p.46), learning can be distinguished into casual and organized. Casual learning is almost always spontaneous, it arises naturally from the interaction between people and with the environment in which they live. That is, through social interaction, observation of objects and events, contact with the media, readings, conversations, etc., people accumulate experiences, acquire knowledge, form attitudes and convictions.

> Organized learning is that which has the specific purpose of learning certain knowledge, skills, norms of social coexistence. Although this can occur in several places, it is in the school that the specific conditions for the transmission and assimilation of knowledge and skills are organized. This intentional, planned and systematic organization of the purposes and conditions of school learning is a specific task of teaching (BARROS, 1998, p.64).

THE CHILD

Throughout history, society has not had a very clear conception of childhood in the life and educational process, and even less about the needs of this period of people's lives. There was no understanding about the rights, obligations of children, what there was was a qualified treatment that children were seen as small adults. The children dressed, ate, learned, worked and lived with their elders soon after weaning without any distinction.

In the seventeenth century, a change in the lives of the little ones was started and a de facto separation of what was a child and what was an adult. In this sense, the church played a memorable role in the discussion, because through the aforementioned institution, children began to be seen as angelic figures, which needed extreme care because they brought the idea of purity and innocence. Soon after, in the eighteenth century, the concerns of the educational system turned to initiating children's schooling through specific actions.

However, it will be in the twentieth century that the changes in the educational context become effective, in Brazil, Early Childhood Education is demarcated by the constitutional text of 1988, by the Statute of the Child and Adolescent and by the Law of Guidelines and Bases of National Education (LDB/Law 9394/96), being qualified as a fundamental right for all children in the country.

Other legal provisions were established in the Statute of the Child and Adolescent, regulated by Law 8.069 of 1990, with the exception in the first article that the principle of Full Protection of children and adolescents. Therefore, it is asserted that Early Childhood Education is a stage of the teaching and learning process that differs from the others, because the child must be treated in a process of development and social inclusion.

It was also ratified, through a document originating from the Convention on the Rights of the Child and Adolescent, adopted by the UN on November 20, 1989, and, in Brazil, through Decree No. 99,710/1990, the implementation of measures guaranteeing the protection and special care of children by the signatory countries.

According to Barbosa (2010), based on what was established by the United Nations (UN) in the 1990s, some fundamental principles for what came to be called "Pedagogy of Childhood", understood as a "set of foundations and indications of pedagogical action that has as reference children and the multiple conceptions of childhood in different educational spaces". The author points out that:

> The Pedagogy of Childhood admits as a basic assumption the child as a subject of rights (provision, protection and social participation), based on the Convention on the Rights of the Child (1989). In this perspective of affirmation of children as subjects of rights, it requires the definition of pedagogical indicators that enable children to experience childhood in order to take part in educational projects based on democracy, diversity, social participation, based on educational practices that privilege social relations between all segments involved (children, family members and educators) (Barbosa, 2010, n.p.)

THE FAMILY

About the family entity, as a social organization of human life, it goes back to a concept of approximately 4,600 years, that is, a cell of social organization "formed by individuals with common ancestors or linked by affective ties" (BARRETO, 2013).

In this trajectory, this concept became known as being a number of people linked by blood, the child, in this process of constitution and an integral part of the family, was not seen or understood in its development, that is, as soon as it left the breastfeeding period, it was already seen as an adult. She helped with the housework and had no rights to freedom or education.

In this historical process, the approach to the child and its development will have from the religious concept of its existence a strengthened basis as a pure and angelic being, identified by similarities with angels. What will change in the Modern Age, when the child starts to assume a fundamental role in the concept

making it the driving force for the constitution of the family institution, with the bonds of feelings being strengthened.

This cognitive advance of the concept of what the family is will advance in the field of Law, because not only the firstborn would have the patrimonial rights, but also the girls and all the other children of a given family.

Currently the concept of family structure assumes, in the legislation, greater amplitude, that is, the family is understood as a group of people linked by some type of feeling, not necessarily linked by blood or living in the same home or space, it is stated in our federal constitution that the family is an institution governed by a set of rules and regulations that govern the coexistence of marriage, inheritance, guardianship.

