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Teacher Training for Basic Education

Leadership in Advancing Chinese Schools

Highlights

Continuing Principals Training in Brazil

Dynamic Role of Educational Leadership

Discovering Thoughts, Inventing Future

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Initial and Continuing Principals' Training in Brazilian Education: A Historical Analysis

By Djeissom Silva Ribeiro

Universidade Federal do Recôncavo da Bahia

Abstract- This paper analyzed Brazilian authors' works on school administration, focusing on the 1930-1969 period, to construct a historical analysis on principals' training. One of the main difficulties of the research was defining its study object. Although we could highlight the main aspects of principals' training in Brazil within the selected time frame, there was difficulty in constructing the inferences. The methodology adopted is qualitative and exploratory. For the analysis, we employed Content Analysis, categorizing the material – which represents each of the decades – according to the rule of homogeneity. One of the main findings reveals that the field of study concerning principals' training has advanced very little. This stagnation is attributed to the fact that Brazil had virtually no investigations on the topic for four decades. Nonetheless, the period analyzed exhibited several significant initiatives aimed at principals' initial and continuing training, which could be considered pioneering efforts in Brazil.

Keywords: school administration; principals' training; brazilian educational administration history; educational leadership; qualitative research; content analysis; historical perspective, educational policy; professional development.

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INITIALANDCONTINUINGPRINCIPALSTRAININGINBRAZILIANEDUCATIONAHISTORICALANALYSIS

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Initial and Continuing Principals' Training in Brazilian Education: A Historical Analysis

Djeissom Silva Ribeiro

Abstract- This paper analyzed Brazilian authors' works on school administration, focusing on the 1930-1969 period, to construct a historical analysis on principals' training. One of the main difficulties of the research was defining its study object. Although we could highlight the main aspects of principals' training in Brazil within the selected time frame, there was difficulty in constructing the inferences. The methodology adopted is qualitative and exploratory. For the analysis, we employed Content Analysis, categorizing the material – which represents each of the decades – according to the rule of homogeneity. One of the main findings reveals that the field of study concerning principals' training has advanced very little. This stagnation is attributed to the fact that Brazil had virtually no investigations on the topic for four decades. Nonetheless, the period analyzed exhibited several significant initiatives aimed at principals' initial and continuing training, which could be considered pioneering efforts in Brazil.

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I. Introduction

School administration is a relatively recent function in public schools. According to Keller (1999) Stanford University professor Ellwood Patterson Cubberley proposed the role of school principal in the United States. This author references, "The teacher and scholar […] fostered the careers of two generations of school administrators. Cubberley, in fact, helped create the profession. In large part as a result of his work, school administration parted ways with teaching, growing into a separate field with its own conventions and body of knowledge" (Keller, 1999). This paper aimed to analyze Brazilian literature on principals' training from the 1930s to the 1960s, beginning with a historical overview to contextualize school administration in Brazil. Our primary objective was to understand how and why scholars of school administration began to write papers on principals' training. We can cite the renowned Brazilian scholar and Universidade de São Paulo (USP) professor Moysés Brejon (1958). He pointed out that in the nineteenth century, when the State and the Catholic Church shared educational responsibilities, most teachers in Brazil lacked adequate training for the teaching profession. This scenario necessitated the assignment of specific professionals within schools to coordinate and supervise their work. On the other hand, administration as a human activity is much older. According to another renowned Stanford University professor, Jesse Brundage Sears, administration as a human activity began when primitive men went out to hunt for food. Sears' (1950) detailed description of the rise of administrative functions is so clear that one can create a mental image of the process simply by reading his text. In his widely recognized scientific text published in Brazil, titled "*The Nature of the Administrative Process. With special reference to Public School Administration*", Sears (1950) describes and analyzes the emergence of the administrative function. These two scholars and their books, along with the renowned University of Michigan professor Arthur Bernard Moehlman and his work "*School Administration. Its Development, Principles, and Function in the United States"* (1940), are highly significant to the field of school administration research. Their strong influence in Brazil is evident as four of the five most influential researchers and authors in this study area cite their works. Although these three textbooks were widely quoted in Brazil from the 1930s to the 1960s, it is essential to highlight that, according to Glass (2004), they were not the first textbooks in this field to be published in the United States. The author identifies at least six works released between the late nineteenth century and the first decade of the twentieth century. We can observe that at the time, some authors referred to school administration as "school-keeping" in the titles of their books (Glass, 2004). Nonetheless, before identifying the Brazilian scholars who can be considered pioneers in this field, it is essential to highlight that our research has identified four distinct yet complementary types of activities related to school administration. The first one is the role occupied by public school principals themselves, namely, school administration as conducted by school administrators[1]. It can be assumed that the role emerged as Brazilian public schools expanded, necessitating someone to manage their educational and administrative processes. Additionally, its origin was previously discussed based on Brejon's (1958) investigations into the topic. From this perspective,

Author: Ph.D in Education / School Administration (2006). Full Professor at Universidade Federal do Recôncavo da Bahia (UFRB), Bahia, Brazil. e-mail: djeissom@ufrb.edu.br. *The research was financed by Universidade Federal do Recôncavo da Bahia (UFRB).*

[1] For the purposes of this paper, we employ "school administrator" as a synonym for "school principal", as used in Brazilian literature within this field.

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school administration as a professional activity predates the other three tasks we will discuss subsequently. The second activity, closely related to the first, involves the systematic study of principals' daily work and its challenges, enabling analysis, interpretation, understanding, and explanation of the role, thereby defining school administration itself. This second endeavour can be identified as the research on school administration. The third activity related to Brazilian school administration was the initial training of principals. Many scholars who studied school administration as a social and professional activity were also among the first to train principals in Brazil. This scenario emerged as an extension of the third type of activity related to school administration. It is essential to highlight that, according to Carneiro Leão (1953), Brazil's first initiative to provide initial training for school administrators began at the Faculdade Nacional de Filosofia (could be translated as Philosophy National College) in 1939. Another reference to this topic is found in a Brazilian Federal Law enacted in 1939, which introduced the Pedagogy course. This course included two disciplines explicitly labelled as "school administration" in its curriculum (Brasil, 1939). This program spanned three years, with the mentioned disciplines being taught during the second and third years of the course. The fourth activity concerning principals' training involves scientific research on the topic. This development paralleled the evolution of school administration as a managerial function in public schools and the academic inquiry into this field. Some of the Brazilian scholars and university professors who mentored principals were also among the first authors of textbooks on the subject. Regarding these four types of activities described above, it is possible to identify five Brazilian scholars who were among the most influential educators in the country's history. We are referring to those who could be considered pioneers in the field of school administration in Brazil. To organize this paper chronologically, we will cite the books of these scholars based on the decades in which their most significant works were published, beginning with the 1930s. The first author to be mentioned is Anísio Spínola Teixeira, who remains one of the most influential educators in Brazil to this day. He completed his law degree at the Universidade do Rio de Janeiro in 1922 but had a distinguished career in public education. His initial role in public educational administration was as the head of the Department of Education in Bahia state from 1924 to 1928. Afterwards, he served as the head of the Department of Education in Rio de Janeiro city from 1931 to 1935. Following his tenure as head of the Departments of Education in two different Brazilian states, Anísio Teixeira published two books based on reports he wrote during each of these terms. The second Brazilian scholar to be mentioned is the first to systematically research and formalize school administration as a field of theoretical investigation in Brazil. We are referring to distinguished USP professor José Querino Ribeiro. He graduated from Normal School and became a primary education teacher in 1924. In 1934, following the establishment of USP, José Querino Ribeiro enrolled in Social Sciences and obtained his degree in 1940. Before that, in 1936, he became an assistant professor at USP and published his first book in 1938. In this work, he employed Henri Fayol's administrative ideas to establish a theoretical framework for the initial study, analysis, and understanding of several principles of public school administration in Brazil. The third scholar is Antônio Carneiro Leão. He graduated from Law School in Recife in 1911 and held various administrative positions in Brazilian education. Antônio Carneiro Leão published the book of interest for this research, "*Introdução à Administração Escolar*" [could be translated as Introduction to School Administration], in 1939[2]. It is essential to highlight that the scholar is among the intellectuals mentioned here known for a distinguished international career, having been awarded honorary doctorates from two foreign universities. Additionally, he became a member of the Brazilian Academy of Letters [Academia Brasileira de Letras] in 1944. José Querino Ribeiro, in turn, followed up his pioneering 1938 work with a thesis in 1952, which was a requirement for him to become a full professor at USP. In this paper, he describes school administration as a social function and a complex area of scientific investigation. According to the author, it requires studies by researchers in History, Philosophy, and Sociology, and other fields of Social Sciences. The fourth scholar discussed here is Moysés Brejon, who published the book "Inspeção Escolar e Administração" in 1958 [could be translated as School Supervision[3] and Administration]. The fifth scholar to conduct an in-depth analysis of school administration in Brazil before the 1970s is Manoel Bergström Lourenço Filho. He completed his studies at the Normal School in 1914 and later graduated from Law School in São Paulo in 1929. Lourenço Filho published his most significant book on school administration in 1963, presenting a critical analysis of the topic. Since then, it has been widely utilized in Brazil as a primary text for principals' training, particularly at the undergraduate level. This

[2] We accessed a digital copy of the third edition of this book, published in 1953. We would like to acknowledge the *Serviço de Atendimento ao Usuário da Biblioteca da Faculdade de Educação da USP*, as it was through the efforts of their helpful staff that we were able to obtain the book cited in this paper.

[3] It is important to note that we translated "Inspeção Escolar" as 'School Supervision', which corresponds to a position within the public educational system in Brazil. In certain Brazilian states, professionals in this role are responsible for supervising public schools within specific areas, given that Brazil does not have districts akin to those in the United States. In the Brazilian public educational system, there is another administrative position known as "Supervisor Escolar". This function could be translated as 'Superintendent'.

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work's significance lies in its focus on principals' initial training within colleges, as indicated by the inclusion of "Curso básico" in its title [could be translated as Basic Course]. Indeed, the initial efforts towards principals' training in Brazil commenced in the 1930s with the establishment of the Pedagogy major in specialized colleges, dedicated to the education and graduation of teachers for primary education. During the 1930s, the Brazilian government, along with the newly formed National Department of Health and Education, initiated the establishment of specialized colleges known as Faculdades de Filosofia e Ciências [could be translated as Philosophy and Science Colleges]. During that period, school administration had already become a significant responsibility in Brazilian public schools. And teachers graduating from these colleges were required to take at least two courses in this field. However, systematic research on principals' training as a distinct academic subject in universities and research centres did not begin until the 1960s. Given the historical context outlined above, this paper seeks to summarize findings from our ongoing three-year research on initial and continuing training of public school principals in Brazil.

II. Methods

The research we have been conducting over the past three years, which forms the basis of this paper, is a theoretical study of an exploratory and qualitative nature. We consider it exploratory because the field of study has not been established for a long time in Brazil. Additionally, this exploratory perspective aligns with our initial attempt to research the topic. Thus, delving into its various facets necessitates a qualitative inquiry. As Sherman and Webb (2005, p. 5) assert, "The aim of qualitative research is not verification of a predetermined idea, but *discovery* that leads to new insights". Given this reality, a qualitative approach is applicable because Brazilian scholars' perspectives on principals' training during the period we examined are not exclusively rooted in management theories in Brazil. Hence, the research necessitates exploratory and qualitative perspectives aimed at generating insights through the examination of open-ended ideas and concepts. Moreover, the limited number of Brazilian authors addressing this issue underscores the appropriateness of a qualitative, rather than quantitative, approach. Additionally, it is pertinent to consider that contextual factors play a crucial role in this type of research, as noted by Sherman and Webb (2005). In this regard, what matters is that insights and conclusions can be drawn from the context and the textual content, referred to by Bardin (1977) as the "text surface". Moreover, the context in which principals' training is discussed holds more significance than its mere frequency of mention, particularly in terms of qualitative research. Hence, from this perspective, understanding the context is far more important than conducting a statistical analysis. Again, Sherman and Webb (2005, p. 17) provide support to the use of the word "understanding" in this context: "The aim of research, of course, is to understand things better. But 'understanding' is ambiguous. It can mean 'explanation' or 'interpretation'. […] if our aim is to interact with each other, rather than control, social scientists need to act as interpreters, so we can converse more effectively". Building on the insights of these authors, our exploratory research aimed to deepen our understanding of principals' training in Brazilian education through the analysis of key works in this field of study. Given the ambiguous nature of the term "understanding", the qualitative research conducted aimed at interpreting data rather than providing definitive explanations on the subject. For this purpose, Content Analysis was used as the methodological framework, with Laurence Bardin's work titled "Content Analysis", dating back to the 1970s, serving as our primary reference in this field of study. In this book, we found a significant methodological framework for analyzing the data gathered from various texts, including those referenced in this paper. One of the most important techniques mentioned by Bardin (1977) is based on controlled hermeneutics and involves making inferences through deduction. It is important to highlight that when analyzing works from the early 1930s, such as those by Anísio Teixeira, inferences are the primary conclusions a researcher can draw. This scholar, within his works (Teixeira, 1962, 1968, 1997, 2001), does not present ideas on educational administration separately from his holistic view on education. Teixeira's approach makes it challenging for researchers to assert definitively that the author addressed specific topics on school administration. It is even more difficult to pinpoint his ideas on principals' training. An example of a specific challenge in this research is found in Teixeira's (1997) book, initially published in 1936, which consists of fourteen chapters; notably, only the eleventh chapter includes the term "training" in its title. However, the chapter focuses on the training of primary school teachers. Despite the author's administrative analysis of the Rio de Janeiro city educational system, none of the chapters in the book include the term "principals' training" in their titles. Additionally, Anísio Teixeira did not write textbooks for principals' daily consultation and use. His works, especially the two books cited here, are reports on his activities as Head of the Department of Education, which makes the analytical process even more complicated. To achieve this analytical purpose, we developed a coding scheme based on Content Analysis, employing deduction and inference processes to extract data from Teixeira's works. Our focus was on identifying passages where training issues were indirectly referenced by the author. Readers might

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question the use of Content Analysis for investigating principals' training, given its specific association with educational and sociological research. This scepticism arises because Content Analysis originally focused on analyzing politicians' speeches and other mass media information. Nonetheless, one of its characteristics made Content Analysis the preferred method for this investigative purpose. One of the techniques learned from Bardin (1977) involves reading the deep structure of a text, going beyond the original meaning of its words, which the author refers to as the text surface. This technique is suitable for researching materials produced within a specific social context and historical period of a given culture, allowing for the inference of concepts related to school administration and principals' training, for example. The ability to read beyond the text surface enables the researcher to infer contextual elements that are not directly present in the text but influence how ideas are developed and interpreted when made public. For example, although Querino Ribeiro (1938) did not initially intend for his book to become a principals' training textbook, contextual information from other works indicates that it was widely used for principals' initial training in Brazil. Before delving deep into text structures, Bardin (1977) highlights an important initial aspect as part of pre-analysis: the floating reading technique. It involves reading the gathered material for the first time without rigorous concern for deep understanding. This technique allows the researcher to simultaneously become familiar with the authors' writing style and collect ideas related to the investigation topic, facilitating the development of research objectives and main hypotheses. As a follow-up step in researching using Content Analysis, Bardin (1977) emphasizes the importance of constructing a research corpus. The author defines a corpus as the collection of documents assembled for analysis using Content Analysis techniques. One of the main rules outlined by Bardin (1977) for constructing the research corpus is the rule of homogeneity. This rule involves identifying texts that, among other characteristics, represent a broader field of study due to their adherence to common aspects of the area. The research that originated this paper used that definition to construct the corpus we analyzed. The books and other works selected and analyzed, while not exhibiting consistent homogeneity in the field since they were not written with this objective in mind, are representative pieces capable of illustrating our main hypothesis: how principals' training evolved in Brazil through the twentieth century, drawing on investigations conducted on school administration by renowned Brazilian authors. In that sense, this paper and the research it originated from share similarities with Glass's (2004) and Silva's (2007) works. When it comes to singling out specific books, especially on school administration in Brazil, the ones analyzed in our research effort precisely represent the literature produced in each of the decades mentioned here in the field of study. To illustrate this point, one could search for Brazilian scholars' works on school administration from the 1930s and would likely come across the same four books we analyzed: Teixeira (2001; 1997), Querino Ribeiro (1938), and Carneiro Leão (1953). Furthermore, pertaining to the rule of homogeneity, it is noteworthy to consider that Carneiro Leão's book on school administration stands as the author's singular publication on this topic. Thus, the scholar comprehensively presented all his reflections on the subject within a single work, which renders it impossible for the researcher to compare and contextualize his publications concerning school administration. Another significant principle outlined by Bardin (1977) pertains to representativeness. In fields of study characterized by numerous publications, one of the primary challenges is constructing a valid sample of materials for analysis. In such instances, researchers must exert additional efforts to ensure that the sample adequately represents the study area. A markedly different scenario arises when researchers undertake comprehensive research, aiming to encompass all works within a specific field of study, for instance. In the analyzed case, the field of school administration in Brazil between the 1930s and the 1960s exhibits a degree of homogeneity, characterized by a limited number of publications and a reduced and consistent group of authors. This scenario further contributes to the homogeneity of the field of study on principals' training, in terms of the number of publications and the diversity of authors. Therefore, the sample of studies we compiled for analysis in this research adhered significantly to the rule of representativeness, as outlined by Bardin (1977), particularly concerning the theme of school administration. However, despite the renown of these authors and scholars in the field, none of the books analyzed explicitly includes the phrase "principals' training" in their titles. This challenge led us to employ another significant technique within Content Analysis: the categorization technique (Bardin, 1977). Focusing our data collection on the term "administration", particularly when associated with "school" and "educational", allowed us to create the category "administration/education". Using this category to search for relevant works led to the texts selected and analyzed in this study. Once again, Bardin's (1977) significant analysis on the potentialities of the technique demonstrates its utility. In our application, we found that the term "administration", when associated with "school" and "educational", appeared in the titles of eight out of the ten works analyzed in the research reported in this paper. Bardin's (1977) suggested synchronic comparison reveals that the field of study experienced few variations over a forty-year period. However, this does not imply a lack of deeper and more

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meaningful studies during that time. This characteristic reinforced the validity of the rules of homogeneity and representativeness within the research.

