LEARNING DIFFICULTIES IN THE SCHOOL CONTEXT: THEORETICAL PERSPECTIVES AND CHALLENGES FOR TEACHING PRACTICE

DIFICULDADES DE APRENDIZAGEM NO CONTEXTO ESCOLAR: PERSPECTIVAS TEÓRICAS E DESAFIOS À PRÁTICA DOCENTE

DIFICULTADES DE APRENDIZAJE EN EL CONTEXTO ESCOLAR: PERSPECTIVAS TEÓRICAS Y RETOS PARA LA PRÁCTICA DOCENTE

Graziela Dorneles Guidetti[1], Tascieli Feltrin[2]

ABSTRACT

This article discusses learning difficulties in the school context, analyzing cognitive, emotional and pedagogical factors that influence this process. Based on authors such as Fonseca (1995), Michels (2017) and Chabanne (2006), it explores the complexity of learning and the challenges faced by educators. This is a theoretical review with an emphasis on the importance of early identification, the interdisciplinary approach and the role of the school in inclusion. The work aims to contribute to teacher training that is critical and responsive to the needs of students with difficulties.

Keywords: Learning difficulties. Education. School context.

RESUMO

Este artigo discute as dificuldades de aprendizagem no contexto escolar, analisando fatores cognitivos, emocionais e pedagógicos que influenciam esse processo. A partir de autores como Fonseca (1995), Michels (2017) e Chabanne (2006), explora-se a complexidade da aprendizagem e os desafios enfrentados por educadores. Trata-se de uma revisão teórica com ênfase na importância da identificação precoce, da abordagem interdisciplinar e do papel da escola na inclusão. O trabalho visa contribuir para a formação docente crítica e responsiva às necessidades dos alunos com dificuldades.

Palavras-chave: Dificuldades de aprendizagem. Educação. Contexto escolar.

RESUMEN

Este artículo aborda las dificultades de aprendizaje en el contexto escolar, analizando los factores cognitivos, emocionales y pedagógicos que influyen en este proceso. Basándose en autores como Fonseca (1995), Michels (2017) y Chabanne (2006), explora la complejidad del aprendizaje y los retos a los que se enfrentan los educadores. Se trata de

---

[1] Student of the Degree in Pedagogy at Antonio Meneghetti Faculty (AMF)

[2] Dr in Education from the Federal University of Santa Maria (UFSM). Coordinator of the Degree in Pedagogy at Antonio Meneghetti Faculty (AMF)

una revisión teórica que enfatiza la importancia de la identificación temprana, el abordaje interdisciplinario y el papel de la escuela en la inclusión. El trabajo pretende contribuir a una formación del profesorado crítica y sensible a las necesidades de los alumnos con dificultades.

Palabras clave: Dificultades de aprendizaje. Educación. Contexto escolar.

INTRODUCTION

The research article will discuss the learning difficulty. The difficulty occurs after a different event in the learner's life, for example, the lack of motivation to learn in the educational context; cognitive problems, family relationships, among others.

In the teaching and learning process applied in today's schools, the motivation to learn on the part of students permeates. This motivation is key because these children can often settle for minimal effort, simply to complete tasks.

The topic is very important, as it directly affects the lives of many children, young people and even adults. For not everyone learns in the same way or at the same pace, and understanding this is crucial to ensure that each person has the opportunity to reach their full potential.

As knowledge and education become increasingly valued in today's world, recognizing and supporting those who have learning disabilities is one way to promote equality, respect, and inclusion.

In order to achieve change and better learning, the future pedagogue must understand how essential it is to improve the teaching-learning processes and transform the concepts and methods used in the classroom for the better. In the daily practice of schools we can see that within a pedagogical proposal there is still a lack of practical subsidies to achieve immediate results within learning.

According to the 2022 School Census, approximately 12% of Basic Education students had some type of need for additional pedagogical support due to learning difficulties (INEP, 2023). These data reveal the importance of reflecting on pedagogical practices and the theoretical foundations that help in the diagnosis and educational intervention. Methodologically, this work is a qualitative bibliographic review, based on national and international authors who approach learning difficulties from different theoretical perspectives.

WHAT IS LEARNING DISABILITY?