THE SCHOOL

To put it very briefly, schools, in the sense we understand today, did not exist in antiquity. During this period, the various teachings were under the responsibility of philosophers and had a strong oral tradition. Education was a more informal process, and had a very collective vision centered on survival.

In the city of Rome, he improved the idea of teaching based on what society intended, thus leaving the teachings in the hands of philosophers who had disciples and not students. Education had an elitist character, that is, it was for a few, but with the advances in commercial development, the search for knowledge stimulated learning and it extended to other social groups.

In the Middle Ages, the first educational institutions appeared, they were located in monasteries whose principle was to indoctrinate or transmit moral and religious dogmas, but it was also aimed at teaching the elite and the clergy, which excluded the rest of the population.

From the Modern Age, the school gains the function of an institution, with the teacher as the center of knowledge and bringing some innovations, such as the opening of training possibilities for the less favored classes, which resulted in the end of feudalism, instituting capitalism, the reduction of the influence of the church and coercive power.

PRACTICAL FRAMEWORK: APPROACH TO "SCHOOL X"

It is a large school in the Federal District that operates from kindergarten to high school. The school requested that its name not be disclosed, so it will be called "School X". The aforementioned "School X" is a renowned institution, which operates in three different locations, and in one of the addresses there are several kindergarten classes. The school in question is located in Brasilia, and is part of a network of schools with educational activities

in several states of the country. The institution, nationally, has approximately 5 thousand employees and more than 30 thousand students.

The field research was applied with reference to 5-year-old students who correspond to Kindergarten 5. For this age group, the school has 6 rooms, 3 in the morning and 3 in the afternoon. They total approximately 114 students and have 6 classroom teachers and the support of 14 interns.

The researchers chose one of the rooms of Kindergarten 5 to carry out the field research. The room in question is equipped with chairs, tables, a blackboard, a table with a computer for teachers, a locker for teachers and trainees, cabinets with partitions with the names of the students, a place where all their personal and didactic belongings are deposited. It also has thematic spaces, such as the reading corner, math corner, English corner, toy corner and a small library.

On the blackboard, existing in the classroom, the daily routine that will be followed by students, teachers and specialists is exposed. Students have, within the school environment, a lot of autonomy, but teachers also have authority in the classroom, defining the times of activities and play. The activities are done in various ways, including the use of technologies and sheets, through games and dialogues.

In order to bring teachers closer to the parents of the students, technological communication resources are used, through directed chat, and there are also weekly schedules that allow teachers to guide and inform parents about their children's school performance.

Also emphasizing, about the spaces used inside the classroom in the reading corner and pedagogical toys, there is a table and a chair for each student, which are organized under different geometric shapes, other spaces outside the classroom are also thematic and playful, such as the patio, the bathrooms, thus cultivating imagination and free access to knowledge, Through orchards with varieties of fruit trees, all named, the space also has a mini-city, sports courts with geometric designs, a castle-shaped library, a themed playroom, and a music room.

School X has a project that aims to increase the participation and interaction of parents with their children at school. It is called Welcome Day, which consists of bringing parents and children together for a day of interactive play, which results in the construction of memories and strengthening of bonds in the school environment.

RESULT OF THE QUESTIONNAIRE APPLIED

     The field research was carried out with the number of twenty (20) parents of kindergarten 5 students, through a questionnaire supported by a specific Qrcode, containing 8 questions with 5 answer options. This methodology was used to understand mainly the parents' thoughts on the theme of family and school, and to reflect on children's teaching and learning. Below are the results of the questionnaires in the form of graphs and brief analytical comments.