III. The 1930s: The First Initiatives in Principals' Initial Training

The 1930s is one of the most vital decades in Brazilian public educational history. If we were to paraphrase renowned British historian Eric Hobsbawm, we might say that the 1930s was a densely packed decade for Brazilian public education, marked by numerous important events and publications. From the educational historical perspective we analyzed, the decade began in November 1930, when President Getúlio Dornelles Vargas decided to create a National Education and Health Department, and it concluded in November 1937 with the establishment of Brazil's fourth Constitution. After establishing the National Education and Health Department in 1930, the following educational events during the decade, in chronological order, can be highlighted. In 1932, the Manifesto dos Pioneiros da Educação Nova was published, advocating for profound changes in public education, especially in teaching. In 1934, Brazil's third Constitution was established, considered one of the most advanced regarding people's educational rights, primarily influenced by the 1932 Manifesto dos Pioneiros da Educação Nova. In 1937, President Getúlio Vargas closed the Brazilian Congress, and his Minister Francisco Campos wrote a Constitution considered one of the most restrictive regarding people's educational rights. The decade in Brazilian scholars' publications commenced with two works by Anísio Teixeira. The first was his report following the conclusion of his term as head of the Department of Education of Bahia state. It was likely published between 1929 and 1930 under "*O ensino no Estado da Bahia*". His second book, titled "*Educação para a Democracia: Introdução à Administração Educacional"* (1936), was based on a report following his tenure as the head of the Department of Education of Rio de Janeiro city. In 1938, Querino Ribeiro published "*Fayolismo na Administração das Escolas Públicas*", while in 1939, Carneiro Leão released "*Introdução à Administração Escolar"*[4]. After briefly summarizing these educational events, we can better understand the decade as follows. Two years after the establishment of the National Education and Health Department, a group of 26 Brazilian educators, scholars, educational administrators, and renowned writers, including Cecília Meireles, published one of the most critical documents in Brazilian educational history: the Manifesto dos Pioneiros da Educação Nova (1932), as cited in Azevedo *et al.* (2006). In the document, school administration is highlighted as an urgent issue to be addressed, particularly from a scientific standpoint, as the authors of the Manifesto considered the field of study practically nonexistent in Brazil at that time. Another significant criticism articulated in this document pertained to the Brazilian scientific and academic community's approach to educational issues. The authors of the Manifesto argued that one of Brazil's most pressing educational issues was what they identified as "*empirismo grosseiro*" (Azevedo et al., 2006) [could be translated as crude empiricism]. With this expression, the authors meant that at Brazil lacked a robust academic and research practice within its universities. Consequently, educational issues were addressed through ad-hoc efforts rather than on a scientific basis. The Manifesto also advocated for substantial advancements in Brazilian educational policies, particularly in providing universal access to public schools for all children and ensuring quality learning outcomes for everyone. Due to the significant influence of that document on national education, the Brazilian Third Constitution was ratified in 1934, marking the first time in our history that an entire chapter was dedicated exclusively to public education. Furthermore, for the first time, education is enshrined in this Constitution as a right for all Brazilians. Herein, we analyze Brazilian scholars' perspectives on school administration and principals' training during the 1930s.

a) *"O ensino no Estado da Bahia" (1930) and "Educação para a Democracia" (1936), by Anísio Teixeira: reports on public educational administration*

As previously mentioned, Anísio Spínola Teixeira was head of the Department of Education of Bahia state from 1924 to 1928. During this period, Anísio Teixeira's primary challenge was combating illiteracy in Bahia state, where the educational infrastructure was limited, with few schools and low student enrollment. Consequently, a significant proportion of children had completed no more than one year of schooling. One of his initial findings was the pressing need for Bahia state to construct additional schools and recruit more teachers. When he assumed office in 1924, the state had 21 schools. By February 1928, when his term concluded, this number had increased to 32 schools in regular operation, with an additional 17 under construction (Teixeira, 2001)[5]. His second challenge concerning public education in Bahia state pertained to teachers' training, which he identified as a significant concern across the state. We derived this information from his book, likely compiled as a report on administrative activities from 1924 to 1928. The document was submitted to the state governor

[4] We consider the year of publication of those books as their first edition, although we had access to editions other than the first for some of the works analyzed here.

[5] It is essential to clarify that this book refers exclusively to state schools. It should be noted that cities throughout the state had public schools under their jurisdiction. Teixeira's (2001) analysis includes only state supported schools.

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immediately after he concluded his tenure as the head of the Department of Education. The text was published a few years later, likely in the 1930s, under "O Ensino no Estado da Bahia" [could be translated as Teaching in Bahia State]. At that time, as inferred from Teixeira's (2001) report, there was no discussion on principals' training. The primary concerns were teacher recruitment and training, enrollment in-state public schools, and the high levels of illiteracy among children. Nonetheless, just a few years later, in 1932, Anísio Teixeira, along with Fernando de Azevedo, became the leading author of one of the most significant documents in the history of Brazilian educational policies: the Manifesto dos Pioneiros da Educação Nova. In this text, Anísio Teixeira's ideas on Brazil's most pressing issues are clearly evident, including the urgent need to provide quality public education for all. Directly related to this critical issue is the need for teacher training and a concern for principal training. At the time, the latter was not explicitly mentioned in the document. The year the Manifesto was published, Anísio Teixeira was the head of the Department of Education for Rio de Janeiro. It is important to inform readers that Rio de Janeiro city was Brazil's capital until 1960. During his tenure, Anísio Teixeira documented his experiences and reflections as an administrator, culminating in another book: "*Educação para a Democracia. Introdução à administração educacional"* [could be translated as Education for Democracy. Introduction to educational administration]. It is worth noting that similar inferences can be drawn from reading both this report and the 1932 Manifesto, as it is evident that Anísio Teixeira's ideas played a leading role in the drafting of the latter document. On the other hand, readers can infer the strong influence of John Dewey's ideas on the Brazilian educator, as Dewey's educational philosophies profoundly shaped Anísio Teixeira's writings. Together with Godofredo Rangel, Teixeira translated one of Dewey's most significant works, "Democracy and Education", into Portuguese. Two noteworthy coincidences can be highlighted here: the translation was published in Brazil in 1936, the same year as Teixeira's book "*Educação para a Democracia*". Another unmistakable coincidence is the similarity in the titles of the books by the Brazilian author. Additionally, it is noteworthy that Anísio Teixeira studied at the Teachers College of Columbia University in New York, USA, under the supervision of John Dewey, sometime between 1927 and 1929. However, we could not find evidence to support claims from those close to Anísio Teixeira that he completed a Master's Degree in Education at Columbia. It is not possible to confirm whether Anísio Teixeira was directly supervised by John Dewey or if they ever met in person. Returning the analysis of Anísio Teixeira's second report, it is important to note that although the book's title references to educational administration, his ideas on Brazilian education encompass much more than a single theme. In this same book, where he reflects on his tenure as the head of the Department of Education in Rio de Janeiro, Teixeira (1997) also critiques how the Brazilian legislature formulates the country's educational laws. Additionally, he examines significant issues concerning higher education in Brazil, particularly since he established a public university in Rio de Janeiro during his tenure. This institution, Universidade do Distrito Federal (UDF), was founded in 1935. Considering these facts, our analysis made a concerted effort to find evidence that Teixeira (1997) identified theoretical principles related to principals' training in Brazil. At the same time, we were extremely cautious not to attribute words to him that he did not say or write during our analysis. However, Anísio Teixeira's role as the head of the Department of Education in Rio de Janeiro city can be analyzed from the perspective of educational administration. Similarly to his work in Bahia state during the 1920s, Anísio Teixeira's tenure in Rio de Janeiro city focused primarily on recruiting and training teachers, as well as addressing child illiteracy. Furthermore, he achieved what can be inferred as unprecedented in our nation's history: constructing over ten school buildings designed specifically for educational purposes. Teixeira's (1997) analysis suggests that public schools in Rio de Janeiro operated in makeshift houses for teaching during that period. During the 1950s, Brazilian scholars of school administration compared Anísio Teixeira's reports to successful pioneering works by American educational administrators. The Portuguese translation of this idea became closer to the expression "well-succeeded school administrators' reports", though we recognize that the sentence is grammatically incorrect in American English. In the United States, these reports can be traced back to the early days of American school administration as a professional activity and scientific research area, as demonstrated by Silva (2007). Some American scholars gained recognition in Brazil for their roles as successful school administrators during their tenures as primary education principals, superintendents, and heads of education departments. They also contributed by publishing reports or surveys that became textbooks on educational administration. Glass (2004) analyzed some of these books published in the United States. During their roles, they documented numerous reflections on daily administrative routines, papers that became significant as exemplary experiences of successful principals for Brazilian researchers. One American scholar previously discussed in this paper, whose reports can be classified as such, is Arthur Bernard Moehlman and his extensive surveys on primary education in Michigan state. In Brazil, Anísio Teixeira and the two cited books were regarded this way. Moreover, these books, particularly the second one published in 1936, were crucial reading materials for the

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initial training of principals from the late 1930s through the 1940s.

b) "Fayolismo na Administração das Escolas Públicas" (1938), by José Querino Ribeiro

José Querino Ribeiro was responsible for one of the first systematic attempts to apply administrative theory to the administration of public schools in Brazil. We are referring to the previously cited work "*Fayolismo na Administração das Escolas Públicas"* (1938) [could be translated as Fayolism in the Administration of Public Schools]. In this book, Querino Ribeiro (1938) questions the necessity for principals' initial training to be structured similarly to the training provided for teachers in São Paulo state, specifically organized initial training based on scientific principles. According to the author, common sense at the time suggested assigning the best teacher in a given public school as its principal. Querino Ribeiro (1938) advised otherwise, arguing that even though a teacher demonstrated all the necessary qualities to be regarded as an excellent teaching professional, they would not become an effective school administrator without proper initial training. His central thesis on school administration, specifically in this book, was based on Fayol's administrative method, known in Brazil as the department method. The French author developed an administrative theory that established a command structure organized around managerial positions, or decision-making spots, throughout the organizational structure of an enterprise. Thus, Querino Ribeiro (1938) employed what he considered the most advanced administrative theory at the time, considering his book was likely written between 1936 and 1938. When it was published, the two most advanced administrative theories he could use as paradigms were Fayol's and Taylor's. A specific situation regarding essential references that Querino Ribeiro used in his writings was: when Querino Ribeiro (1938) was writing this book, three important works of reference for his theory had not yet been published. The first essential reference for Querino Ribeiro (1952), in chronological order, is "Notes on the Theory of Organization" (1937) by Luther Gulick. The other two, already mentioned in this paper, are Moehlman (1940) and Sears (1950). Given this scientific context regarding administrative theories, Querino Ribeiro (1938) might have considered Fayol's method one of the most suitable and adaptable to Brazilian public school administration. Thus, the author proposed to organize the administration of public schools based on Fayol's principles. Some developments of this theory, especially those made by Gulick (1937), led the author to create an acrostic, namely, POSDCORB, containing the words Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. Querino Ribeiro (1938) also refers to this acrostic in his book, which later became widely known in Brazil. Additionally, each word in this abbreviation influenced his ideas on principals' initial training. His proposal for their training included disciplines named after each of those administrative principles.

c) "Introdução à Administração Escolar" (1939), by Antônio Carneiro Leão

Carneiro Leão's comprehensive study was published for the first time in 1939. It is a compendium that contains a substantial amount of information on school administration in Brazil and other countries. The author examines various aspects of school administration in France, Russia, Germany, Chile, the United States, Italy, and England. Concerning the United States of America, the book includes a fairly extensive analysis of the educational system in New York. His primary thesis on school administration emphasizes the critical role of effective leadership in achieving school success, underscoring the necessity for principals to undergo formal training. This idea contrasts the Brazilian context, where many educational administrators historically acquired skills through on-the-job experience. The author suggests that during the 1930s, before the introduction of Pedagogy as a major at the National College of Philosophy, there were no formal programs for the initial or continuing training of school administrators, despite the consensus among scholars, including himself, on their crucial importance for effective education. Carneiro Leão (1953) also discusses the 1930s in Brazilian history as a pivotal era when the country embraced scientific methods across all fields of study and social activities. However, according to the author, Brazilian school administration remained, until the 1930s, a profession primarily rooted in experiential learning, characterized by what he terms as an occupation based solely on empiricism from that historical period. In addressing this issue, his book puts forward a proposal that includes essential guidelines for the initial and continuing training of principals, emphasizing the study of Sociology, Philosophy, and Psychology in particular. It can be asserted that his perspective on the importance of selecting school principals from the faculty aligns with Anísio Teixeira's. It is widely known in Brazil that both scholars advocated the same academic stance on this issue: principals should be chosen from school faculty. However, Carneiro Leão (1953) cautioned that being the most skilled teacher in teaching methods and techniques alone does not necessarily qualify someone to be a successful principal. This advice stems from his earlier emphasis on the need for training tailored for the position.

IV. The 1940s: Principals' Gender Migration

Readers might consider it scientifically inaccurate that we do not discuss works published in the 1940s on public school principals' training in Brazil

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in our research. So far, our investigations have not uncovered any research papers that specifically analyze the topic during the mentioned period. Given that this is a relatively new field of inquiry in Brazil, the scarcity of publications on the subject in the 1940s likely reflects an unfortunate but true aspect of the Brazilian academic landscape. Another likely reason for the lack of studies is that one of the most influential scholars in the field of school administration in Brazil, Anísio Teixeira, was *persona non grata* in public education during President Getúlio Vargas's Estado Novo regime, from 1937 to 1945. After Vargas's tenure, there was a rapid increase in enrollments in Brazilian public schools, spurred by the social movements inspired by the ideas of the 1932 Manifesto. Starting in 1946, the Brazilian government increased the number of public schools nationwide, making it possible for a large portion of the population, particularly the poorer segments, to attend public schools. As a result, many new schools were established, more teachers were hired, and there was an increased demand for principals to manage these institutions. An unfortunate aspect of that period in Brazilian history was that the rapid expansion of educational opportunities rendered careers in public schools increasingly unattractive in terms of salary and daily working conditions. One of the key characteristics of public school staffing in Brazil during that period was that most principals were male. According to Werle (2005), the late nineteenth century in Brazil experienced a phenomenon referred to here as a gender migration issue within the teaching profession. During that period, male teachers began seeking other occupations, particularly those offering higher wages. This phenomenon intensified during the first half of the twentieth century. According to Werle (2005), although Normal Schools in the nineteenth century were open to both genders, they were predominantly attended by female students. The author notes that the administrative staff of these schools simplified their programs, particularly in the state of Rio Grande do Sul, where many female students came from orphanages. The author further highlights that these students sought better professional opportunities, and due to their social and cultural backgrounds, the teaching at Normal Schools was simplified. This cultural understanding might have influenced principals' training programs in Brazil in the subsequent decades, suggesting that programs tailored for female principals should prioritize less depth in administrative content. During the early decades of the twentieth century, a notable increase occurred in the hiring of female teachers to fill the positions vacated by male teachers who left, as well as to teach at newly established public schools. A second characteristic observed is what we refer to as gender migration: male teachers found it advantageous to become principals since it offered better wages within a similar professional field. One unfortunate aspect is that during the 1940s, and particularly in the following decade, working conditions in Brazilian public schools did not improve, especially concerning income-related issues. What can be observed is a relatively intensified gender migration, characterized by male professionals, those remaining as public school principals, leaving the educational system altogether. Starting in the 1960s, a predominant number of female professionals began working in public schools. By the mid-1960s in Brazil, nearly all teachers, approximately ninety percent, were female, along with a significant percentage of public school principals. According to the 2023 Educational Census, Brazil had approximately 190,000 school principals, with eighty percent of them being female (INEP, 2023).

V. The 1950s: The First Initiatives in Supervisors' Continuing Training

In the 1950s, two distinct but complementary activities in the field of school administration in Brazil can be highlighted. One of these activities is theoretical research, with José Querino Ribeiro being recognized as the leading researcher in the field during that decade. One of his most important works, previously mentioned, was likely written during the 1940s and published in 1952: "*Ensaio de uma teoria da administração escolar*". It is the seminal research paper of the decade on school administration in Brazil. There is much to analyze regarding USP professor José Querino Ribeiro's contributions to the training of Brazilian public school principals. First and foremost, Querino Ribeiro (1938) developed one of the earliest, if not the very first, scientific approaches to analyzing and understanding school administration in Brazil during the 1930s, as previously mentioned. He aimed to contribute to this field of study and overcome the crude empiricism highlighted by the authors of the 1932 Manifesto. Continuing his scientific approach, he expanded on these ideas in his full professor thesis at USP, which forms the foundation of his book "*Ensaio de uma teoria da administração escolar*" (1952) [could be translated as Essay on School Administration Theory]. The author's rationale for selecting the term "essay" in the book title is to outline a theoretical framework for the field of school administration study in Brazil. Concerning one of the fundamental principles of this theory, it is noteworthy that Querino Ribeiro held administrative positions in public education in São Paulo state from the 1940s onward. Consequently, one of his primary concerns was the efficient utilization of public funds. This factor alone could be considered to elucidate his stance on principals' training, despite the absence of a specific theory developed by him on the subject. Given that two of his major contributions to public school administration in Brazil were his works that established a theoretical framework based on scientific principles, particularly

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regarding the efficient use of public funds, it can be concluded that these two principles began to guide principals' training in Brazil: a scientific approach and efficiency. Some critiques of Querino Ribeiro's thesis suggested that his ideas were linked to rational industrial processes and scientific management principles attributed to Frederick Winslow Taylor. Indeed, Querino Ribeiro was genuinely concerned with public school efficiency, which prompted improved planning, including the training of principals. However, his ideas were not primarily influenced by Taylor's theories of industrial management. Conversely, as noted earlier, his works were influenced by Henri Fayol's administrative ideas. In his book, Querino Ribeiro (1952) advocates for principals' initial training at the graduate level, rather than as undergraduates. Vitor Henrique Paro, a prominent Brazilian scholar in the field of public school administration since the 1980s, highlighted that Querino Ribeiro's ideas, particularly those found in this book, were extensively debated and served as a reference across Brazil for both initial and continuing training of school principals (Paro, 2009). According to Paro (2009), there exists a notable paradox within Querino Ribeiro's (1952) work. While the latter views education as a social process that fosters autonomous and critical citizenship, this perspective appears incongruent with the principles of capitalist industrial administration. Since his seminal work on school administration in 1938, Querino Ribeiro's approach has been rooted in Fayol's theory, closely linked to capitalist industrial management principles. In Paro's (2009) analysis, given that capitalist principles fundamentally involve workforce exploitation, the progressive basis of school administration and capitalist administrative concepts are not congruent. While Paro (2009) is correct in his assessment, Querino Ribeiro's (1952) book was developed within a social and academic context where this paradox was not recognized as such. In Brazilian school administration research during the 1950s, employing the Classical Administration theoretical framework was among the few viable approaches to foster scientific inquiry in the field, aiming once more to move away from crude empiricism. Another facet of activity within school administration during the decade involves the continuing training of educational administrators. Once more, Querino Ribeiro's influence on the subject is notable. Moysés Brejon, Querino Ribeiro's assistant as a full professor at USP, was the leading scholar during the 1950s researching the continuing training of educational administrators. He is among the earliest Brazilian scholars to assume the role of training school supervisors, responsible for their continuing training as public servants in São Paulo state, commencing in 1958. It is important to note that the continuing training of supervisors in Brazil during the 1950s represents a significant advancement compared to the initial initiatives introduced by Carneiro Leão (1953) regarding the training of principals in the 1930s. In 1964, Moysés Brejon published one of the earliest papers specifically focused on the topic, "*Alguns aspectos da formação de Administradores Escolares*" [could be translated as Some aspects of School Administrators' training]. The report by Brejon (1964) on supervisor training programs, a higher position in Brazilian public educational administration hierarchy, suggests that initial and continuing training for principals was more effective by then, evolving from initial training only in the 1930s. Despite Brejon (1964) publishing his report in the 1960s, no other studies specifically addressing principals' or supervisors' training during the 1950s could be identified.