When we enter a classroom, we find a diversity of children in their learning processes, each in their own way, which is certainly a very big challenge for the educator who leads the class. When entering a class, in addition to the learning processes, it is also very likely that you will find students who have differences in these processes, thus causing learning difficulties, which can be very common in this historical moment in which we live.

For Michels (2017, p.18) "Learning difficulties essentially consist of secondary aspects, which are structural, mental, emotional or neurological alterations, which interfere

in the construction and development of cognitive functions". Certain factors may undoubtedly be the ones that determine learning difficulties. For example, organic, neurological, family, psychological, educational causes, etc. It often happens that these difficulties are silent and go unnoticed. With the entry into Early Childhood Education, we can perceive the reason why students with disabilities are not identified, and their practical and linguistic learning is carried out without significant difficulties.

It is in the early years that it becomes apparent that learning the alphabet, numbers, letters, and syllables is a significant challenge for some. However, there is a great distance between this observation and the didactic action to deal with these difficulties.

When a child begins the school year, or more specifically, when he takes his first steps in the world of reading and writing, it is possible to perceive a variety of stages of development on the part of each child.

This is because young children prefer to understand written words as pictures rather than symbols for speech at first.

To also conceptualize learning difficulties, Professor Dr. Vitor da Fonseca brings a concept that reaches the school reality, used as a prefix "DA", it is a very important term for parents and teachers. For this concept (Fonseca, 1995) he points out that "Learning difficulty is a generic expression that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of auditory comprehension, speech, reading, writing and mathematics. Such disorders are intrinsic to the individual, and are presumed to be due to a dysfunction of the nervous system that may occur and manifest throughout life."

Fonseca (1995) brings us the learning difficulties that can occur at any time of schooling, or even at any time of development of the child, or subject, and characterizes them as dysfunctions of the nervous system. The author also reminds us that learning difficulties are not only in reading and writing, but can also occur due to delays in speech and hearing.

For Vygotsky (1991), learning is a socially mediated process, and the interaction with the other is fundamental for the development of higher psychic functions. Thus, learning difficulties can be understood as ruptures in this mediation process, often accentuated by the absence of individualized pedagogical practices.

Perrenoud (2000) also emphasizes that it is up to the school to develop differentiated teaching strategies that respect the learning rhythms, promoting autonomy and critical thinking, especially in students with persistent difficulties.

In view of this panorama, it is essential that the educator be aware not only of the evident signs of difficulties, but also of the more subtle aspects that compromise the advancement of learning. Early identification, combined with a pedagogical approach sensitive to individual differences, allows for more effective and inclusive interventions. Continuous teacher training, based on theories such as those of Vygotsky and Perrenoud, should favor the construction of practices that value the diversity of ways of learning and guarantee the right of all students to the full development of their cognitive, social and emotional capacities. Thus, the school consolidates itself as a space for welcoming, equity and promotion of meaningful learning.

WHY IS IT DIFFICULT TO UNDERSTAND AND LEARN?

When we are in the school period, learning must be meaningful and comprehensive so that the student acquires his knowledge, and becomes more participative. With this, the author (Chabanne, 2006, p.5) brings us that "It is difficult to truly learn, that is, to learn and understand, to assimilate knowledge, to let oneself be transformed by what we learn". For the author, this process is challenging to really learn, to understand what we are learning and not to let it change who we are.

If we start from the premise that learning difficulties are caused by the student's circumstances or are not related to them, the expression "student with difficulties" can be interpreted as a pleonasm. In fact, this phrase should only be used to refer to students who are experiencing "significant hardship." Where, then, does the "great difficulty" begin? (Chabanne, 2006)

In today's parlance, the term "school learning disabilities" refers to the entire complex of cognitions, assessments, behaviors, and even personal characteristics of an individual student. It is normal for the student at this stage to have difficulties (Chabanne, 2006, p.7) "The learning difficulty is within the normal range, that is: it seems normal to us to have "difficulties" when one is involved in an authentic learning process".

It is in the school environment that we identify difficulties as persistent challenges that affect the student and keep up with the pace expected for his age and grade, even when he has access to quality education, there is preserved intelligence and lives in an appropriate environment. Identifying these difficulties is key to ensuring that all students have equal opportunities for growth and learning.