Graph 1: Parents should accompany their children in their daily school life
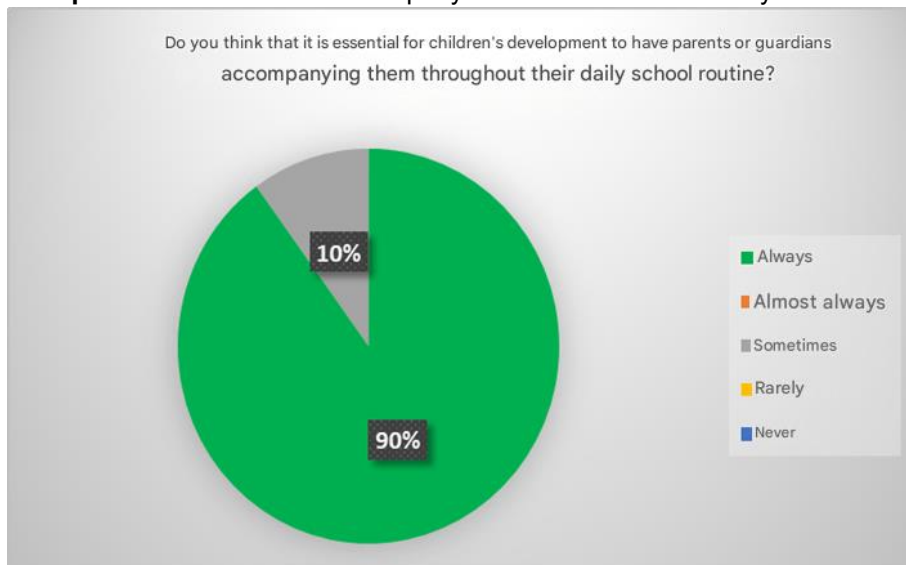
Source: Survey questionnaire, authors, 2024

     Despite the changes that have occurred in the family and school environment that can hinder interactions between parents and children and even between parents and the school, most of the time, due to the parents' work activities, the answers revealed that they understand the real need to be present in their children's school life.
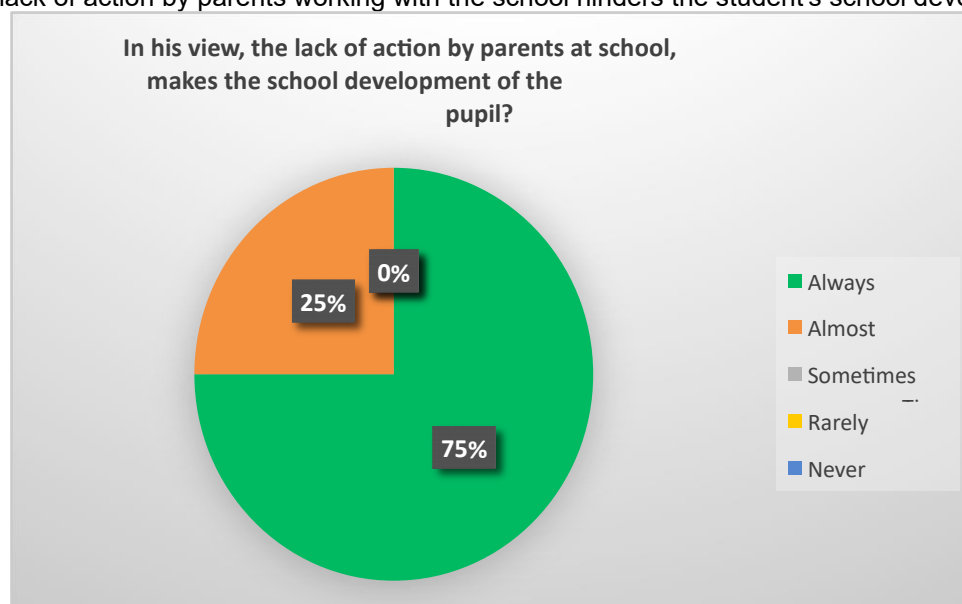
Graph 2: The school as a welcoming space
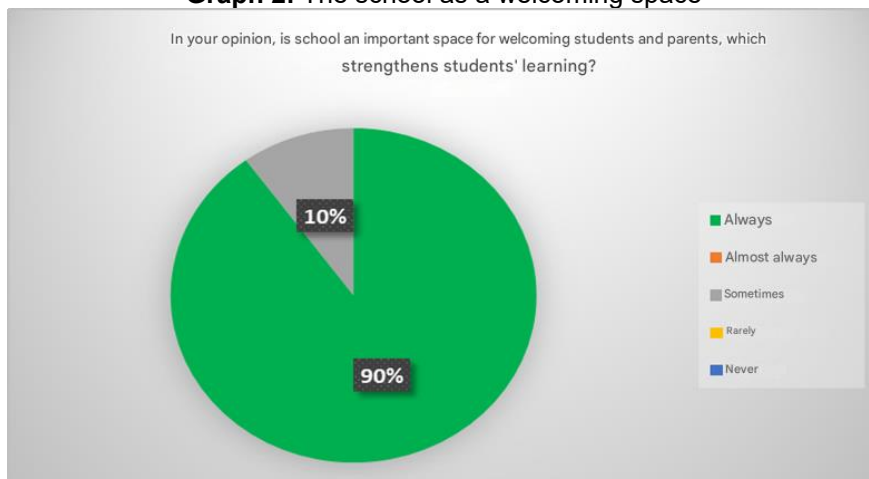
Source: Survey questionnaire, authors, 2024