VI. Principals' Training in Brazil in the 1960s

This decade began for this field of study in 1961, when university professors of school administration established the *Associação Nacional de Professores de Administração Escolar* (ANPAE) (could be translated to National Association of Professors of School Administration). Although we could not find direct evidence in our research, it appears that the establishment of the National Council of Professors of Educational Administration in the United States in 1947 had a strong influence. The Brazilian association was founded during the first *Simpósio Brasileiro de Administração Escolar* [could be translated to First Brazilian Symposium on School Administration], held at USP in February 1961. Of course, Anísio Spínola Teixeira, José Querino Ribeiro, Moysés Brejon and Manoel Bergström Lourenço Filho were present on this occasion. Initially, the Association brought together scholars interested in researching school administration. Consequently, these researches led to investigations into principals' training. We had access to the final report on that Symposium (ANPAE, 1962). We gained a deeper understanding of those scholars' concerns by reading, for example, one of the letters written by Symposium organizing committee president José Querino Ribeiro. He addresses the issue related to school administration studies and how they were introduced as disciplines into the curricula of the previously mentioned Philosophy and Science Colleges. According to the author, school administration as an academic discipline was not correctly included in Brazilian higher and secondary education, as it was not fully integrated into teachers' training and could not adequately emphasize its importance for principals' training. Furthermore, he adds that Brazilian school administration professors were, at the time, self-trained scholars, revealing a lack of structure for integrating full professors in the area. This scenario made universities' roles in training principals less efficient than they should be (Querino Ribeiro, 1962). In his speech on the day ANPAE was established, Anísio Teixeira emphasized his

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concern that Brazilian governmental authorities were not committed to principals' training. He added to his impressions that in Brazil, there was no formal teaching and learning process for someone to become a school administrator (Teixeira, 1962). After the establishment of the National Association of Professors of School Administration (ANPAE) in 1961, there was a growing interest in researching school administration and its related fields of study. One of the new areas of interest was principals' training, as the 1960s were a significant decade for higher education in Brazil, mainly in consolidating an ongoing research topic: teachers' training. As mentioned earlier, one of the most important scientific works we can identify in Brazil, used as a textbook for principals' training is Lourenço Filho's (1963) book. However, Carneiro Leão (1953) also presented relevant information on the topic. In this book, Lourenço Filho (1963) analyzed the various aspects surrounding transitioning a teacher into a principal. This characteristic is the first to highlight: Brazilian scholars have emphasized the necessity for a principal to have prior experience as a primary education teacher before assuming the role. This experience provides them with a comprehensive understanding of educational processes stemming from classroom routines. The thesis that principals should be chosen from the school faculty, often referred to in Brazil as principals coming from the classroom, is based on ideas first presented by Anísio Teixeira and Carneiro Leão in the 1930s. These ideas were adequately documented in subsequent papers: "*Natureza e Função da Administração Escolar"* (1968) and "*Introdução à Administração Escolar*" (1953), respectively [could be translated as Nature and Function of School Administration and Introduction to School Administration]. It is also important to inform readers that renowned USP professor Moysés Brejon played a significant role in the field of study by publishing the paper "*Alguns aspectos da formação de Administradores Escolares*" in 1964 [could be translated as Some aspects of School Administrators' training].

a) *"Organização e Administração Escolar. Curso Básico" (1963), by Manoel Bergström Lourenço Filho*

One of the initial points of significance in Lourenço Filho's professional career in Brazilian public education is that, unlike Anísio Teixeira and Carneiro Leão, who served as heads of Departments of Education within the Brazilian state structure, Lourenço Filho played a role as an educational reformer. He was entrusted with restructuring the public education system of Ceará state in the 1920s. Possibly due to his background as educational reformer and organizer of public education, he emphasizes the term "organization" more than "administration" in the title of his book. Lourenço Filho's (1963) work holds significant importance for the field of study, as the author compiled an extensive compendium of administrative theories published in various countries up to that time. He classified all the theories examined into two categories: Classical Theories and New Theories (Lourenço Filho, 1963). The author classified as classical Taylor's and Fayol's scientific works, along with other papers strongly influenced by them. Conversely, Lourenço Filho (1963) emphasized what he referred to as New Theories, which encompassed advancements in the field of administrative theory, contributed not only by Brazilian authors but notably by foreign scholars. Some of his primary references include works by Chester Barnard, Daniel Griffiths, Luther Gulick, Andrew Halpin, Herbert Simon, James March, Lyndall Urwick, Roald Campbell, and notably, the three most influential figures in the field in Brazil: Cubberley, Moehlman and Sears. Due to Lourenço Filho's extensive analysis of diverse materials, including education, sociology, mainly social psychology and history, and his translation of significant global publications into Portuguese, his theory of school administration incorporates a broad spectrum of elements beyond purely managerial concepts. His book can be highlighted as a precursor to the 1970s discussion in Brazil on General Systems Theory, which introduced concepts such as "function" and "role" into the field of school administration, particularly drawing from Talcott Parsons' theories.

b) *Alguns Aspectos da Formação de Administradores Escolares (1964), by Moysés Brejon*

In this text, the author emphasizes the necessity for principals' initial training, especially to prepare new professionals to assume the function, as well as the importance of continuing training for those already on the job. Both initial and continuing training are related, according to the author, to a vital need for professionalism in the public school principal occupation. At the time, Brejon (1964) also emphasized the need for principals to integrate scientific and technological developments into schools' daily routines in Brazil during the 1960s. On the other hand, while Brejon (1964) acknowledges the strong need for principals' training, he also highlights a significant challenge: the difficulty in organizing an appropriate body of knowledge regarding school administration as a scientific field of study, to be used as a training curriculum. The author points out three primary deficiencies in the area from his point of view: the body of knowledge available at the time for principals' training was fragmentary; consequently, the field of study struggled with terminological imprecision; and as an outcome of these two issues, school administration as an academic discipline had little or no autonomy within college curricula (Brejon, 1964). Besides identifying an almost total absence of principals' preparation programs in Brazil at the time, Brejon (1964) urges for comprehensive programs to train not only K-12 principals but also educational administrators for a wide

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range of occupations in the Brazilian public educational system. Furthermore, Brejon (1964) analyzes not only the technical issues related to principals' training but also the political ones. He argues for an urgent need to reform the Brazilian public educational system to provide more autonomy for public schools. Without such independence, even though principals' training would improve their administrative capabilities, their effectiveness would be undermined by the system's political and election-related issues. Given that scenario, Brejon (1964) also argues that with reduced or no autonomy, principals would not be able to improve school administration, as they would become mere executors of educational policies dictated by higher levels of the system. Another issue wisely analyzed by Professor Brejon is the construction of a curriculum capable of effectively preparing school and educational administrators. He questions the curriculum for training educational administrators, indicating the need for further reflection on what content would be appropriate to train principals, supervisors, and superintendents. Although these functions are related, they are significantly different from each other. One final issue posed by Brejon (1964) concerns the nature of training program content: should it focus on theoretical school administration, should it be based on actual school management situations, or should it incorporate both approaches so that principals could benefit from each type of knowledge? We assume these questions remain unanswered up to today in Brazil.



Source: FGV / CPDOC

Fig. 1: Anísio Teixeira (standing / white suit) during his speech on the day National Association of Professors of School Administration was established.

VII. Principals' Continuing Training in Brazil in the 21st Century: A Political Issue?

After discussing all the issues presented in this paper, we conclude that principals' initial training in Brazil in the 21st century is no longer an overlooked subject. This assertion is supported by the numerous colleges and universities throughout the country that now provide initial training for principals. Additionally, there is a substantial body of research on the subject, as evidenced by the works of Oliveira et al. (2020), Pimenta et al. (2022), and Alves and Bispo (2022). On the other hand, principals' continuing training in Brazil has regrettably evolved into a political issue. Considering that the Brazilian government links educational quality with principals' continuing training in its policies, it appears to politicize an educational issue. If the working conditions that Brazilian public school principals face daily is analyzed objectively, it might be possible to affirm that their training does not align with the desirable educational quality that remains unmet. During our research, we spoke with some public school principals and concluded that their initial and continuing training are entirely satisfactory for the administrative routines they face. In this regard, one of Grissom et al.'s (2019) conclusions regarding Principal Preparation Programs (PPP) in Tennessee, USA, indicates no direct relationship between principals' training and school performance. This conclusion suggests that the government cannot hold principals or their training programs solely accountable for educational quality. Some Brazilian schools' structural conditions do not contribute to simplifying school administration. Besides that, one of the main challenges for principals is the lack of autonomy in public schools concerning teaching and evaluation processes. Another challenge is managing the daily working routines and schedules of the school. Additionally, one main issue identified during research is that inclusive education happened suddenly in Brazil in the 1990s, mostly influenced by the Salamanca Declaration in Spain. This situation arose regardless of teachers' training. Furthermore, public school administrative staff had no preparation for enrolling and managing disabled children. Given that inclusive education is socially important and an educational right that no one refutes, principals had to suddenly confront an administrative reality for which they were unprepared. This scenario is compounded by the lack of training to use Brazilian Sign Language, for example. Since researchers who study Educational Policies in Brazil can conclude that the main unofficial policy regarding teaching and evaluation in general is to pass children regardless of their learning skills, it makes no sense to hold principals accountable for educational quality, or its lack, especially by connecting it to their lack of training. On the other hand, it is important to note that the Brazilian government has provided continuing training programs for public school principals. A regrettable aspect, in our evaluation, is that principals' training, as well as teachers' training in general, often takes place on weekends. This situation prevents these professionals from resting after an exhausting work week, and more critically, it limits their ability to spend quality time with their families. Given this characteristic of principals' continuing training in Brazil, it is possible to

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question its quality due to the adverse learning conditions they face. Additionally, the Brazilian government utilizes Distance Learning as a critical tool to address the challenges associated with providing continuing training to teachers and principals. However, we will not delve into this field of study in this paper, even though we have published a book documenting our teaching experience during the Covid-19 pandemic's remote learning period (Sampaio; Ribeiro, 2022). Another key issue in the debate on principals' training is the Brazilian government's overly paternalistic approach to training teachers and principals. Since we are referring to highly skilled professionals, certain types of training, due to their approach and quality, make little sense for experienced principals. Rather, we propose that the Brazilian government ensures teachers and principals have access to adequate conditions – including time, financial support, and equipment – to independently select the type of continuing training they wish to pursue. This approach would better meet the diverse needs of professionals, considering their varying levels of knowledge and skills. Additionally, each public school requires different types of training for principals, as pointed out by Alves and Bispo (2002). Based on Grissom et al.'s (2019) discussion of Tennessee's Principal Preparation Programs, it is noteworthy to mention that few Brazilian universities provide analogous training opportunities. While certain training initiatives are offered by the Federal Government, the majority of principals' continuing education is administered by municipal and state educational authorities. In Brazil, unlike the situation analyzed by Bastian and Drake (2023) concerning North Carolina/USA, there is a notable absence of widely recognized strong university-district partnerships for principals' continuing training. We find it extremely outdated that the Brazilian government still treats important and intelligent professionals in such a condescending manner, particularly by deciding their training for them. Regrettably, in Brazil, there are significant issues concerning the continuity of educational policies. Every four years, with changes in governmental leadership, we witness significant policy shifts emanating from the National Department of Education. In light of this, we ask: to what extent is there a lack of planning regarding new proposals for principals' training, thereby diminishing the relevance of attending new programs that offer nothing genuinely novel? Moreover, it's pertinent to question to what extent providing principals with the same types of training, particularly those used since the 1990s, is suitable for advancing their knowledge. Considering the evolving nature of schools today, and the markedly different ways in which children think and act compared to ten to twenty years ago, such traditional training methods may be inadequate. Schools vary, children exhibit diverse personalities, learning methods differ, yet public school principals in Brazil continue to receive training akin to that provided two decades ago. How can this contribute to their ability to exercise effective leadership? Another factor to consider, particularly in Brazil, regarding the initial and continuing training of principals, is the variability in the methods through which principals are appointed in public schools. It is noteworthy, especially for foreign readers, that Brazilian principals can attain their positions through four different methods, as outlined by Oliveira and Carvalho (2018). Today, the most common method is election, which is adopted in several Brazilian states, including Bahia. Principals are elected by members of the school community, including teachers, staff, students, and their families. A principal's term is three years, with the possibility of running for one re-election. Only teachers can run for the position of principal, implying that candidates must hold at least a degree in Education. A brief comparison between papers published in Brazil and the United States reveals that the term "school leadership" is predominantly used in Brazilian literature in the context of principal's elections. In contrast to American literature, Brazilian research on school leadership is relatively scarce, despite the fact that elected principals in Brazil are widely recognized as institutional leaders. Another common method for principals to attain office is through state-administered exams, similar to the licensure examinations in the United States. For example, in São Paulo state, principals who pass the licensure examinations remain in office until retirement, typically serving at the same public school where they were initially appointed. Like the election process, principals applying for positions through state-administered examinations must possess a degree in Education. The third method for principals to assume office is through political nomination, which is more prevalent in municipal public schools than in state schools. In such cases, principals are typically appointed by mayors. Most Brazilian scholars criticize this method by which principals assume their roles, despite it being the most common approach in Brazil. According to Oliveira and Carvalho (2018), nearly fifty percent of public school principals are appointed through this type of nomination process. Critics of the method for selecting public school principals argue that appointments based on political nominations often prioritize trust relationships over merit-based competence for the role. This method of appointing principals to manage public schools differs entirely from the others previously discussed. Political appointments often result in individuals without a degree in Education being chosen for the role. Additionally, Alves and Bispo (2022) highlight other issues related to the political appointment of principals, such as the loss of autonomy and the obligation to implement educational policies formulated outside the school. Sometimes politicians choose individuals without any higher education degree, demonstrating

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that the appointment is based purely on trust. Given these characteristics, some scholars question the degree of autonomy that such principals have in making administrative decisions within public schools. In some states in Brazil, the fourth method for principals to assume office is a combination of a licensure examination and an election. Teachers who intend to run for the position of principal must first apply for a licensure examination. Those with the highest scores can then campaign for the election within the school district. Analyzing public school principals' continuing training from this perspective, especially in the context of 21st-century Brazil, poses a significant challenge. Given the vastly different professional profiles of principals in public schools, developing effective educational policies for their continuing training becomes even more demanding. Furthermore, as analyzed by DeMatthews et al. (2021), regarding the challenges of inclusive education and school leadership, Brazilian principals encounter substantial professional difficulties. One of these significant obstacles is implementing educational policies that genuinely integrate children with disabilities into the schools they manage. This situation makes it even more challenging to promote meaningful changes in educational outcomes. In the 21st century, Brazilian principals' continuing training faces a long journey in adjusting school administrative routines and providing meaningful training. One proposed solution is to conduct more research on the subject.

VIII. Conclusion

After briefly analyzing data from a historical perspective on principals' initial and continuing training in Brazilian education, one of our initial conclusions highlights the need for further research on the subject. Although school administration is a well-established field of investigation in Brazil, principals' training still requires a more in-depth approach from Brazilian researchers. A second conclusion from this reflection suggests that it is impossible to develop a one-size-fits-all training program for public school principals nationwide. Based on the works analyzed, we understand that education, including school administration and principals' training, are social phenomena that do not align well with pre-established models. Regarding principals' initial training in Brazil, there are no complex issues, as the establishment of Pedagogy courses in the 1930s appears to have resolved the matter. Pedagogy programs, which continue to operate nationwide to this day, provide the foundational training for principals. According to Pimenta et al. (2022), more than 800,000 students were enrolled in Pedagogy courses across Brazil in 2020. However, closely related to this subject but still needing further advancements is the field of research on principals' initial training, which can only progress through more in-depth investigations. One significant gap identified in principals' initial training research is the need for better integration of school administration courses and internships within Pedagogy programs. Regarding principals' continuing training, it is evident that Brazil has made very little progress. Most continuing training programs designed by the National Department of Education are constructed on a broad, generalized basis. This method means these programs are developed to be delivered to large groups of individuals, irrespective of their academic backgrounds, professional experiences, and working conditions in their respective public schools. This approach fails to consider that these three elements – academic background, professional experience, and working conditions – often differ significantly between schools, educational systems, and regions of the country. As previously stated, we firmly believe the Brazilian government should offer clear career paths for these professionals. This scenario would allow them to fully dedicate themselves to their current roles while also freely and consciously choosing the types of continuing training they wish to pursue. The free and conscious selection of training programs would enable these professionals to make decisions based on their specific working conditions and their assessment of the areas where they need further training. It is inconceivable that Brazilian professionals with higher education degrees and often more than ten years of experience in their roles must be guided by a public office disregarding the apparent ineffectiveness of principals' continuing training policies in Brazil. As highlighted by Alves and Bispo (2022), one of the main challenges public school principals face daily is the lack of training to effectively manage their administrative routines. One of the most frequent complaints from school principals concerns difficulties in navigating state bureaucracy, managing accountability, and handling school assets. We recommend that Brazilian policymakers consider what content is educationally relevant for principals' continuing training. Such reflection should lead to training programs better suited to address the real challenges of managing Brazilian public schools in the twenty-first century.

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Navigating Change: Exploring the Dynamic Role of Educational Leadership in Advancing Chinese Schools

By Shuai Wang

Introduction- The quality of a school hinges not only on its curriculum and resources but also on the leadership that guides it. Leadership in education stands for vision-setting, collaboration development, and more, with the primary purpose of increasing the overall effectiveness of a school district. Efficient managers can develop suitable teacher employment, encourage students, and ensure ideal conditions among learners. Currently, the education system in China is undergoing considerable alteration (Lee, 2019). The government focuses on innovation, critical thinking, and character development training. Nevertheless, converting these goals into measurable and achieved implementation is a hurdle to overcome.

The essay deliberates on a crucial connection between leadership in education and improving educational institutions in China. The idea of "success", with all its diversity, is also an intricate one, changeable in sight and definition, depending on who the stakeholders are and their priorities. This study will go beyond the leadership styles of the "effectiveness" dimension and recognize different contexts and obstructions being faced in schools in China.

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NAVIGATINGCHANGEEXPLORINGTHEDYNAMICROLEOFEDUCATIONALLEADERSHIPINADVANCINGCHINESESCHOOLS

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Shuai Wang

I. Introduction

The quality of a school hinges not only on its curriculum and resources but also on the leadership that guides it. Leadership in education stands for vision-setting, collaboration development, and more, with the primary purpose of increasing the overall effectiveness of a school district. Efficient managers can develop suitable teacher employment, encourage students, and ensure ideal conditions among learners. Currently, the education system in China is undergoing considerable alteration (Lee, 2019). The government focuses on innovation, critical thinking, and character development training. Nevertheless, converting these goals into measurable and achieved implementation is a hurdle to overcome.

The essay deliberates on a crucial connection between leadership in education and improving educational institutions in China. The idea of "success", with all its diversity, is also an intricate one, changeable in sight and definition, depending on who the stakeholders are and their priorities. This study will go beyond the leadership styles of the "effectiveness" dimension and recognize different contexts and obstructions being faced in schools in China. By reviewing the historical backgrounds and philosophical bases of Chinese education and different regime modes, together with innovative organizations' efforts, this essay contributes to understanding how various leaderships can be powerful enough to reform the Chinese educational field. Such exploration would also give us an understanding of how to identify the issues and the chances in the existing educational leadership system.

II. History of Education Reform in China

a) Values and Philosophies

The education system in China can be traced back to an older age, as Confucian values have shaped a large part of it. Confucianism upholds the principle of reverence for the political hierarchy; family piety elevates one's parents above all; social well-being is the ultimate goal; self-cultivation is the path to knowledge (Nasyanti, 2024). Education was considered the way to social advancement and moral refinement, providing individuals with the knowledge and understanding necessary for their place in society. A respectful attitude to the exams was of the most significant importance. People who passed the tests with flying colors were rewarded with the highest ranks in the civil service.

Confucianism remained the backbone of the academic system, while Daoist philosophies also came into play. Daoism promoted people looking into themselves, approaching the universe harmoniously, and seeking equilibrium between thought and spiritual endeavors (Bresciani, 2023). Evidence of this influence can be the stress on unified learning, which includes wholesome self-development and academic activities.

b) Modernization and Reform

The beginning of the 20th Century turned out to be a time of dramatic change in Chinese Education. With the collapse of the Qing Empire in 1911, the reform movement became more robust as it looked to Western countries for guidance (Williamson, 2012). However, political difficulties and war were obstacles, but at the same time, this laid the foundations for reforms.