A first sign is the student's academic performance below the expected level. After several explanations by the teacher, the student may have bad grades and have difficulty understanding the subject. The child may face challenges in specific areas, such as

literature, writing, or mathematics. For example, it can be slow, change letters or skip lines in the case of reading, the clarity of what is written can be compromised by illegible writing, frequent typographical errors and difficulty organizing ideas. In mathematics, for example, the child does not understand basic concepts such as simple problem solving, adding and subtracting.

In view of these manifestations, it becomes evident that understanding learning difficulties requires more than observing academic symptoms — it is necessary to investigate the underlying causes, which may be related to emotional, social, neurological or pedagogical factors. The teacher's performance, in this sense, goes far beyond the transmission of content: he must assume the role of mediator, capable of creating learning environments that respect the different rhythms of students and favor the construction of meaning in the educational process. As Vygotsky (1991) argues, learning occurs more effectively when teaching anticipates development, promoting the so-called "zone of proximal development", in which the educator acts as a fundamental support for overcoming challenges.

In addition, it is essential that the school promotes a pedagogical culture that values error as a natural part of the learning process, and not as a sign of failure. The construction of authentic knowledge requires time, listening, patience and diversified strategies that dialogue with the real needs of students. As Libâneo (2013) points out, an effective educational practice is not only based on the application of methods, but on the critical understanding of the conditions that interfere with learning. Therefore, for learning to be truly meaningful, it is necessary to consider the student as an active subject, with history, contexts and potentialities, who needs to be welcomed, challenged and respected in their uniqueness.

FINAL CONSIDERATIONS

Learning difficulties represent one of the main challenges of contemporary education. Identifying them early and understanding them in their multidimensionality is essential for the success of pedagogical action. It is necessary that teachers are prepared to act in an ethical, reflective and theoretically based way, using strategies that contemplate the specific needs of students. The construction of an inclusive school depends, above all, on the articulation between theory and practice, on continuing education and on the commitment to an equitable and transformative education.

In addition, it is essential that the school acts in partnership with families and professionals from different areas, such as psychologists, speech therapists and

neuropsychopedagogues, favoring an interdisciplinary approach in coping with learning difficulties. Valuing the sociocultural context of students, respecting their learning rhythms and styles, and encouraging student autonomy and protagonism are promising paths for a more humanized and effective education. Investing in sensitive listening, attentive observation and reflective teaching practice is, therefore, an essential step to ensure that all subjects have access not only to teaching, but to learning with meaning and meaning.

REFERENCES

1. Chabanne, Jean-Luc. Learning Difficulties: An Innovative Approach To School Teaching. Regina Rodrigues (Trans.). São Paulo: Ática, 2006.

2. Coll, César Et Al. Constructivism In The Classroom. São Paulo: Ática, 2004.

3. Fonseca, Vitor Da. Learning Difficulty: Neuropsychopedagogical Approach. 5. Ed. Rio De Janeiro: Wak Editora, 2016. Available At: Https://Ler.Amazon.Com.Br/Kp/Embed?Linkcode=Kpe&Ref_=Cm_Sw_R_Kb_Dp_Psgx yb2mc8rpw&Asin=B07k7s4ltr&Tag=Tpltrs-20&Amazondevicetype=A2clfwbimvse9n&From=Bookcard&Preview=Newtab&Resharei d=92ydtszyfnzce2vhkhkb&Resharechannel=System.

4. Libâneo, José Carlos. Didactics. 22. Ed. São Paulo: Cortez, 2013.

5. Michels, Camila Aparecida. Learning Difficulties And The Challenges Of Teaching Work In A School In Santa Maria. Ufsm Digital Repository Source. Available At: Https://Repositorio.Ufsm.Br/Bitstream/Handle/1/22907/Michels_Camila_Aparecida_201 7_Tcc.Pdf?Sequence=1&Isallowed=Y.

6. Perrenoud, Philippe. Teach: Act In Urgency, Decide In Uncertainty. 3. Ed. Porto Alegre: Artmed, 2001.

7. Vygotsky, Lev Semionovitch. The Social Formation Of The Mind: The Development Of Higher Psychological Processes. 7. Ed. São Paulo: Martins Fontes, 1991.