The data obtained in the parents' answers demonstrate that the school is a place that should welcome students and parents, after all, 90% of the interviewees answered that it is always an important place of welcome for students and parents. Acting in this way, the school can provide the necessary support for learning, thus facilitating interactions between all actors involved in the teaching and learning process, which can lead to positive discussions aimed at changes and confrontations necessary for school life.
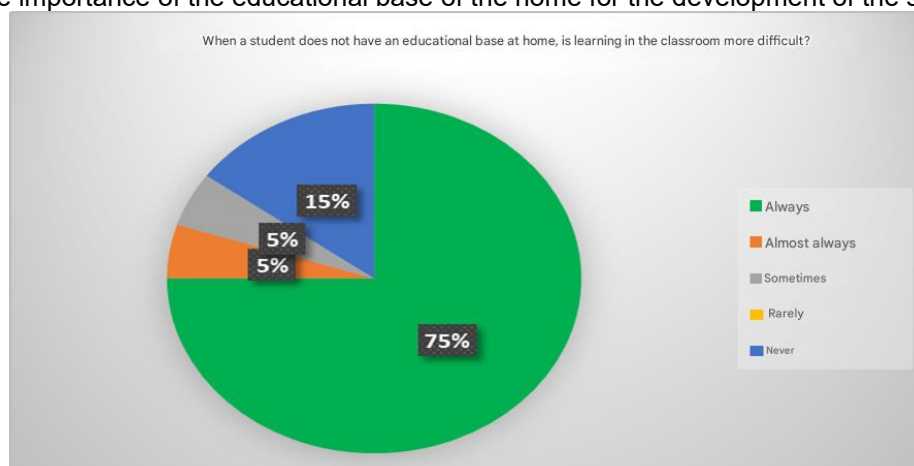
Graph 3: The lack of action by parents working with the school hinders the student's school development.

In his view, the lack of action by parents at school, makes the school development of the pupil?

- Always
- Almost
- Sometimes
- Rarely
- Never

0%
25%
75%

Source: Survey questionnaire, authors, 2024

Through the data obtained, it can be stated that the vast majority of parents, since 75% always answered and 20% almost always, understand that there is a need to belong to or get closer to the school world of their children and that this helps in the development of children.

Graph 4: The importance of the educational base of the home for the development of the student at school

When a student does not have an educational base at home, is learning in the classroom more difficult?

- Always
- Almost always
- Sometimes
- Rarely
- Never

15%
5%
5%
75%

Source: Survey questionnaire, authors, 2024

The family can play an important role. For the researchers, the school will be a continuity in the creative process, as well as in other aspects of learning. Most parents (80%) understand, in line with the researchers, the importance of the educational base at home, but there are also 3 respondents (15%) who do not perceive this importance. As it was not possible to identify, by research methodology, the parents' responses with the students, it is not possible to verify whether the parents who answered never correspond to the students with greater or lesser difficulties in the learning process.