As the People's Republic of China was formed in 1949, this event became a milestone in its long history. Outreach and literacy programs became vital components of the campaign, targeting widespread wordiness in society. The Soviet example was the impetus behind initial reforms, emphasizing control by the state, vocational instruction, and the promotion of science. The objective of such reforms is to obtain a qualified labor force for the country's exploding industrial sector.

III. Fundamental Movements and Political Influences

The ensuing decade was the political landscape of reform movements, which were inherently related. In the late 1950s and early 1960s, the Great Leap Forward focused on agricultural production (Huang & Rozelle, 2018). However, social and economic breakdown ended the agricultural program emphasizing education and settled for a more balanced representation.

Education took on a wrenching impact during the Cultural Revolution (1966-76). Institutions of learning

Author: *e-mail: karry_wangshuai@163.com*

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were mostly shuttered, intellectuals were heavily prosecuted, and ideological content was massively politicized. Nevertheless, following the debilitation of the Cultural Revolution, a period of restoration began, known as "rehabilitation." One of the critical events in the 1980s, known as the "One Child Policy," caused a shift towards universally nine-year compulsory education. During this time, the structure of the administration of education was deprived of central control, and innovation on a certain level was stimulated.

In the late 20th Century, the economic reforms led by Deng Xiaoping became a pacemaker in educational modernization (Hom, 2017). Marketization and economic growth have led to establishing a workforce with technical skills and adaptability. A major revamping in the 1999 Higher Education Reform allowed for broader enrollment of students nationwide, thus creating a knowledge-based economy.

a) Shaping Educational Landscape

Though political ideologies are among the main forces behind educational reform, their impact is not the only determinant shaping the direction of educational policymaking. The great expanse of China and the enormousness of its population contribute to the educational gap among the regions, which includes aspects like the availability and quality of education. The urban areas usually have advantageous things like better systems and infrastructures than their rural counterparts do. The educational equity gap is a persistent issue (Alam & Mohanty, 2023).

Mobility from segment to segment is also one of the engines. As a result of the one-child policy, greater investments were initially made in education to improve each child's performance. However, the current stereotypes of good education and brilliance have contributed to fierce competition and pressure for student success (Wu, 2016). This created tension with the "gaokao" (national university entrance exam) results and the learning method of memorization done in a class to only, not entirely, develop the students.

b) Continuing Challenges and Tensions

Despite hopes for improvement, the Chinese educational reforms are yet to overcome the chronic tension factor. The rigidity of culture embedded in a need for innovation and entrepreneurship tends to contradict traditional values that society aspires to conform (Liu, 2016). The perils of monetization of the educational process and core competence creation will not but remain the evitable difficulty. Moreover, the issue commonly arises when fixed tests are stressed, and traditional critical thinking is neglected.

Moreover, the education reform in China has also been one of the remarkable achievements so far. From when readings could be dominated by social elites to the current era where mass literacy campaigns are standard, the system has experienced fundamental change (Fu, 2023). During China's passage of the globalization-21st century obstacle course, the educational leadership will focus on creating an academic environment where education develops talents, creativity, and constructive thinking.

c) Role in the Instruction of Continuous Development

Pursuing "effective" educational leadership will usually lead educators to look for simple notions of leadership styles that will cut through the crowd and ensure students are educated. Nevertheless, the whole picture is indeed manageable. The most effective way to view educational leadership is as a journey through constantly varying interactions and experiences (Wang, 2018).It involves envisioning but also rebuilding and fortifying teachers' professional growth structures, ensuring that innovations stay, and continually enhancing instruction. Effective leadership can meet each school environment's customized needs, challenges, and opportunities.

When advocating for one leadership approach or another, such as transformational, instructional, or distributive leadership, models are sometimes put forth as the ultimate solution to agility issues. However, critiques abound. Opponents maintain that this style sometimes becomes simplified and no longer matches the really complicated issues of this sphere. Additionally, leadership styles can be regarded as inflexible, and leaders should not consider the necessity of having a flexible approach and keep adjusting it (Lai et al., 2017). Another practical approach would be to focus on creating an "ecosystem for leadership" that cultivates collaboration, lets each person in the school contribute, and locates reasons for the improvement goals in the organization as a whole instead of within each person.

Leadership Philosophy in the Mainland Chinese Context

Instructional Leadership: By employing this philosophy, the leader's role is unique as it fits within curriculum-making, improving teaching standards, and developing teachers. In China, where exams play a big role in curriculum, instruction leadership could help teachers with test orientation and talent nutrition (Hou et al., 2019). Standardized testing may represent the major obstacle on the road to good teaching practices, and it has a potentially hazardous impact on the teacher's work.

Servant Leadership: This approach has focused on the teachers' and students' needs to ensure everyone is supported and feels empowered. It runs through every aspect of our lives, influencing how we interact with others, make decisions, and perceive the world around us. In contrast, in China, the hierarchical rules might embrace the democratic leadership that cultivates a democratic culture of decision-making and collaboration (Latif et al., 2021). Yet, how servant leadership embodies the power of influence might present cultural expectations of firm, directive leadership.

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Transformational Leadership: This method aims to bring innovations at the school and college levels and direct everyone into pursuing perfection and excellence in the educational system. China has learned to be creative in dealing with this crisis by involving innovation and skills as 21st-century prerequisites (Zhang et al., 2022). Rather, change-oriented leaders should be culturally aware of the norms of obedience to authority figures and avoid either pushing too much change at once or forcing changes.

IV. Case Studies

Sun Yunfeng, the chief of Yucai Middle School in Shanghai, started the "100 Schools Project," aiming to build a network of schools that cared more about developing students' creativity and critical thinking. The project focused on student-oriented learning; assignments made were projects, and collaborations were featured (Myers et al., 2019). The difficulty in exporting this model into various contexts arises from limited resources and a diverse stage of teachers' competencies and levels of preparedness.

Mr. Yang Dong, principal of Minzhu Primary School in Chengdu, realized that his students were under much pressure. He started the "Happiness Education Project," which was targeted at the problem of student stress. He wanted to create a positive environment where all students would be happy, emotional, and intelligent (Xu, 2021). The finding concerning the roaring success of this project confirms the theory that holistic education is appropriate for the Chinese context. While it may be effective, its results differ in the context of schools' culture and the parents' anticipations.

Whereas the provided case studies deliver examples of powerful leadership work, reflecting on the shortcomings of placing all the hopes on the singular examples of effectiveness is essential. Each school possesses a wide range of specific contexts, needs, and hurdles. Effective leadership comprehends that situation and the evolving quotient and is ready to mutate alternative options. The main objective is to create a leadership environment tailored for the given context and involving the whole organization, which promotes the realization of endless potential. The educational leaders in modern China can overcome the difficulties of the 21st century and the formation of schools, which means education for the whole person, an empathetic and adaptable individual, by promoting dialogue, empowering teachers, and creating a culture of innovation.

a) *Approaches and Traditions for Understanding the Relationship*

Educational leadership and school improvement in China are preceded vividly by exploring various approaches and traditions. This literacy scope includes learning the background of traditional Chinese philosophies, comparing the Western and Eastern perspectives, and gaining a further perspective of modern theories, which would provide a more profound framework.

b) *Traditional Philosophies and Leadership*

Confucianism: Although Confucian traditions profoundly influence the administrative style of Chinese education, Confucianism has had the longest and widest impact on educational leadership development in China. This aspect exalts the centrality of power structures, thus resulting in a system where leaders are perceived as superiors to whom they are to be emulated and followed (Crippen & Willows, 2019). The leaders should personify the Confucian values of filial piety, orderliness, and lifelong learning. On the other hand, this situation imposes hierarchy in the relationship of the higher to the lower roles, sometimes neglecting the teacher autonomy and flat hierarchy encompassing the staff and teacher collaboration.

Daoism: Although less substantive, Daoist philosophies also act as an influential factor in leadership. The Daoist spirituality that fosters equilibrium, personal adventure, and harmony with nature can act as the educational institutions' foundation and lead to student on-gong sustainability and all-round development (Bahtilla & Xu, 2021). The Daoist wisdom path's guiding focus should be to balance the mandate for individual exploration and the necessity of having an emphatic vision and purpose that can hold the school community together.

c) *Comparison of Perspectives*

Western and Eastern perspectives on educational leadership offer valuable insights but also reveal key differences: Western and Eastern perspectives provide helpful insights and reveal vital differences.

Focus: In the western model, the leader is often seen as a micromanager and instructional leader. The style is top-down and based on the change agent model. The Eastern vision, a product of Confucianism, tries to mate the leaders as mentors and facilitators who build an atmosphere of collaborative culture.

Decision-Making: The western kinds of central leadership are focused on personal decisions, while the Eastern models emphasize collective decision making, and people are accorded time to create necessary consensus.

Relationship with Teachers: In Western models, the distance between the teachers and the leaders tends to be longer and more transactional, whereas, in Eastern models, the role of the leaders in nurturing and building relations with teachers is emphasized.

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d) Contemporary Theories and Frameworks

Several contemporary theories and frameworks hold promise for promoting effective leadership in the Chinese context, particularly those addressing issues of social justice, equity, and student agency:

Social Justice Leadership: This structure evidences the leaders' integrity, which is the provision of an educational environment that is equal and fair to all students from different backgrounds. It concerns China, where some regions still need access to education and quality to reach an acceptable standard.

Distributed Leadership: These conditions emphasize the system of shared leadership in the school society, which, to that extent, brings about a new model of leadership that is shared among teachers to ensure success. That perfectly fits the cornerstone of joint decision-making practice in some Eastern religions.

Transformative Leadership for Social Justice: These implications arise from empowerment in the leadership model, which entails the transformation purpose of tackling social justice and equity-related matters. Such conceptualization of the learning environment convenes leaders to make efforts to eliminate educational discrimination and develop inclusive classrooms.

Student Agency Theory: This theory highlights a strong connection between student independence and being a voice in organizing a learning process.

Classical philosophies, diverse Eastern and Western views, and modern theories have become essential knowledge for constructing a robust base for understanding leadership and success in the context of the Chinese school. The best possible scenario would be to take elements of, antiquity, the Roman way of teaching and, watch the fullness of Socrates, and blend together to address each school's varying situations and problems on a personal level. During China's development of a more diverse and research-centered educational system, leaders who can cope with mixed external trends and adapt their management styles will undoubtedly become essential factors in the overall development of the educational system in the country.

e) Formation of China's Educational Leadership

The educational leadership approach in China is evolving, as public measures and the efforts of specialized organizations are involved at the same time. Two such organizations, "The New Oriental School Organization (NOSO)" and the "Adream Foundation," provide different ways but have influential stands on how they can promote school success (Berns et al., 2021). NOSO is a non-traditional education system designed for intellectual and mental leisure classes.

New Oriental Education and Technology Group offers private schooling through a network of schools throughout China. Their objectives involve producing all-around persons whose vision is full of global perspectives and unquestioning love of learning for the rest of their lives (Zhang & Bray, 2021). This focus is on a teaching model entirely based on students' attitudes and the development of critical thinking, creativity, and collaboration.

f) NOSO's Approach

Instructional Leadership: NOSO student leaders are very active in the development of curriculum, infusing new pedagogical techniques and technology integration in the classroom. It creates a space for seeking competency critical for globalization, of which problem-solving and communication are the main ones.

Data-Driven Decision Making: NOSO applies data analysis to track student outcomes and pinpoint where they need support, furnished as it is with that information. This entails leaders providing accurate instructions based on diverse student needs and appraising their impact through the results.

g) Positive and Negative Impacts of NOSO and Adream

i. *Positive Impacts*

Innovation and Curriculum Development: NOSO is based on the concepts of innovation through which Chinese education can go beyond the traditional standards that place productivity and critical thinking above everything else.

Teacher Professionalism: The clustering of their professional development aids school personnel who, in turn, create a school system where continuous learning is valued throughout the school community.

Exposure to Global Perspectives: The interlinked world perspective of NOSO makes students ready for the global universe and gives them the awareness that the world is an interdependent system of them.

Equity and Access: Adream narrows the educational gap by assisting rural schools through existing sources.

Community Empowerment: In their work, teamwork is promoted, and the leaders get invested, thus creating a working model that can be easily replicated for community development.

Holistic Development: The Adream also goes into areas such as nutrition and health to raise the masses to fuller humans.

ii. *Negative Impacts*

Accessibility and Equity Concerns: Such a private school model of NOSO has implications regarding equitable education. The high cost of college may burden students from low-income backgrounds, thus reducing their opportunities to continue their education.

Pressure and Competition: This shift of the emphasis on standardized test scores and data metrics could morph into added stress for kids and their educators.

Limited Repeatability: Incorporating a NOSO model will be a struggle for resource-limited schools because it is

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expensive to put everything in its place and have talented people as team leaders. The Adream Foundation, which is a non-profit organization, approaches the problems caused by an educational gap in rural China. In this sense, the organization's visionary goal is to uplift rural communities through enhancing education access quality and the overall development of students.

Servant Leadership: A dream leader prioritizes teachers' and children's needs and emotional well-being. This leads to such an atmosphere where teachers are involved in the process, creating a positive environment and uniting the whole community around the same path.

Community Engagement: Adream, like an active community member, works with parents to develop community leaders who provide for educational needs. It adds a hint of stake and sustainability to their actions. Listen to the given audio and summarize it using your words.

Context-Sensitive Leadership: Adream understands that each rural location has specific issues and adapts to these differences. Leaders function within the already existing organizational structures to achieve the desired transformation and, at the same time, enhance their organization's performance.

Scalability and Sustainability: Adream strongly relies on networks and relationships at the local level and volunteers, so their model may need to be more scalable in remote rural areas.

Resource Constraints: The nature of their reliance on donations and fundraisings shortens the span of their programs as much as makes it difficult to keep the programs running for long.

Limited Impact on Systemic Issues: The Adream project, while powerful, is about making things right in the current economic system. They may need more influence to implement the systemic reform.

The New Oriental School Organization and the Adream Foundation are two distinct approaches to educational leadership in China as opinion. NOSO's mission is to showcase a modern approach and global leadership, whereas Adream promotes justice and builds up the community. Both approaches highlight the intricacies of "improvement" and the delicate relationship between situational leadership and diverse abilities (Yan, 2019). Education in China may see the integration of these methods in the future as an evolving process. The innovative ideas of NOSO may serve as a model for public schools that adopt some parts of their curricula and professional development techniques. Furthermore, using the NOSO model of attracting talent, we can suggest incentives and retaining activities for certified teachers in rural places.

V. Challenges and Future Directions

Besides substantial outcomes, effective educational leadership in China will be challenging but essential.

Diverse Contexts: China's extensive territory and ethnically diverse population give rise to differences in educational access and resources among the school community. Rural schools generally struggle with these problems because they are more likely to suffer from poor infrastructure and lack of support. In successful leadership, the approach should be context-sensitive and tailor-made to the unique challenges and demands of the locality.

Political Influences: Educational reforms are such important and often political issues. How new ideas and 21st-century skills are combined with national policies and perspectives plays a vital role in the strategy development of leaders.

Social Inequalities: One of the worst features of essays is the "high-stakes" phenomenon it creates for students and teachers because of the pressure it entails. Leaders must decipher this system while developing a learning environment where deep learning and personal growth are constantly prioritized (Wu, 2019). Besides this, the aftermath of the one-child limit, which endorses only students who turn to vicious rivalry for scant college spots, is still an obstacle.

Teacher Training and Professional Development: The scarcity of professional development activities to apply new pedagogical tools and effective classroom control systems is one of the biggest issues teachers face (Hennessy et al., 2022). One of the main priorities that will be put forward during the meeting will be the development of comprehensive professional development programs for the teachers.

a) Strategies for a Brighter Future

These challenges can be addressed through strategies that promote context-sensitive leadership, collaboration, and innovation:

Decentralization and School Autonomy: To enable schools to be more autonomous and accountable, they should be given a greater say in choosing and creating the learning materials and appointing school leadership. The time spent reflecting on overseeing the events in this way creates a sense of possessiveness among the educators and makes the leaders more innovative.

Collaboration and Networking: In light of this, forming prominent networks within schools, primarily using uniting urban and rural ones, to facilitate the sharing of resources and practices would be favorable (Chen et al., 2020). Urban leaders with experience may serve as mentors to their peers in rural settings, thus providing assistance and support to them.

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Leadership Development Programs: The government should expend funds on programs that educate teachers with leadership skills, such as data analysis and instructional coaching, to enlarge the leadership pool drawn from the schools.

Focus on Teacher Well-being: Leaders should focus on producing a comfortable institute for teachers, minimizing tension, and offering professional development. This will further build teacher loyalty to the profession and the ability to recruit the best education talent.

Embracing Technology: Technology has its place and can be a mighty vehicle for learning and helping education professionals grow. Investing in infrastructure and training teachers to apply technologies well at various locations can curtail boredom and be used to make learning easier for communities in the regions with fewer teachers.

McGinity et al. (2022) mentioned different methods of measuring effectiveness. Such techniques include using student academic scores, conducting a teacher inquiry on leadership behavior, and conducting school environment surveys. The choices regarding the evaluation vary between school leaders, external evaluators, and the spending of students' time.

VI. Conclusion

This paper analyzes educational issues and leadership in implementing changes in Chinese schools. We studied the historical background that highlighted Confucian thought and the ongoing reform due to political, social, and economic factors. The idea of a single, most effective leadership style was disproved, stressing the significance of context-specific strategies considering each community's specific issues and problems. We also examined diverse leadership methods and educational traditions that can impact educational leadership in China. For example, Confucianism and Daoism are traditional philosophical tenets that influence leadership styles, while new strategies such as social justice leadership and student agency theory address modern problems. New Oriental School Organization and Adream Foundation models exemplified the idea that "improvement" is a subjective, multilayered process, which can be achieved by applying different leadership techniques.

A central theme has emerged throughout this exploration: having a thorough depiction of educational leadership is essential for improving the schools in China. Through skillful leadership, a diverse environment brings about innovation, high performance, and student accomplishments. Therefore, leaders who know how to navigate various contexts, juggle competing priorities, and consistently seek new paths for students' active learning are required. With China's effort towards a fair and equitable educational system, the role of efficient and result-oriented educational leaders is becoming increasingly pivotal. Continuously discussing the goals and the purpose of education while pledging ourselves to continuous improvement will contribute to producing a future where Chinese schools raise not only the academically excellent but also individuals who are whole-heartedly devoted to constructing a prosperous, creative society. The process might be challenging, but by crediting the proper form of educational leadership as the one that is alive and responsive to the existing circumstances, China can build a brighter present for its pupils and its academic environment.

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Relationship between Theory, Practice and Construction of Teaching Identity in Teacher Training for Basic Education: The Contribution of the Internship

By Profa. Dra. Eliana Mariano Carvalheira

Universidade Paulista

Resumo- Este estudo objetiva investigar a contribuição do estágio na formação de professores para a educação básica sob a ótica de estagiárias do curso de pedagogia com destaque para a relação entre teoria e prática, e formação da identidade docente. O estudo utiliza uma abordagem qualitativa de caráter exploratório. A coleta de dados foi realizada por meio de um questionário. A análise desses dados indica que, embora o estágio tenha permitido às estudantes vivenciar na prática a teoria apresentada no curso, essa experiência não foi integradora, pois permaneceu a cisão entre a teoria e a prática. Além disso, o estágio não contribuiu para a formação de uma identidade docente reflexiva e crítica.

GJHSS-G Classification: *LCC: LB1707, LB1027.5*

RELATIONSHIPBETWEENTHEORYPRACTICEANDCONSTRUCTIONOFTEACHINGIDENTITYINTEACHERTRAININGFORBASICEDUCATIONTHECONTRIBUTIONOFTHEINTERNSHIP

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Relationship between Theory, Practice and Construction of Teaching Identity in Teacher Training for Basic Education: The Contribution of the Internship

Relação Teoria, Prática e Construção da Identidade Docente na Formação de Professores Para a Educação Básica: A Contribuição do Estágio

Profa. Dra. Eliana Mariano Carvalheira

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I. Introdução

A formação de professores para a educação básica tem sido objeto de discussão e tema central nas políticas educacionais nacionais e internacionais e reconhecida como um fator relevante para a qualidade da educação. Estudos revelam que professores competentes têm influência significativa no desempenho dos alunos, fator crucial para a boa formação das futuras gerações. Professores bem preparados e atualizados são essenciais para garantir que os alunos recebam uma educação de alto nível. A adequada preparação dos docentes é apontada como fator fundamental para a qualidade da educação (Banco Mundial, 2014).

O Objetivo de Desenvolvimento Sustentável 4 da UNESCO, visa garantir educação inclusiva, equitativa e de qualidade, bem como promover oportunidades de aprendizagem ao longo da vida. O texto enfatiza a necessidade de enfrentar a exclusão e marginalização, destacando a importância dos professores bem formados e valorizados para o sucesso da educação, como um pilar fundamental para o progresso global. A qualidade da oferta educativa depende diretamente dos professores. Profissionais bem preparados e motivados são essenciais para alcançar os objetivos do ODS 4. Isso envolve atratividade à carreira, formação contínua, reconhecimento e condições adequadas de trabalho (Gatti, 2019).

A formação de professores é um problema social relevante, muitas vezes negligenciado por políticas descontinuadas e falta de discussão sobre seu valor social concreto. A busca por formação de educadores qualificados enfrenta desafios significativos, dentre eles, o estágio supervisionado, no qual espera-se que aconteça a articulação entre o conhecimento específico e o pedagógico, além de preparar os futuros docentes para a atuar em contextos diversos atendendo a diversidade de alunos (GATTI, 2019).

O estágio é um componente essencial nos cursos de formação de professores. Ele proporciona aos futuros docentes uma vivência prática no ambiente escolar, permitindo a aplicação dos conhecimentos teóricos adquiridos durante a formação. Nessa etapa, os estagiários têm a oportunidade de refletir sobre seu papel como educadores. A interação com professores experientes e a participação nas atividades escolares contribuem para a construção de sua identidade profissional, permitindo uma compreensão mais profunda de suas crenças, valores e estilo de ensino (SARMENTO, ROCHA & PANIAGO, 2018).

Uma pesquisa conduzida por um grupo de professores da Universidade Estadual Paulista (UNESP), nos campi de Assis e Marília, que visitou a École Supérieure du Professorat et de l'Éducation (ÉSPÉ) e a Universidade de Cergy-Pontoise, na França, em 2019, destacou aspectos do estágio que contribuem positivamente para a formação docente, como a articulação entre teoria e prática, a organização dos estágios, o papel das instituições de ensino e a adoção de novas tecnologias no contexto da formação de professores franceses. O estágio profissionalizante na ÉSPÉ foi considerado fundamental, pois os estagiários são acompanhados de perto pelos seus professores e têm responsabilidades plenas em suas turmas. Na experiência francesa, a integração entre a teoria e a prática é evidente nas metodologias de ensino, nos estágios de observação e nas práticas

Author: *UNIP- Universidade Paulista.*
e-mail: marianorrosa@hotmail.com

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orientadas. Os autores consideram a formação de professores um processo complexo e é essencial criar um ambiente que promova a interação entre a universidade e a escola básica (CARVALHO, BROCANELLI, & SILVA, 2019).

A relevância do estágio e da escola como espaço privilegiado para a formação docente foi analisada por Souza Neto, Cyrino e Borges (2018). Para esses pesquisadores, a integração entre o local de trabalho e a formação docente é fundamental nesse processo, permitindo que os futuros professores organizem os saberes adquiridos para aplicação em situações de ensino. A escola desempenha um papel central de formação que proporciona experiências práticas e oportunidades de reflexão sobre essas mesmas práticas (SARTI, 2013). O estágio é uma oportunidade para construção de conexão entre a teoria e a prática na qual o futuro docente pode avançar de uma prática imitativa ou espontaneísta para uma abordagem crítica, reflexiva e transformadora (CARVALHEIRA, 2022).

Tardif (2002) destaca que a prática docente envolve diferentes tipos de saberes, e as relações entre eles são fundamentais para a profissão. Os saberes profissionais dos professores são plurais, heterogêneos e personalizados, refletindo a complexidade da atuação docente. Os saberes que o professor precisa dominar incluem os oriundos da formação profissional, disciplinares, curriculares e da experiência prática. Essa multiplicidade de saberes enriquece a atuação dos docentes. Os saberes da experiência prática dos professores são validados e incorporados como habilidades, *habitus* e saber-fazer. A jornada para se tornar um professor envolve não apenas a aquisição de habilidades pedagógicas, mas também a construção de uma identidade profissional. Esse processo intrincado de formação de identidade é um tema central na educação de professores em formação, onde os indivíduos embarcam em um caminho transformador que molda seu futuro no cenário educacional (Tardif, 2002).

Este estudo tem como objetivo investigar o papel do estágio na formação de professores para a educação básica, com um foco particular na interseção entre teoria e prática, profissionalização e a construção da identidade docente. Levando em consideração a diversidade de conhecimentos que permeiam a prática docente, esta pesquisa busca compreender, a partir da perspectiva de estagiárias do curso de pedagogia, como o estágio contribui para a formação dos futuros educadores, especialmente no que diz respeito à aquisição de conhecimentos e à construção da identidade docente.

O artigo está organizado da seguinte maneira: inicialmente, discute-se a identidade profissional do professor, seguida de uma análise da relação entre teoria e prática. Posteriormente, apresenta-se uma pesquisa realizada com estagiárias do curso de pedagogia. O estudo conclui com algumas considerações pertinentes ao tema investigado. Através desta estrutura, o artigo busca contribuir para a compreensão do papel do estágio na formação de educadores.

II. Identidade Profissional

A identidade profissional dos docentes é um fator importante para compreender suas vidas profissionais e tomada de decisões de carreira. Estudos em diversos países a consideraram como um elemento-chave para a motivação, eficácia e retenção desses profissionais. O "eu" é primordial na construção da maneira de interagir com o ambiente e tomar decisões em um contexto específico, influenciando nas escolhas e julgamentos. Compreender a identidade profissional dos professores é fator importante para obter insights sobre aspectos fundamentais de suas vidas profissionais, como tomada de decisões de carreira, motivação, satisfação no trabalho, emoções e comprometimento (Hong, 2021).

Dubar (2009) sugere que a identidade não é uma entidade estática, mas uma construção dinâmica moldada continuamente pela interação entre aspirações pessoais e papéis sociais. Para os professores em formação, isso significa que sua identidade profissional emergente é um tecido entrelaçado de suas próprias experiências, crenças e valores, bem como das expectativas, normas e narrativas coletivas da profissão docente. A identidade profissional é um conceito multifacetado que tem sido amplamente explorado na literatura. A compreensão dessa complexidade é fundamental para aprimorar o ensino e a formação de professores (Beijaard, Meijer, Verloop, 2004). No contexto da formação de professores, isso se traduz em uma prática reflexiva em que os professores em formação examinam criticamente seus papéis, desafiam suas preconcepções e alinham seus objetivos pessoais com os objetivos mais amplos da comunidade educacional. É nesse espaço reflexivo que eles começam a solidificar sua autoimagem como educadores e a encontrar sua voz única no coro da profissão docente. Os programas educacionais desempenham um papel fundamental nessa narrativa, fornecendo o suporte necessário para que os professores em formação construam suas identidades profissionais e se preparem para os desafios multifacetados da atuação docente. (Dubar, 2009)

De acordo com Pimenta (1999), assim como em Dubar (2009) a identidade docente não é um dado inalterável, mas sim um processo de construção que ocorre em um contexto histórico e social. A profissão de professor, como outras, surge em resposta às necessidades da sociedade e adquire estatuto de legalidade. No entanto, a dinâmica da profissão

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docente é evidente: algumas profissões desaparecem, outras se transformam para atender às demandas contemporâneas. É no contexto de transformação que a profissão docente se torna dinâmica e na realidade estão os referenciais para que ela se modifique. No contexto educacional, observa-se que o crescimento quantitativo dos sistemas de ensino nem sempre corresponde a resultados formativos adequados. Portanto, é primordial definir uma identidade profissional para os professores que atenda a promoção da emancipação da população. A construção dessa identidade envolve a revisão constante dos significados sociais da profissão, a reafirmação de práticas culturalmente relevantes e o confronto entre teorias e práticas. Cada professor contribui para essa construção com base em seus valores, experiências, saberes e relações com outros profissionais (Pimenta, 1999).

A identidade profissional do professor se constrói a partir da significação social da profissão, da revisão constante dos significados sociais e das tradições. Além disso, a revalidação de experiências culturalmente consagradas, que resistem a inovações, pois são impregnadas de saberes, contribui para essa construção. O confronto entre teorias e práticas, a análise sistemática das práticas à luz das teorias existentes e a construção de novas teorias também moldam a identidade do professor. Essa identidade é influenciada por valores, modo de situar-se no mundo, história de vida, saberes, angústias e anseios. A rede de relações com outros professores, nas escolas, sindicatos e outros grupos, também desempenha um papel importante nesse processo (Pimenta, 1999). Ao considerarmos o contexto global da educação, fica claro que o desenvolvimento da identidade profissional não é apenas uma busca pessoal, mas também uma troca cultural. Os professores em formação trazem origens e perspectivas diversas para construírem suas identidades, enriquecendo o cenário educacional com uma multiplicidade de olhares. É por meio dessa diversidade que a profissão docente continua a evoluir, se adaptar e prosperar (Dubar, 2009).

A construção da identidade profissional docente ocorre por meio da interação entre múltiplas experiências formativas, em diferentes contextos e ao longo do tempo. A relação educativa com as crianças, os colegas de profissão e a comunidade desempenha um papel fundamental nesse processo. A identidade profissional docente é moldada por experiências sociais, pessoais, familiares e ambientais, refletindo a trajetória pessoal e profissional de cada professor (Sarmento, Rocha, Paniago, 2018). Segundo Pimenta e Lima (2019), essa identidade é epistemológica e profissional. A dimensão epistemológica envolve saberes das áreas de conhecimento, didático-pedagógicos e ligados ao sentido da existência humana. Já a dimensão profissional se relaciona com a prática social e exige certificação específica, representada por um diploma emitido pela instituição de formação. Além disso, regulamentos e estatutos estatais definem as finalidades da ação docente, suas funções, direitos e deveres. O estágio desempenha um papel primordial nesse processo, permitindo que cada professor reflita sobre suas escolhas pessoais, o papel sociopolítico da educação e suas intenções na prática educacional.

Segundo Wenger (2010) e Nghia & Tai (2017) a identidade é vivida nas atividades do dia a dia. Para Wenger (2010) a identidade é uma trajetória que incorpora o passado e o futuro na experiência do presente, acumulando memórias, competências, eventos formativos importantes, histórias e relacionamentos com pessoas e lugares. Além disso, a identidade fornece direções, aspirações e imagens de si mesmo que orientam o desenvolvimento dessa trajetória. Ele também observa que a identidade é um nexo de múltiplas filiações, ou seja, ela é carregada para as diferentes comunidades de que se faz parte. A construção da identidade, em sua visão, ocorre em múltiplos níveis simultaneamente. Por exemplo, professores podem se identificar (ou não) com os professores de sua escola, distrito, região, disciplina, país e até mesmo com todos os professores do mundo (Nghia & Tai, 2017).

O estágio pode ser compreendido como uma situação em que o estagiário se encontra simultaneamente "dentro" e "fora" do contexto educacional. Nesse período, o futuro professor observa as dinâmicas entre professores e alunos na sala de aula, analisando o conteúdo, o processo de ensino-aprendizagem e as reações dos alunos e essa experiência pode lhe trazer conflitos. O estagiário se vê diante de práticas pedagógicas observadas e questiona sua possível adoção na futura docência. Esse conflito interno surge da dúvida sobre se ele possui conhecimentos suficientes para propor abordagens diferentes daquelas observadas. Além disso, o estagiário pode se inspirar em modelos de professores que marcaram sua trajetória como estudante, buscando incorporar essas referências em sua própria prática docente. O estágio é um momento de reflexão, tomada de decisões e construção da identidade docente. Durante essa fase, o estagiário oscila entre o papel de aluno e o de futuro professor, moldando sua postura profissional (Sarmento, Rocha, Paniago, 2018).

No contexto educacional, o profissionalismo docente tem sido objeto de estudo, especialmente quando se trata de ampliar as funções dos professores (Marcelo, 2009). Pesquisas têm demonstrado que os docentes são capazes de realizar funções que vão além das tarefas tradicionais centradas nos alunos e restritas ao espaço físico da sala de aula. Essa ampliação de funções é positiva e evidencia um claro indício de que os professores podem desempenhar papéis mais

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abrangentes e relevantes na comunidade escolar. Segundo Marcelo (2009a), Hargreaves e Goodson (1996) introduziram o conceito de profissionalismo estendido, também conhecido como novo profissionalismo. Esse modelo se concretiza principalmente nas atuais demandas aos professores para que trabalhem em equipe, colaborem, planejem em conjunto e assumam responsabilidades que vão além da sala de aula. Além disso, o profissionalismo estendido inclui funções de orientação e formação inicial dos professores, bem como aspectos centrados na formação contínua, como a formação baseada na escola. A formação da identidade docente está intrinsecamente ligada ao profissionalismo estendido. Os professores que se envolvem em práticas colaborativas, buscam aprimoramento constante e assumem papéis mais amplos na escola contribuem para a construção de uma identidade profissional sólida e significativa (Marcelo, 2009a).

O processo de formação docente é intrincado e envolve a aquisição de conhecimentos disciplinares, pedagógicos e práticos. No entanto, na análise das estruturas curriculares dos programas de formação, depara-se frequentemente com uma fragmentação e falta de coordenação entre esses diferentes tipos de conhecimento. Os currículos de formação inicial muitas vezes apresentam uma dicotomia entre os conteúdos disciplinares e os conteúdos pedagógicos. De um lado, temos os conhecimentos específicos de cada área de ensino; de outro, os princípios e estratégias relacionados à prática educacional (Marcelo, 2009). Essa separação pode dificultar a construção de uma identidade profissional sólida para os futuros docentes. Autores como Feiman e Buchman (2000) chamaram a atenção para o divórcio existente na formação inicial entre a universidade e a escola. Muitas vezes, os estudantes percebem que os conhecimentos e as normas de atuação na instituição de formação têm pouco a ver com as práticas profissionais do dia a dia na escola. Essa desconexão pode levar os estudantes a se deslumbrarem com a realidade da sala de aula e, posteriormente, a menosprezarem a relevância de certos conhecimentos teóricos (Marcelo, 2009).

Para fortalecer a identidade profissional docente, é fundamental promover a integração desses diferentes tipos de conhecimentos. Os programas de formação devem buscar estratégias que aproximem a teoria da prática, incentivando os futuros professores a refletirem sobre como aplicar os conteúdos aprendidos em contextos reais (Marcelo, 2009; Gatti, 2019).

a) *Teoria e Prática na Formação de Professores: Os Saberes Necessários ao Professor*

A relação entre teoria e prática é um tema central na formação docente. Nos cursos de formação, essa interação deve ser parte integrante dos componentes curriculares, com o estágio desempenhando um papel fundamental nesse diálogo formativo. O estágio, como eixo importante desse processo de formação, configura-se como um espaço de reconhecimento do território da prática. É nesse momento que o estudante tem acesso a diversos conhecimentos e saberes que o capacitarão para ingressar na carreira docente (Ferreira & Ferraz, 2018).

Pimenta (1999) aponta que, para tornar-se professor, os estudantes devem mobilizar três tipos de saberes, que são: os saberes da experiência, o conhecimento, e os saberes pedagógicos. De acordo com autora, quando os alunos ingressam nos cursos de formação inicial, eles já trazem consigo saberes adquiridos ao longo de suas trajetórias como estudantes. Esses saberes são moldados por suas experiências com diferentes professores ao longo de sua vida escolar e ela os nomeia de saberes da experiência. Esses saberes incluem uma variedade de aspectos como a capacidade de discernir quais professores foram eficazes em termos de conteúdo e quais tinham dificuldades na didática, ou seja, na habilidade de ensinar. Também carregam consigo a marca que alguns deixaram contribuindo para sua formação humana. Além disso, os alunos em formação trazem conhecimentos sobre a profissão, incluindo mudanças históricas, desafios enfrentados pelos professores (como turmas turbulentas e escolas precárias) e representações sociais e estereótipos associados aos educadores. Mesmo que alguns alunos já tenham experiência docente em outros espaços, em seu processo de formação, podem ainda não se identificar plenamente como professores. Eles ainda percebem a escola e o papel do professor sob a perspectiva do aluno. O desafio enfrentado pelos cursos de formação inicial é colaborar no processo de transição desses alunos, para que possam ver-se como professores e não como alunos (Pimenta, 1999).

Tratando-se do conhecimento específico a ser ensinado, Pimenta (1999) afirma que, sem eles, os alunos não poderão ensinar. No entanto, os futuros educadores não se questionam sobre o significado desses conhecimentos específicos e como eles se encaixam na sociedade contemporânea. A educação escolar na sociedade tecnológica, multimídia e globalizada visa capacitar os alunos a trabalharem com conhecimentos científicos e tecnológicos. Isso envolve não apenas operar e revisar esses conhecimentos, mas também analisá-los, confrontá-los e contextualizá-los. Afinal, a cidadania mundial requer uma visão ampla e crítica, que transcenda fronteiras e promova transformações sociais. Para os professores, discutir os conhecimentos específicos de suas áreas (sejam eles de história, física, matemática, línguas, ciências sociais ou artes) no contexto contemporâneo é um segundo passo importante na construção de sua identidade profissional durante a formação acadêmica.

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O terceiro tipo de saberes que Pimenta (1999) apresenta como necessário para a formação do professor são os saberes pedagógicos. Reconhece-se que, para ensinar efetivamente, não basta apenas ter experiência e conhecimentos específicos; é necessário também dominar os saberes pedagógicos e didáticos. Em diferentes momentos da história, esses saberes assumiram papéis distintos. Houve épocas em que os saberes pedagógicos predominaram, enfatizando o relacionamento entre professor e aluno, a motivação e o interesse dos estudantes, bem como as técnicas ativas de ensino. Em contrapartida, houve momentos em que as técnicas de ensino foram o foco principal, transformando a pedagogia em uma tecnologia aplicada. Para superar a fragmentação dos saberes na formação docente, é essencial construir os saberes pedagógicos com base nas necessidades reais da prática educacional. Isso implica ir além dos esquemas preestabelecidos das ciências da educação e considerar a experiência dos profissionais como ponto de partida e chegada. Esse terceiro passo envolve uma série de ações que aproximam o futuro professor das realidades escolares e os permitem compreender melhor o contexto em que o ensino ocorre, entre elas: observar o dia a dia da escola; realizar entrevistas com professores, gestores e alunos; coletar dados sobre temas abordados no curso; propor e desenvolver projetos educacionais dentro da escola (Pimenta, 1999).