Graph 5: Mothers tend to be more present in their children's school life
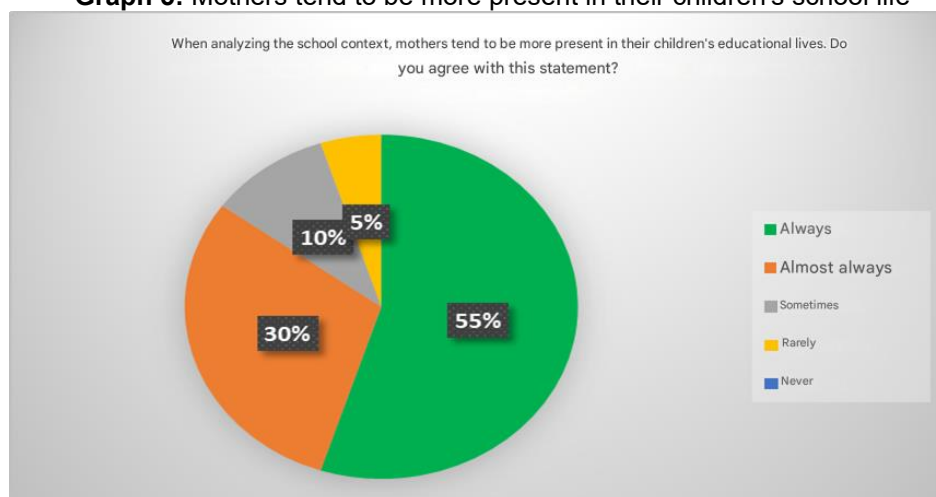
Source: Survey questionnaire, authors, 2024

Despite the changes in family structures, mothers, for the majority of respondents, 17 (85%) answered always or almost always, continue to be more present in the educational life of their children. In this sense, they continue to be the family base, sometimes out of necessity and other times due to the lack of a father figure and, if they perform some external work activity, remembering that the research did not gather information about this, the double shift would be a reality for the female gender.

Graph 6: Divorced parents hinder student learning
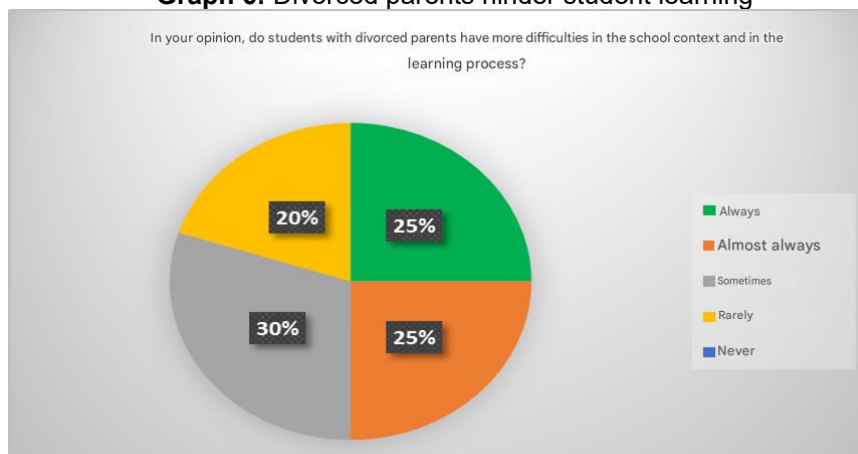
Source: Survey questionnaire, authors, 2024

The answers obtained during the survey were well divided. It can be stated that half of the respondents stated that divorced parents can generate difficulties in the school context and in the students' learning process (25% always and 25% almost always). However, perhaps due to the increase in the number of divorces in today's society, the remaining half understand that only sometimes (30%) or rarely (20%) do divorces generate difficulties for students.

Graph 7: Transfer of education from parents to school
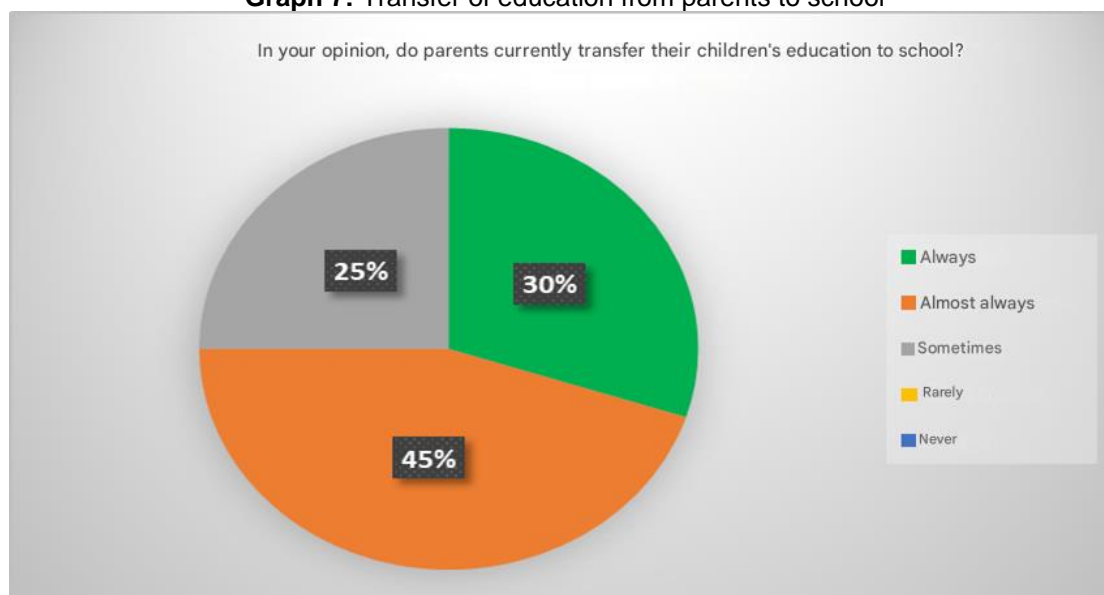
Source: Survey questionnaire, authors, 2024