Na perspectiva de Tardif (2013), uma profissão (como medicina, direito ou engenharia) é oficialmente reconhecida pelas autoridades estatais e se caracteriza por elementos como uma base de conhecimentos científicos que sustentam e legitimam os julgamentos e as ações profissionais. Essa base de conhecimento é adquirida por meio de uma formação universitária de alto nível intelectual, que exige atualizações frequentes para incorporar os resultados das pesquisas mais recentes. Segundo o autor, esses conhecimentos devem ser eficazes na prática para os profissionais, assim como ocorre nas áreas de medicina e engenharia. Desde o lançamento do movimento de profissionalização docente na década de 1980, houve um amplo campo de pesquisa internacional para definir a natureza dos conhecimentos que sustentam o ato de ensinar e promover aqueles que são úteis e eficazes na prática do ensino (Tardif, 2013). Os conhecimentos dos professores não se limitam a saberes teóricos; eles estão profundamente enraizados em suas experiências de trabalho como educadores. Esses conhecimentos emergem de uma epistemologia da prática, conforme proposto por Schön (1983, 1987), em contraste com o conhecimento puramente teórico. Portanto, é essencial abordar esses conhecimentos a partir das atividades reais dos professores, considerando o que eles fazem no cotidiano (Blackler, 1995). O futuro professor precisa saber como ensinar, mas também deve ser capaz de fazer com que sua competência seja reconhecida e aceita pelos alunos. O reconhecimento social, portanto, é central na discussão sobre os saberes docentes (Tardif e Lessard, 2005).

A reestruturação da prática docente pode ser contemplada sob a ótica de Donald Schön, que em 1983, desafiou o paradigma tradicional da formação de professores. Schön criticou a estrutura normativa do currículo que prioriza a sequência linear de teoria seguida por aplicação prática e, posteriormente, um estágio para exercício dos conhecimentos técnico-profissionais. Ele argumentou que essa abordagem não prepara adequadamente os educadores para as complexidades inerentes à prática diária. Segundo Schön, os desafios enfrentados pelos professores frequentemente transcendem o escopo da ciência formal e das soluções técnicas preestabelecidas, exigindo uma capacidade de resposta adaptativa que o modelo educacional convencional não consegue fornecer. Portanto, propõe-se uma revisão do processo formativo que enfatize a reflexão na ação, permitindo que os professores desenvolvam habilidades para navegar e responder às situações imprevisíveis e dinâmicas do ambiente educacional (Carvalheira, 2022).

Cochran-Smith & Lytle (1999) refletem acerca do modo como os professores e a sua formação podem ser compreendidos. As autoras discutem sob a ótica de três concepções entre conhecimento e prática (conhecimento para a prática, conhecimento em prática e conhecimento da prática) as diferentes imagens que se possui do conhecimento, da prática e dos contextos que circunscrevem o trabalho docente. Amparadas pela ideia de que esses diferentes modos de conceber podem conduzir a variadas possibilidades de melhoria e desenvolvimento profissional trazem sua contribuição sobre os saberes necessários para a formação do docente e apresentam três concepções distintas de conhecimento e prática. A primeira, denominada conhecimento-para-a-prática sugere que o conhecimento formal e as teorias são gerados por pesquisadores e docentes universitários. Este conhecimento, que inclui a codificação da chamada sabedoria da prática, é então utilizado pelos professores para aprimorar sua prática profissional. A segunda concepção conhecimento-em-prática, propõe que os conhecimentos fundamentais para o ensino são entendidos como conhecimento prático. Este é o conhecimento que os professores competentes possuem e que é intrínseco à sua prática ou às reflexões que fazem sobre sua prática. A terceira concepção, conhecimento-da-prática, se refere a geração do conhecimento essencial para o ensino eficaz por parte dos professores que ocorre quando estes percebem suas salas de aula como espaços de pesquisa intencional. Simultaneamente, eles consideram o conhecimento e as teorias desenvolvidas por outros como material que incita questionamentos e

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interpretações. Envolve uma compreensão mais profunda da prática a partir da própria prática, valorizando a experiência e a reflexão dos professores no campo (Cochram-Smith, Lytle, 1999).

Marcelo (2009), recorre aos ensinamentos da sabedoria popular que acredita que, para ensinar, basta 'saber' o conteúdo que se ensina, destacando que o domínio do conteúdo é frequentemente visto como um sinal de identidade e reconhecimento social. No entanto, sabe-se que o conhecimento do conteúdo não é um indicador de qualidade do ensino. O autor cita que existem outros tipos de conhecimentos igualmente importantes: o conhecimento do contexto (onde se ensina), dos alunos (para quem se ensina), de si mesmo e também de como se ensina. Dessa forma, o conhecimento didático do conteúdo surge como um elemento central no conjunto de saberes do docente. Ele representa a combinação adequada entre o conhecimento da matéria a ser ensinada e o conhecimento pedagógico e didático relativo a como ensiná-la. Nos últimos anos, tem-se trabalhado em diferentes contextos educativos para elucidar quais são os componentes desse tipo de conhecimento profissional do ensino. O conhecimento didático do conteúdo conduz a um debate sobre a organização e representação do conhecimento e apontam para a necessidade dos professores em formação adquirirem um conhecimento experiente do conteúdo a ser lecionado, a fim de desenvolver um ensino que favoreça a compreensão dos alunos. No entanto, de forma geral, as estruturas curriculares dos programas de formação docente, apresentam uma clara fragmentação e falta de coordenação entre os diferentes tipos de conhecimento. De um lado, apresentam os conteúdos disciplinares e, de outro, os pedagógicos (Marcelo, 2009).

b) O Estágio e Sua Contribuição na Formação de Professores na Perspectiva dos Estudantes de Pedagogia

Este estudo emprega uma metodologia qualitativa de natureza exploratória. Para a coleta de dados, foi aplicado um questionário composto por perguntas abertas e uma pergunta com duas opções de resposta fechadas. O questionário foi respondido por escrito por 45 estudantes do sexo feminino do terceiro ano do curso de Pedagogia de uma universidade privada situada na cidade de São Paulo. É importante ressaltar que todas as participantes já realizaram ou ainda estão realizando o estágio em escolas, que podem ser tanto públicas quanto privadas. Esta metodologia permitiu uma análise aprofundada das percepções das estagiárias sobre a contribuição do estágio para a sua formação e construção da identidade docente. Conforme Bogdan e Biklen (2013), na pesquisa qualitativa o pesquisador analisa os dados de forma indutiva, fazendo abstrações à medida que os dados se agrupam. O objeto de estudo em pesquisas qualitativas são as realidades específicas, lembrando que o objetivo principal do pesquisador é construir conhecimento, e não emitir opiniões sobre um determinado contexto.

Na pesquisa em questão, a primeira indagação proposta às participantes, relativa à experiência de estágio, oferecia duas alternativas de resposta pré-definidas, que visavam avaliar a contribuição do estágio para a formação das entrevistadas. As opções eram: a) para conhecer a realidade da escola; e/ou b) para aprender com os professores. Do total de 45 entrevistadas 31, o que corresponde a 68,89% do total, afirmaram que a experiência de estágio foi benéfica em ambos os aspectos. Ou seja, contribuiu tanto para o conhecimento da realidade escolar quanto para o aprendizado com os professores.

Em relação ao aprendizado com os professores, foi observado que 18 das estagiárias, correspondendo a 58,06% das entrevistadas que selecionaram ambas as alternativas, destacaram a oportunidade proporcionada pelo estágio de estabelecer uma ligação entre a teoria aprendida no curso de Pedagogia e a prática pedagógica implementada pelos professores nas escolas. As respostas apontaram que no momento do estágio foi possível melhorar as teorias aprendidas no curso, consolidar os conhecimentos adquiridos nas disciplinas, aproximar a teoria da prática, aplicar os conhecimentos teóricos aprendidos, conciliar e integrar a teoria e a prática, vivenciar a prática, aprender na prática tendo a teoria como base, aprender a didática na prática, observar como a teoria é utilizada.

Embora a maior parte das entrevistadas tenha revelado uma visão de certa forma integradora entre a teoria e a prática no estágio, uma das estagiárias expressou a seguinte reflexão: " Pra mim há muita diferença entre aprender os conteúdos que são passados nas aulas na faculdade (teóricos) e trabalhar com isso (prática). Somente com a faculdade eu imaginava ser uma coisa bem diferente de como realmente é na escola. Também aprendo coisas muito mais objetivas na escola que não são nem faladas na faculdade". Outra estagiária apontou: "Conhecer a realidade da escola pois muitas vezes a teoria e a prática podem ser diferentes (...)". Essas declarações ressaltam que a questão da integração entre teoria e prática na formação de professores para a educação básica tem sido uma preocupação duradoura, devido à tradicional divisão existente entre esses dois elementos (Pimenta, 2019). As respostas das entrevistadas revelaram que as teorias são geralmente associadas aos conteúdos do curso de Pedagogia e a prática ou a atividade profissional em si é vista como o exercício da docência que acontece no ambiente escolar.

Segundo Almeida e Pimenta, é imperativo que as práticas de estágio transcendam a dicotomia entre

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teoria e prática, estabelecendo-se como uma entidade unificada. Nessa perspectiva, o estágio e a prática são percebidos como uma unidade, onde ambos se estabelecem como uma dimensão de investigação. A pesquisa é empregada como um instrumento fundamental para garantir uma aproximação à realidade e a possibilidade de reflexão na escola, com base nas ferramentas teóricas adquiridas durante o curso. Além disso, essa abordagem promove nos estudantes, futuros professores, a concepção de pesquisa como um princípio formativo do ensino. Isso contribui significativamente para o processo de construção de sua identidade docente (ALMEIDA; PIMENTA, 2014).

Ainda com relação ao aprendizado com os docentes da escola, as estagiárias que participaram da pesquisa mencionaram a mediação de conflitos e o planejamento e gestão das atividades com os estudantes, conforme ilustrado pela seguinte estagiária: "(...) aprendemos com os professores o tempo inteiro, aprendemos a mediar conflitos, a conduzir as atividades e as aulas".

Em relação à compreensão da realidade escolar, as estagiárias relataram que o estágio possibilitou a experiência com a rotina e a dinâmica escolar, a familiarização com a estrutura da instituição, a interação com a diversidade de professores e alunos, o relacionamento com a gestão escolar e a capacidade de lidar com situações imprevistas.

No questionamento inicial acerca da contribuição do estágio para a formação docente, foi observado que 13,33% dos estudantes, o que corresponde a seis indivíduos, indicaram que o estágio contribuiu exclusivamente para o conhecimento da realidade escolar. A "realidade escolar" foi definida por essas estudantes como a discrepância entre a teoria (no curso) e a prática no ambiente escolar, demonstrando métodos de implementação ou a utilização de estratégias de ação adotadas pelos professores da instituição. Adicionalmente, os estudantes mencionaram que o estágio contribuiu para o desenvolvimento de habilidades para a futura prática docente. Conforme relatado por uma das estagiárias: "Pois na faculdade, é muita teoria, ensinam muito o que fazer e como fazer, porém apenas nos estágios ficamos frente a frente com uma sala de 25 alunos cada um com sua especialidade. Na teoria é muito raso, postura, comportamento e rotina é apenas na prática".

No início do estudo, um contingente de 8 participantes, correspondendo a 17,77% do total, indicou que a contribuição do estágio se restringia ao aprendizado com os professores. As justificativas para essa percepção centraram-se em diversos aspectos. Primeiramente, os professores proporcionaram para as estagiárias orientações para o manejo de situações problemáticas (mediação de conflitos). Além disso, instruíram sobre os cuidados e a higiene das crianças. Outro ponto relevante foi a adaptação das aulas com os recursos disponíveis na escola. Por fim, os professores demonstraram como lidar com imprevistos que estão além do controle.

Marcelo (2009) apresenta que, em se tratando dos conhecimentos necessários aos professores, sem dúvida, o conhecimento dos conteúdos a serem ensinados possui grande importância. Na fala das estagiárias, esses conhecimentos estariam relacionados às teorias apresentadas no curso. O conhecimento que podem construir no momento do estágio na escola seriam as estratégias de apresentação e formulação do conteúdo para facilitar a compreensão dos alunos. Esse seria o conhecimento didático que engloba a organização dos conteúdos, os problemas emergentes e a adaptação aos alunos com diversidade de interesses e habilidades. Ao examinar as estruturas curriculares dos programas de formação docente, identifica-se uma fragmentação notável e uma falta de coordenação entre os diferentes tipos de conhecimento mencionados anteriormente. Por um lado, são apresentados os conteúdos disciplinares e, por outro, os conteúdos "pedagógicos". (Marcelo, 2009). Esta falta de coordenação entre diferentes tipos de conhecimentos também pode ser observada na justaposição entre a universidade e a escola. Feiman (2001) já destacou este fato, referindo-se ao divórcio que existe na formação inicial, onde os estudantes frequentemente percebem que tanto os conhecimentos quanto as normas de atuação na Instituição de formação têm pouco a ver com os conhecimentos e práticas profissionais. Neste contexto, os estudantes costumam se encantar com a realidade da escola e, ao retornarem à atividade acadêmica, começam a desvalorizar - por considerá-la menos importante - a necessidade de certos conhecimentos que fundamentam o trabalho prático.

Em vista da relevância do estágio na construção da identidade profissional do docente em formação, questionou-se às estagiárias sobre a percepção de sua futura atuação docente. Nesse sentido, indagou-se como elas se autodefinem enquanto futuras educadoras, isto é, que tipo de docentes elas preveem ser quando estiverem em pleno exercício da profissão. Das 45 entrevistadas, 9 (20%) afirmaram que serão acolhedoras. Além de acolhedoras, 31,11% (14) participantes mencionaram outros atributos como cuidadosa, amorosa, empática, alegre, mansa, compreensiva, organizada, que saiba ouvir os alunos, confiante, criativa, que entenda as dificuldades dos alunos, dedicada, amiga, inspiradora, que ama o que faz, paciente, divertida, dócil, incentivadora, que respeita os seus alunos.

As características docentes identificadas pelas entrevistadas convergem com a filosofia educacional de Paulo Freire. Freire postulava que a educação deveria funcionar como um catalisador para despertar a consciência de professores e alunos, capacitando-os a

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reconhecer seu papel na transformação de um mundo marcado por injustiças. Ele enfatizava a importância do diálogo na educação, um processo que requer confiança mútua, respeito e amor (entendido como cuidado e compromisso). Freire também defendia que os professores deveriam possuir um profundo senso de amor, empatia e compaixão. Na perspectiva de Freire, um professor amoroso e dedicado é aquele que se engaja em um diálogo autêntico com os alunos, respeita e confia neles, e está comprometido em ajudá-los a questionar o mundo ao seu redor e buscar a transformação social. Em sua obra de 1996, Freire introduz o conceito de "amorosidade", que emerge da capacidade dos indivíduos de amar o mundo e os sujeitos em sua realidade concreta (Freire, 1996; Jackin, Benvenutti, Haracemiv, 2021).

Prosseguindo com a análise das características que as futuras educadoras preveem possuir, observou-se que 20 (44,44%) estagiárias responderam de maneiras variadas que serão dedicadas e comprometidas com o processo de aprendizagem de seus alunos, buscando elucidar de maneira eficaz os conteúdos e atuando como facilitadoras do aprendizado. A promoção da autonomia dos estudantes foi outro aspecto salientado por estas futuras profissionais da educação. Adicionalmente, o compromisso com a educação e a construção do conhecimento dos alunos foram outros pontos enfatizados. A seguir, um depoimento de uma das entrevistadas: "Professora que dá autonomia à criança para pensar, refletir e decidir por si próprio, tornando meu aluno um pesquisador e questionador, para que seja um adulto decidido, empático e ativo socialmente". Outra estagiária discorreu: "Uma professora comprometida, cheia de ideias e diferentes maneiras de ensinar e criar, empática, que crie crianças com senso crítico".

No contexto dessas entrevistas, nas quais as futuras educadoras expressam seu compromisso com a aprendizagem dos alunos, seis delas afirmaram que buscarão constante atualização, construindo novos conhecimentos e aprimorando os já existentes, além de inovar em seus métodos de ensino. Uma entrevistada expressou: "Penso que serei uma professora muito focada no meu aprendizado contínuo, querendo ser cada vez mais uma versão melhor de mim como professora. Pois quero honrar as professoras que me inspiraram e me instigaram, com sorte poderei ser para alguém um pouco do que foram para mim". Outra explicou: "(...) e uma formação continuada para estar sempre atualizada em relação às metodologias".

Sobre a futura prática como professora, uma das participantes da pesquisa afirmou que adotará uma postura respeitosa, porém não permissiva, pois não se considera uma prestadora de serviços. Outra participante expressou incerteza quanto à sua futura atuação como docente após a experiência do estágio.

Com base nas respostas fornecidas pelas estagiárias investigadas acerca da contribuição do estágio para a sua formação docente, é possível inferir que, quando questionadas sobre os objetivos do estágio, as discentes direcionam suas respostas para uma visão mais técnica da formação. Esta visão engloba a relação entre teoria e prática e as dinâmicas da realidade escolar. No entanto, quando se referem à sua própria atuação como docentes, as respostas tendem a se concentrar em características mais pessoais em suas interações com os alunos.

III. Considerações Finais

A análise dos dados coletados na pesquisa indica que o estágio desempenhou um papel significativo na formação das estagiárias, tanto no que se refere ao entendimento da realidade escolar quanto ao aprendizado com os professores. Esta contribuição é caracterizada pela oportunidade de aplicar, no ambiente escolar, a teoria apresentada durante o curso universitário. Esta perspectiva sobre a relação entre teoria e prática ressalta a concepção das entrevistadas de que teoria e prática são entidades distintas, cada uma com seu espaço específico de manifestação. Em outras palavras, a teoria é desenvolvida nas salas de aula universitárias, enquanto a prática ocorre na escola. Esta visão também se aplica ao entendimento da realidade escolar, um ambiente onde, frequentemente, a teoria precisa ser adaptada para ser efetivamente aplicada no cotidiano dos estudantes. Na interpretação dos dados, aprender com os professores da escola significa observar como a experiência deles no trato com seus alunos pode enriquecer a futura prática das estagiárias, permitindo a aplicação, em situações reais na escola, da didática teoricamente ensinada no curso.

Em relação ao desenvolvimento da identidade docente, a investigação indicou que, para as participantes, essa construção se divide em duas perspectivas: uma é o desejo de se tornarem educadoras que inspirem confiança em seus estudantes, sendo afetuosas, acolhedoras, pacientes, amigáveis e motivadoras. A outra perspectiva está relacionada ao compromisso com o aprendizado de seus futuros alunos. Estes dados podem sugerir que a experiência do estágio, neste momento, não proporcionou às futuras educadoras a oportunidade de construir uma identidade docente reflexiva e crítica, evidenciando uma preocupação em estabelecer um bom relacionamento com os alunos e promover o seu aprendizado.

Nesse contexto, é imperativo fomentar estratégias que possibilitem a construção do educador como um profissional intelectualmente crítico, reflexivo e investigativo. Este profissional deve ser capaz de analisar tanto a sua prática individual quanto a prática educacional que se desenvolve na escola e em outros contextos profissionais. Este profissional, munido de

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uma sólida formação teórica, é capaz de elaborar respostas aos desafios encontrados em sua prática docente. Este educador tem consciência das realidades em que seus alunos vivem e possui conhecimentos da teoria da educação e da pedagogia, os quais estão em conexão com a prática pedagógica docente. Este conhecimento permite-lhe analisar, compreender e criar procedimentos de ensino para assegurar a aprendizagem. Ele é capaz de participar ativamente na reinvenção das práticas e das escolas, possui sensibilidade social e humana e está comprometido com a superação das desigualdades educacionais. (Pimenta, 2019).

Para transcender a dicotomia entre teoria e prática na formação do professor, e promover a construção de uma identidade docente crítica e reflexiva, defende-se a integração da pesquisa nos estágios. O objetivo é que o processo da pesquisa conecte os futuros docentes aos conhecimentos que estão sendo mobilizados, colocando ambos, estudantes e conhecimentos, frente a frente. Isso é mediado pela ação do professor, que planeja, define, propõe e dirige as atividades e ações necessárias para que os estagiários desenvolvam processos de mobilização, construção e elaboração da síntese do conhecimento. Isso também lhes permitem que (re)construam, (re)signifiquem e (re)elaborem o conhecimento. A incorporação da pesquisa no estágio tem o potencial de manter uma ligação ininterrupta entre todas as atividades teóricas e práticas dos cursos e a prática educativa das escolas, considerando seus contextos histórico-sociais. Esta ligação é fundamental para a caracterização do estágio como elemento essencial para a construção de uma identidade docente crítica e reflexiva.

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Pleasure of Describing in the College Cycle: The Documentary Film

By Samira Malaki, Bouchra Aainouch & Mohamed Mahrir

Abstract- Describing in our present study presupposes the exploitation of a new didactic support in French in the college Cycle, the documentary Film in the learning process. Our objective is to improve French among our learners in their communications by describing in a foreign language which is French.

Motsclés: *le film documentaire, la didactique, la description, l'écriture et la production.*

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PLEASUREOFDESCRIBINGINTHECOLLEGECYCLETHEDOCUMENTARYFILM

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Pleasure of Describing in the College Cycle: The Documentary Film

Plaisir de Décrire au Cycle Collégial: Le Film Documentaire

Samira Malaki [α], Bouchra Aainouch [σ] & Mohamed Mahrir [ρ]

Résumé- **Décrire dans notre présente étude présuppose l'exploitation d'un nouveau support didactique en français au Cycle collégial, le Film documentaire dans le processus d'apprentissage. Notre objectif consiste à améliorer le français chez nos apprenants dans leurs communications en décrivant dans une langue étrangère qui est le français.**

Motsclés: le film documentaire, la didactique, la description, l'écriture et la production.

Abstract- **Describing in our present study presupposes the exploitation of a new didactic support in French in the college Cycle, the documentary Film in the learning process. Our objective is to improve French among our learners in their communications by describing in a foreign language which is French.**

Le film documentaire, un nouveau départ pour mieux décrire au collège

> *« Lorsqu'on nous dit que nous sommes dans la civilisation de l'image. On commet une erreur: en fait nous sommes dans une civilisation de l'audiovisuel(ou l'audiovisible) c'est-à-dire d'une domination de l'image parlante. »*
>
> *Paul Virilio*

Introduction

Lorsqu'on dépiste chez nos apprenants d'énormes difficultés en activité d'écriture qui semble être le travail le plus problématique pour tous, il ne faut pas les réprimander de ce désintérêt dont ils ne sont pas responsables. Il faut se dire que le vrai coupable, ce sont les pratiques d'enseignement de l'écrit. Les enseignants, eux, se trouvent souvent gênés au manque de participation active de la plupart des apprenants ou à des hors sujets lors des productions. Il n'est pas rare de voir des enseignants qui préfèrent bannir la séance de production écrite et la remplacer par d'autres activités, notamment l'activité « lire» ou « écouter/s'exprimer»

Les enseignants constatent souvent la grande hétérogénéité de leurs élèves dont les difficultés sont variées. N'est-ce pas une raison pour diversifier ses méthodes et faire appel à des supports différents ? «Ecrire» en français, constitue un défi majeur pour tout enseignant soucieux de créer ou d'initier une culture littéraire à ses apprenants. Effectivement, l'écriture en français a toujours posé des problèmes. Comme le souligne le *Rapport Analytique* relatifà *La Mise En Œuvre de La Charte Nationale d'Éducation et de Formation 2000-2013*, «L'évaluation des acquis en langues met en évidence un déficit linguistique des élèves qui constitue un des facteurs entravant les processus d'apprentissage.(…) Et comme le montre l'évaluation à partir des différentes données des enquêtes signalées dans le rapport d'évaluation, les acquis des élèves sont dans l'ensemble faibles en lecture et en écriture. Toutefois, écrire et lire constituent l'initiation de base à l'éducation et au code éducatif. » Le souci majeur, selon le *Rapport*, consiste, avant tout, à « garantir à travers l'apprentissage, le socle indispensable de connaissances: lire, écrire, s'exprimer, réfléchir (…) perceptible dans l'évaluation des acquis des élèves.» (pp.21-22) .Ce qui nous conduit à nous demander quels sont les moyens susceptibles de déclencher l'envie de s'exprimer voire de décrire? Quels vecteurs initiateurs suscitant la parole?

C'est à partir de toutes ces questions que nous avons choisi de mener une réflexion sur les pratiques enseignantes et d'explorer l'impact des supports à l'enseignement de la communication. Parmi les vecteurs peu utilisés et innovants, nous sélectionnons un support audio-visuel, en l'occurrence le film documentaire (désormais FD), afin d'étudier de près ses apports aux activités de communications afin de dépasser l'échec des pratiques d'écriture. Quoiqu'il en soit, il est communément admis qu'au niveau de l'écrit, l'apprenant n'apprend véritablement pas à écrire et que cette activité ne stimule que peu sa curiosité et son intérêt.

A cet effet, on peut se demander comment nous sommes arrivés à cet état ?

Plusieurs facteurs peuvent être évoqués. En écriture, nous avons souvent eu recours à d'autres modes d'expression comme l'image fixe et mobile, ainsi que le texte sans épargner le modèle prescrit par le professeur pour réaliser une expression écrite. Toutefois le problème de l'écriture persiste toujours. Les élèves écrivent- si peu en classe :

Author α: Enseignante Chercheure au Centre Régional des Métiers de l'éducation et de la Formation, Rabat, Maroc.
e-mail: Malaki.crmef@gmail.com
Author σ: Enseignante Chercheure au Centre Régional des Métiers de l'éducation et de la Formation, Rabat, Maroc.
e-mail: Bouchraainouch@yahoo.fr
Author ρ: Professeur de l'Enseignement Supérieur (PES), CRMEF-Kénitra, Maroc. e-mail: Mahrirmed@yahoo.fr

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– Dans quel sens certaines pratiques d'enseignement de l'écrit entravent la motivation et l'autonomisation des apprenants?
– Comment déclencher l'envie d'écrire et de décrire? Quels vecteurs facilitateurs mettre en place pour susciter l'écrit (-ure)?

De là découle notre réflexion sur les pratiques enseignantes et visant l'exploration de nouveaux supports à l'enseignement de l'écriture. Le contexte marocain recourt à l'image et au texte pour écrire. Les OP(2009) suggèrent, dans la liste des compétences à construire aux « compétences technologiques »: « on pourra compléter le travail proposé par les manuels à travers des tâches qui sollicitent l'utilisation des nouvelles technologies. » (p. 12).

Pourtant, aucune des cinq compétences énumérées ne fait clairement mention de l'intérêt d'une utilisation didactique de l'image filmique ou du film, notamment documentaire, en classe de langue, en vue de favoriser les apprentissages variés des collégiens. L'audio-visuel y est timidement pris en compte surtout dans sa dimension technologique et non fonctionnelle pour (encore une autre « frilosité »)… amener les élèves à écrire. En outre, dans le *Livre Blanc*, la période « Lire les médias » est particulièrement dédiée à la presse écrite et, dans la partie consacrée dans les *OP* au rapport périodes/ genres/ compétences/ séquences, la *lecture des médias* figure parmi les genres de discours retenus; or, là aussi, l'accent est mis, avant tout, sur la *presse écrite* (p.20).

D'un autre côté, dans les différents manuels scolaires, le nombre des exercices et des pistes de travail en rapport avec l'activité « écrire » est inférieur à ce celui réservé à d'autres moments d'enseignement-apprentissage comme « lire », « langue-communication » ou « écouter/s'exprimer ».

En somme, il n'y a pas de rapport étroit entre le curriculum, les programmes et les manuels scolaires. Pour mener à bien notre recherche, nous avons effectué des enquêtes, des questionnaires, des entretiens et l'analyse des copies décelant les causes de l'échec de l'écrit relevés ci-dessus. Les dysfonctionnements relevés ci-dessus nous incitent à nous demander si le texte écrit est l'unique support susceptible d'aider les élèves à « produire » et s'il n'y a pas lieu de se tourner vers d'autres modalités de travail plus « incitatives », et donc plus fécondes.

I. Le Film Documentaire (FD) Dans L'apprentissage de L'écriture

De nos jours, l'image filmique et documentaire constitue une réalité indéniable, voire un médium incontournable (pour ne pas dire hégémonique). Sollicité de toutes parts, l'apprenant d'aujourd'hui a, en principe, le droit et le devoir d'y être préparé pour, d'une part, savoir « s'y retrouver » et, surtout, défendre sa liberté, par un recul analytique et critique nécessaire et, d'autre part, pour en tirer profit en réinvestissant les acquis générés par ce support qui traverse notre quotidien et nos pratiques sociales .Le recours au film documentaire bannit plusieurs problèmes que nous vérifierons à la lumière des enquêtes et expérimentations du FD au service de l'acte d'écrire en contexte scolaire:

- Quels sont les obstacles liés à l'écriture pour les élèves, notamment en langue seconde ?
- Les textes, le manuel, sont-ils les seuls supports possibles à l'écriture ? Dans quelle mesure l'audio-visuel invite-il à s'interroger sur les supports traditionnels dans l'enseignement-apprentissage de l'écrit ?
- En quoi le FD peut-il motiver à écrire et changer le rapport à l'écriture ?
- Sur le plan cognitif, l'exploitation didactique du FD peut-elle développer, en classe de français, les savoirs et les compétences langagières, en particulier d'ordre scriptural?

Comment est vécue, par les élèves, la séance de production écrite ? C'est souvent un *moment d'angoisse,* voire une *sanction* pour l'élève. Dans les pratiques d'enseignement, n'est-ce pas aussi une *activité ingrate* pour de nombreux enseignants qui la relèguent vers des plages horaires (trop) réduites ?

Notre objectif est de tenter de mettre ce dispositif en place dans la perspective de conduire le groupe-classe vers un rapport plus stimulant à l'écriture en lui offrant des *jalons* préalables, à extraire du corpus filmique, et à « mettre en œuvre » lors du travail de textualisation.

Dans une optique progressive, l'expérimentation menée porte successivement sur un travail pédagogique abordant les aspects de la description, pour voir concrètement les retombées didactiques d'une telle approche. Avant d'y procéder, nous souhaitons éclaircir le processus d'écriture en référence à Bucheton.

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a) Le Processus D'écriture Selon Dominique Bucheton

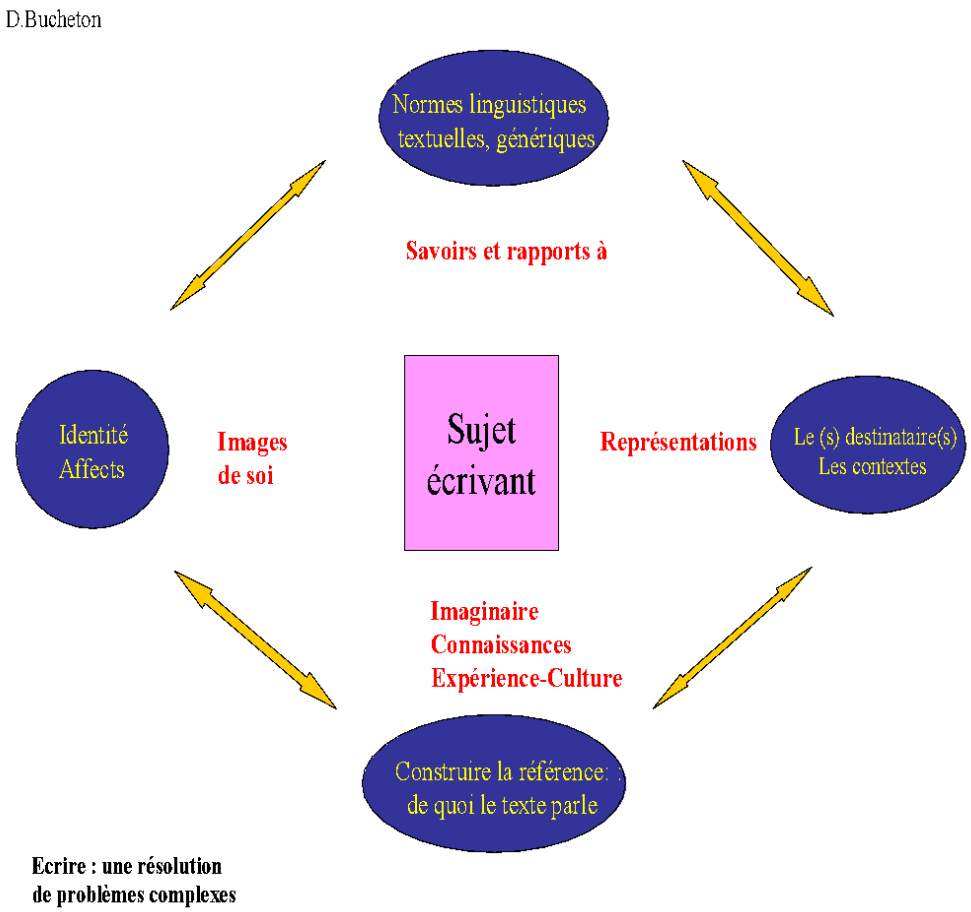


Figure 1

Notre *sujet écrivant* est un apprenant d'une langue étrangère ou seconde, un usager de la langue étrangère ou seconde (ou langue d'arrivée, puisque pratiquant, déjà, une langue de départ, dite « langue maternelle »).

De même, selon l'approche de Dominique Bucheton, ce sujet écrivant *signe* nécessairement sa production en inscrivant - consciemment ou non - quelques indices renvoyant à son *identité* ou à ses *affects* et fait part, de façon claire ou déguisée, des images qu'il a de lui-même et qu'il essaie de transmettre, de « faire passer » L'écriture reste, par définition, un acte de communication « en différé » : le scripteur cherche donc à adapter son acte d'écrire aux images qu'il se fait de ce « pôle » et des conditions de sa réception. Et, comme le précise Sartre, « tous les ouvrages de l'esprit contiennent en eux-mêmes l'image du lecteur auquel ils sont destinés. » ([1])

Erik Orsenna n'écrivait-il pas que « lire ressemble à regarder l'horizon. D'abord on ne voit qu'une ligne noire. Puis on imagine des mondes.»?

Ce lecteur (-auditeur), engagé dans l'interaction, saura, en fin de parcours, apprécier les écrits produits, saisir partiellement l'«image» de l'auteur, voire interpréter le sens des voix qui habitent ses mots (et celui des voies, cette fois, qu'il aurait empruntées pour élaborer l'architecture de ses textes et la variété des gammes de ses énoncés). Cette prise de conscience de la dimension interactionniste de l'acte d'écrire revêt une grande importance dans le processus de l'écriture car, comme l'a bien souligné le psychosociologue Mead, le « «Moi» - écrivant- n'existe que par et dans les interactions sociales et le processus même de la pensée est de nature interactionniste puisqu'il trouve sa source dans l'aptitude progressive à adopter le point de vue d'autrui sur soi."([2]) D'où la valeur d'une *approche par compétences* qu'on cherche à mettre en place(en classe) puisque la prise en compte de ce paradigme s'inscrit dans la ligne de mire des *O.P.* en vigueur (2009).

[1] Là encore, le « recul réflexif » reste bénéfique pour bien analyser les processus complexes de l'écriture et de lecture. *Cf J.-P Sartre,Qu'est-ce que la littérature ?*, Gallimard, 1948

[2] Cité par Alex Mucchielli et Jeannine Guivarch in *Nouvelles méthodes d'étude des communications*, Armand Colin/Masson, 1998, p.323

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b) Le Film: Un Support Scripto-Audio-Visuel Motivant

Le support filmique représente aussi une puissante re-source d'images et de sons (qui nourrissent les esprits et façonnent les imaginations modernes) mais aussi un puissant moteur de renseignements et un générateur de…rêves et, lorsque nous recevons ce type de « message polychrome », nous avons recours à une « gestion mentale » des informations qu'il génère en fonction de notre profil. Ainsi si nous sommes dotés d'un profil dit « visuel », nous transformons les mots, les informations et les paroles en *images* et nous voyons « *un film* » dans notre tête. Ainsi, ces informations reçues sont plus facilement retenues quand elles sont écrites ou visualisées. En revanche, si nous sommes d'un profil « auditif ou verbal », nous transformons les mots, les images et les paroles en sons et nous réentendons la voix des autres et *parlons dans notre tête*. Il nous est alors facile de retenir les informations reçues ou transmises quand elles sont dites, verbalisées. Nous estimons donc, à juste titre, que le film documentaire se présente comme un *support multidimensionnel* (ou faisceau) où ces différents profils d'apprenants ([3]) peuvent trouver leur compte en y «butinant» avec profit, dépassant de loin, sur ce plan, les « offres » qui leur sont faites par certains textes écrits du manuel.

Pour Conclure:

Le FD peut ainsi changer le rapport à l'écriture. Et c'est en s'inscrivant dans cet esprit, où il s'agit de « redonner goût à l'écriture », en revoyant les pratiques de son enseignement, que l'intervention didactique revêt tout son intérêt: l'apprenant prend alors conscience des progrès, comme l'affirme Jean Houssaye, « l'élève sera véritablement disposé à apprendre si les activités qui lui sont proposées ont *un sens pour lui*.» ([4])

II. Expérimentation: Analyses et Résultats

Dans le domaine de l'enseignement, le FD, en tant que document audiovisuel, réussirait-il à améliorer l'écriture des élèves dans des types discursifs majeurs, telle que la description ?

Pour ce faire, nous avons mené une enquête auprès de différents acteurs intervenant au cycle collégial (élèves et enseignants pour se faire une idée quant aux supports auxquels ils recourent mettre les élèves en écriture) et une exploration du manuel.

a) Enquête: que disent les enseignants ? Quels supports utiliser en classe de français et dans quelles conditions ?

Un autre questionnaire a été proposé aux enseignants du cycle collégial pour avoir un aperçu des supports auxquels ils recourent pour planifier, gérer et évaluer les apprentissages de leurs élèves.

L'échantillon interrogé est composé d'un total de 58 professeurs dont 45 femmes et 13 hommes ayant une expérience professionnelle variable s'étalant entre 1 et 37 ans.

Concernant le recours au FD comme support pour travailler en classe, 11enseignants (soit un pourcentage de 18,9) déclarent avoir déjà travaillé dans leurs classes au moyen d'un FD alors que 40 déclarent ne pas avoir eu recours à ce moyen (68,9%). Seule une minorité d'enseignants exploite donc le FD.

Concernant l'impact de cette exploitation du FD sur les interactions en classe, l'écart entre ceux qui déclarent que leurs élèves sont très intéressés (12) et le seul qui dit sa classe peu intéressée par le FD est significatif. Les apprenants manifestant de l'intérêt vis-à-vis du FD représentent un effectif important, selon plus de 20% d'enseignants. Le corollaire en est le constat fait par 16 d'entre eux qui déclarent que le FD a un impact certain sur le développement des compétences de leurs élèves ; de même, pour 14 d'entre eux, l'impact du FD sur l'atteinte des objectifs visés est positif.