The answers suggest that school has been one of the "escape valves" for parents who are very troubled, or who do not want to assume their educational responsibilities with their children. Most of the parents interviewed (75%) stated that they perceive that there is a transfer of their children's education to school and only 25% answered that sometimes. No one answered that the transfer occurs rarely or never.

Graph 8: The school surveyed favors the integration between teachers, parents and management
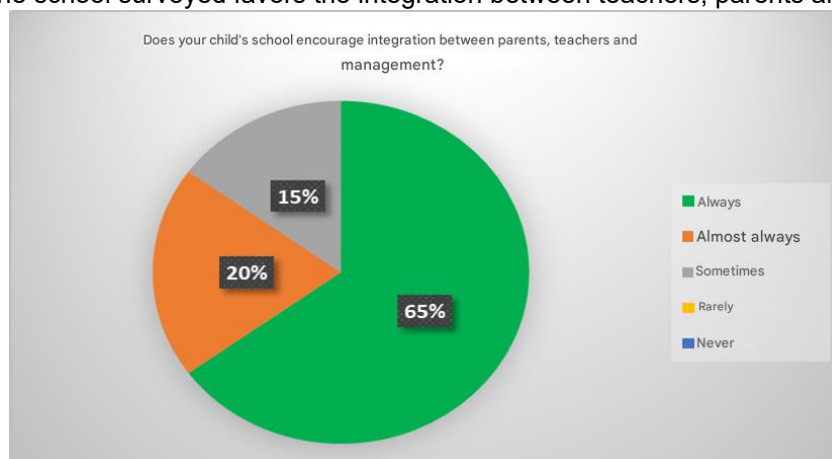
Source: Survey questionnaire, authors, 2024

In this school surveyed, most parents, 85%, answered between "always and almost always", that is, school X, in its performance, favors the integration between parents, teachers and management. A smaller portion, 15%, understands that this approximation only occurs sometimes.

FINAL CONSIDERATIONS

The family is the social basis of the individual, it represents the first contact between the child and the world, and it will be in this first structural basis of life that the child will receive his first instructions for human coexistence. The school, in turn, will assume the role of materializing this human and social engagement, bringing important concepts about ethical values and promoting the learning and improvement of the individual's intellectual and social skills through education for life.

In this aspect, and from what the research showed, the school is not an isolated being in the educational process, as the family's responsibility does not end when the child enrolls in a school unit. This dialogue between school, parents and children must be a permanent activity. In other words, the relationship between the family and the school is fundamental for the development of the individual and, even with their own roles and objectives, they should be understood as complementary.

It is also perceived as relevant in this context, the need for an environment of exchange, approximation and trust between school and family for the benefit of a child's educational life. However, it will be important for school managers to continue encouraging the participation of families in the educational system and in the education of their sons and daughters.

It was also sought, through this research, to expand knowledge about the reality that the school, parents and students face in their daily lives and to demonstrate how it is still difficult for parents to follow the school life of their children, because many of these difficulties are linked to the parents' work activities. However, we believe that technology and new means of communication can shorten these distances between families, parents and schools.

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