La conclusion qui se dégage de l'ensemble de cette enquête auprès du personnel enseignant est la suivante :

- le manuel scolaire reste l'outil le plus prisé en classe, toutes activités confondues avec, dans une moindre mesure, l'image fixe et les documents sonores. L'image filmique, elle, y occupe une toute « petite place » ; elle est presque inexistante pour la production écrite ;
- un certain conservatisme, voire un manque de créativité caractérise les pratiques enseignantes qui restent en décalage avec les supports et langages actuels, et ne forment donc pas les enfants au monde et à la culture du XXIe siècle ;
- certes l'un des freins réside, notamment dans l'insuffisance des infrastructures adéquates, ou une sous-exploitation de celles-ci lorsqu'elles existent, mais, cet état de fait s'explique aussi par un manque d'initiation à la méthodologie d'exploitation de l'image filmique et une déficience sur le plan de la formation initiale et continue.

Paradoxalement, pourtant, l'on constate un véritable intérêt au sujet du FD comme étant une alternative aux supports classiques pour l'enseignement-apprentissage de l'écriture.

[3] Audrey Akoun, Isabelle Pailleau, *Apprendre autrement avec la pédagogie positive, édit. Fayolles*, coll. «*Apprendre autrement*», 2013
[4] *Cf.* Cécile Delannoy, *Ibidem*. C'est l'auteure qui souligne.

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b) Entretiens avec les élèves: Ecrire, posture-enseignant/regard-apprenant

L'entretien avec les élèves s'inscrit, d'une part, dans une perspective exploratoire et tend, d'autre part, à renseigner sur la pratique de l'écrit en classe et à permettre de vérifier le bien-fondé des hypothèses avancées.

Les entretiens dont nous rendons compte se sont déroulés avec 38 élèves de 1ère et de 2èmeannées du collège Ibn Hazm à Kénitra. Ils se sont étalés sur deux séances durant 27 minutes (1ère) et 20 minutes (2ème). La méthode choisie a été de faire l'entretien directif avec toute la classe. Ce genre de questions peut perdre les élèves qui ne savent pas ce que l'enseignant attend exactement d'eux. Au fur et à mesure que nous posions les questions, nous ajustions les réponses pour obtenir des termes précis et éviter que l'élève ne soit livré à lui-même. Les questions posées étaient ouvertes à propos des acquis, de l'apprentissage, des composantes du savoir et des difficultés rencontrées.

Les résultats sont presque homogènes:

(i) La majorité des élèves pense que l'activité qui pose le plus de difficultés est l'écriture.

(ii) Les élèves ont déclaré qu'« écrire » est le couronnement des autres activités et sont unanimes sur l'inauguration de la semaine didactique par l'activité de lecture et sur le cloisonnement habituel : lire/langue-communication-écouter/s'exprimer/écrire.

(iii) L'activité de l'écrit est généralement exécutée individuellement. Le temps consacré à l'écriture varie entre 20 et 45 mn, d'après les réponses, et les apprenants disent que ce temps est suffisant. La rédaction se fait à partir d'une grille élaborée par l'enseignant au tableau, laquelle-grille comporte des idées, des indications, des expressions, du vocabulaire, etc. Mais, quand le sujet est difficile, le professeur procède par groupe. Si certains préfèrent travailler seuls, la plupart vote pour le travail de groupe ; ils justifient leur choix du travail collaboratif par la diversité et la richesse des idées mais à condition que tous les membres du groupe soient rentables et actifs. Ainsi, le faible n'a pas de place car il sollicite constamment le leader qui acquiert le rôle de traducteur ; ce qui est un obstacle pour les bons élèves. Malgré ces handicaps, ils préfèrent travailler avec leurs camarades plutôt qu'avec les adultes qui s'imposent par leurs avis.

(iv) Les élèves de la 1ère année ne sont pas accompagnés par leur professeur lors de la rédaction et rédigent seuls sans être orientés, alors que ceux de la 2ème année disent le contraire.

(v) La correction est rarement faite par les élèves. C'est le professeur qui corrige et les élèves donnent des remarques ou font des commentaires à propos du titre, de la conjugaison, de la ponctuation ou du vocabulaire. Nous avons remarqué la motivation des apprenants d'après les questions qui leur ont été posées.

A l'issue de ces entretiens, les indications recueillies auprès des élèves interrogés sont révélatrices pour notre recherche : l'activité « écrire » est celle où les élèves ont plus de difficultés ; de plus, cette activité est toujours reléguée à la fin de la semaine. Le rapport à l'écrit et à la culture livresque a perdu en attractivité compte tenu de la prédominance de la technologie qui a bouleversé les mœurs des apprenants. Ceux-ci sont imbibés par tout ce qui est numérique, ce qui confirme nos hypothèses initiales, que le numérique (FD) pourrait être un déclencheur pour écrire.

c) Quelle Conception de L'écrit dans le Manuel ?

On le sait, le manuel est un outil incontournable, comme l'écrivent de nombreux chercheurs et, en particulier Toraille[5]:« *on a toujours pensé qu'au fur et à mesure que se développe la scolarité, le livre était appelé à pénétrer progressivement dans l'enseignement, confirmant, consolidant, et synthétisant les idées acquises* ».Certes, le livre revêt une importance considérable. C'est une banque de données conformes aux programmes officiels : « Elle propose à l'enseignant des exemples de démarches et des orientations afin qu'il puisse à partir du programme, des manuels scolaires, de l'équipement dont il dispose, façonner et mener son activité pédagogique […] on pourra compléter le travail proposé par les manuels à travers des tâches qui sollicitent l'utilisation des nouvelles techniques… »[6]

Comme on le voit,les instructions officielles insistent sur la nécessité de compléter le manuel par les nouvelles technologies. Toutefois, la situation montre un écart flagrant entre les pratiques de classe et ces recommandations dans la mesure où on fait du manuel un usage constant et exclusif.

Or si le livre est un écrit, en quoi le livre qu'est le manuel facilite-t-il l'entrée dans l'écrit pour les élèves ? A partir de quoi les élèves écrivent-ils le plus souvent ? Quelle est la méthode prédominante?

d) Le FD au Service de L'écriture de la Description

R. Toraille et al. (1972) écrit sur la civilisation de l'audio-visuel : « Nous sommes plongés dans une civilisation de l'image, une nouvelle civilisation de l'image conviendrait-il sans doute de dire, car avant le développement d'une civilisation livresque, civilisation dont il y aurait lieu de déterminer les limites vraies dans le temps et dans l'espace, il existait déjà une civilisation de l'image ». Effectivement, le rôle de la civilisation livresque se réduit au profit de la civilisation de l'image. Les élèves marocains ont beaucoup de mal à produire,

[5] Toraille R. et al. (1972 : 219), *Psycho-pédagogie pratique,* Istra
[6] *Orientations pédagogiques* (2009 : 7/12)

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voire ne produisent pas, des textes en français. En quoi le FD peut-il favoriser cette écriture, leur donner confiance pour s'exprimer en langue française qui n'est pas leur langue maternelle?

Dans la terminologie cinématographique, le terme documentaire apparaît dès la fin de 1920. En France, Marcel Ichacest ainsi l'un des premiers à utiliser une caméra mobile, qu'il accroche à des skis dans le film *36 chandelles*, en 1936. Au début, c'était des scènes de bataille, des documentaires de montagne (*le Tonnelier*, 1942), des documentaires scientifiques (Jacques-Yves Cousteau et Louis Malle). Un documentaire répond toujours à une démarche, celle de son auteur, et propose donc une vision particulière (choix du sujet, montage…). C'est une véritable œuvre de création : rareté du langage, mise en scène, appel de la réalité à soi, effets de sens, voix *off*, la prise sur le vif…). C'est une manière d'écrire avec des images et des sons.

Saisissante, l'image filmique[7] est un puissant instrument de culture générale, améliorant le savoir et enrichissant le vocabulaire. Chaque mot est suivi automatiquement d'une image le schématisant. Ainsi, le FD offre le champ d'immenses découvertes à un large public (enfants, adultes) et à des milieux différents (ruraux, urbains). Le problème socioculturel ou identitaire ne se pose pas (comme dans le manuel). Au contraire, l'image filmique est propice à véhiculer des messages d'ouverture civilisationnelle et culturelle. Selon R.Toraille et al., « elle permet de frapper davantage l'imaginaire des enfants. » (*Ibid*)

Perrenoud. P. (1997 :35) écrit « Une compétence présuppose l'existence de ressources mobilisables, mais ne se confond pas avec elles, puisqu'au contraire elle y ajoute en prenant en charge leur mise en synergie en vue d'une action efficace en situation complexe.»

En effet, le développement des compétences se fonde sur l'activation des savoirs face à de nouvelles situations. Lors de l'expérimentation du FD, les élèves ont collecté des savoirs. Suffisamment armés à la phase d'expression écrite, ils peuvent produire un texte écrit, voire réaliser plusieurs jets d'écriture : semer des graines fait germer et développer les compétences.

En somme, le FD renforce les compétences langagières en situation de réception et en situation de production, l'objectif étant de développer l'écrit, de donner le plaisir d'écrire, de former des esprits actifs en changeant les paradigmes et les habitus des enseignants pour un renouveau de l'apprentissage. C'est un métier qui devient en plus en plus technique.

Pour que les apprenants dépassent leurs difficultés en écrit, l'enseignant doit veiller à

- Planifier les processus à long, à moyen et à court terme (Ecrire et réécrire).
- Augmenter le nombre de séances d'écrit en classe.
- Varier les méthodes d'enseignement des activités de l'écrit.
- Innover en optant pour les méthodes les plus modernes.
- Varier les supports (bande dessinée, image, FD…).

Nous pouvons relever le défi et aider les élèves à devenir de bons scripteurs.

e) Qu'observons-nous dans les copies des élèves de deuxième année du collégial ?

- Un exemple : « Ecrire la description d'une personne ».

Qu'est-ce qu'écrire en français ?Pour J. Goody (1997), l'acte d'écrire: *« ce n'est pas seulement enregistrer la parole,c'est aussi se donner le moyen d'en découper et d'en abstraire les éléments de classer les mots en listes et combiner les listes en tableaux (…) «*

Ainsi définie, l'écriture n'est en aucun cas une simple application de règles orthographiques ou grammaticales ,mais une pratique sociale tendant vers la construction du sens entre des interlocuteurs ; c'est un processus complexe, comme l'explique D. Bucheton (voir le schéma p.…) : il implique un sujet écrivant qui peut ajuster son message à des destinataires différents, qui mobilise toutes ses ressources cognitives et culturelles (Imaginaires, savoirs, cultures, expériences…) pour réaliser un message dans les codes de la langue utilisée.

Qu'en est-il des compétences manifestées dans les productions écrites de nos apprenants ?

Nous nous basons sur 100 écrits recueillis en deuxième année du collège, répondant à la consigne de « Décrire une personne » : les apprenants ne dépassent pas l'âge de 14 ans ; ils sont issus de milieux sociaux hétérogènes et représentatifs de deux types d'établissements publics : le milieu urbain à Kénitra, le milieu rural à Sidi Slimane au Maroc.

Les programmes du collégial précisent les compétences langagières et linguistiques de référence pour la production écrite : cohérences énonciatives et textuelle (structuration et orientation discursive, cohérence et cohésion textuelles…) outre la dimension linguistique : voir les références utilisées aux examens du collégial (pertinence, cohérence…..). Produire un texte cohérent conformément aux attentes institutionnelles est l'une des priorités de l'enseignement-apprentissage de l'écrit.

Souvent considéré comme source d'angoisse, l'apprentissage de l'écrit constitue un véritable calvaire pour certains apprenants qui ne sont pas outillés pour

[7] Voir Vincent Pinel (1996), *Vocabulaire, technique du cinéma*, Nathan - Jacques Aumont (2005), *L'Image,* Armand Colin.

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réinvestir leurs acquis dans l'écrit[8]. Odile Dot (1983 : 26)[9] « sélectionne deux types de difficultés inhérentes aux élèves. Pour les premiers, ils n'acquièrent pas les connaissances pour les fixer. Les seconds, les retiennent, mais ne parviennent pas à les utiliser ».

En quoi le FD peut-il améliorer l'écriture, notamment la cohérence et la cohésion textuelles des écrits des apprenants ? A quelles conditions ?

C'est ce que nous avons cherché à explorer dans les expérimentations qui sont présentées dans ce qui suit.

f) Déroulement de L'activité de L'écriture de la Description

C'est pourquoi nous nous sommes posé la question : le FD peut-il servir *d'auxiliaire à l'écrit ?* Quelle part lui revient-il dans *l'écriture ?* Pour tenir compte autant que possible de l'apport du FD, nous avons gardé le même discours, celui de la description que nous avons déjà essayé de cerner auparavant à travers l'analyse de certaines copies d'élèves, bien avant de nous engager dans cette phase, consacrée prioritairement à l'expérimentation.

L'expérimentation a suivi deux étapes : La première a eu lieu lors d'une séance de lecture de FD sur le thème animalier (Les animaux de la ferme[10]), en deuxième année-collège. Notre visée était de familiariser nos jeunes élèves avec de nouvelles pratiques en intégrant le numérique dans les méthodes d'enseignement-apprentissage. C'est un essai de pratique pédagogique qui n'a pas abouti à une production écrite. Mais les postures d'élèves nous ont encouragés à tenter la présente expérimentation pour mener une activité d'écriture avec le FD comme support.

La deuxième étape s'est focalisée sur l'expression écrite à partir d'un FD, autour du thème touristique (un voyage à la place Jemmaa el fna[11]), auprès des élèves de première année du collège Ibn Hazm à Kénitra à public homogène. Cette expérience a pour objectif de voir l'apport du FD sur les écrits des élèves.

Notre démarche consiste à insérer le FD dans une séquence intitulée : « *Dégager les caractéristiques de la description* ». Nous travaillons sur un échantillon de deux classes de la première année du cycle collégial, un équivalent de 40 copies d'élèves.

Dans le déroulement de l'activité, nous observons trois phases effectuées par l'enseignante[12], pour amener les élèves à écrire un texte descriptif.

A) *Phase 1 - FAIRE OBSERVER (ORAL) - Durée : 15 mn*

L'enseignante, avant d'entamer la séance, écrit sur le tableau l'intitulé de l'activité « écrire », l'objectif et le sujet de la production écrite « décrire un lieu », la grille à remplir par des éléments décrits par le FD (à savoir la place Jemmaa el fna) et les critères à respecter pour écrire**.** Elle ferme le tableau, puis fait entrer les élèves. L'installation des élèves est rapide et silencieuse.

Elle débute par *une mise en situation* qui s'effectue *oralement* durant 9 mn. Celle-ci se décline en questions ouvertes pour inciter l'activité réflexive et élargir le champ d'investigation :

Table 1

Questions de L'enseignant	Réponses des Elèves
– Quel type de film vous regardez ?	– un film documentaire.
– Vous regardez quel type de film d'habitude ?	
– Quoi d'autre?	– je vois un film géographique
	– *un film d'action.*
	– *un film de Zambie.*
	– *un film d'horreur.*
– *…un film comique. Aujourd'hui, on va voir un FD comme l'a dit votre camarade. Quelle est l'activité d'aujourd'hui ?*	– *Ecrire.*
– *Quel est le titre de l'activité ?*	– *Décrire un lieu.*

Elle communique l'objectif aux apprenants : « décrire un lieu à partir d'un FD », puis elle commence les activités de la discipline : « *on va faire l'activité écrire à partir d'une image filmique* ». L'objet d'enseignement c'est *l'écriture,* transformer le *texte-source* (FD) en texte-cible : écriture d'un texte descriptif. Cette étape débute par la découverte du support, à savoir le FD. Ainsi, elle lance la première projection, d'une durée de 1mn 36s, qui restitue la présentation du Maroc en général. Puis, elle visionne la séquence suivante qui dure presque 4mn qui concerne Marrakech. On constate, dans ce début de lecture du film, que l'enseignante procède comme en lecture de texte : des questions invitent les élèves à repérer le genre du film et à repérer l'objectif de la séance.

[8]

[9] Odile Dot (1983) « Vaincre les difficultés et prévenir les échecs scolaires. »

[10] Veaux, vaches, cochons… Le quotidien d'une ferme (2013) : www.youtube.com

[11] LeMaroc au coeur des traditions : la place Jemmaa el fna (2016) : www.youtube.com

[12] D'après le concept de« gestes didactiques », (voir Bucheton D., 2008, 2009, 2014).

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Il n'y a aucune différence entre l'approche d'un film et l'approche d'un texte dans la pratique de questionnement.

B) *Phase 2 - FAIRE COMPRENDRE (ORAL) - Durée : 15 mn*

L'enseignante a visionné la séquence réservée à la ville de Marrakech et, plus précisément, celle de la place Jemmaa el fna s'étendant de la 31,33mn jusqu'à la 34,51mn. L'échange oral commence par l'identification de certains procédés de l'image filmique (la *voix off*) et c'est d'ailleurs la seule occasion où l'enseignante fait référence aux techniques propres à l'image filmique. Dans cette première étape, elle formule des questions autour de la personne qui raconte et des lieux évoqués et essaie d'orienter les élèves vers la bonne réponse :

Table 2

Questions Enseignant	Réponses Elèves
– *Vous avez entendu une voix, de qui ?*	– *Du journaliste*
– *Cette voix, on l'appelle la « voix off ».*	
– *A qui parle-t-il ? A qui s'adresse t-il ?* – *Il parle à qui ?*	– *Aux spectateurs.*
– *Quel endroit décrit-il ?*	– *Il décrit la place Jemmaa el fna.*
– *La place Jemmaa el fna se trouve à… ?*	– *Marrakech*
– *Est-ce qu'elle se trouve à l'entrée ou à la* – *sortie de la médina ?*	– *Elle se trouve à l'entrée de la médina.*

Cette phase qui consiste à comprendre ce qui se passe et ce qui est raconté et décrit dans le FD est conduite par l'enseignante par un questionnement identique à celui qu'on utilise pour comprendre un texte : les élèves y répondent, de la même façon, par un mot ou une phrase qui correspondent à l'information attendue. On est donc dans une activité de lecture-compréhension.

Comment passer à l'écriture ?

L'enseignante implique les élèves et écrit au tableau la teneur des échanges oraux. Les échanges alimentent le plan langagier, thématique et contextuel sans épargner la dimension linguistique :

- Professeur : *Comment est-elle la place* ?
- *Elle est incroyable, touristique*.
- Professeur : *Comment elle est le jour* ?
- *Le jour, elle est ensoleillée*.
- Professeur: *Le soir, comment elle est* ?
- *Il y a les lumières, elle est illuminée*

La plupart des élèves manifeste un grand intérêt. L'enseignante dresse alors un tableau dans lequel elle recueille les réponses des élèves (éléments décrits, indicateurs spatio-temporels)

- Professeur : *Il décrit quels éléments* ?

Les élèves retiennent les composantes de la place Jemmaa el fna (les restaurants, les calèches, les plats, les boissons, les tagines…). Et le tableau recueille ce qui a déjà été vu et exprimé par le groupe : c'est une synthèse du texte-source après le débat collectif : « l'écriture au tableau s'inscrit parmi l'ensemble plus large de conduites de transmission, d'étayage ou de médiation, que déploie l'enseignement pour orienter les activités d'apprentissage.»[13]

C) *Phase 3 - FAIRE FAIRE (Ecriture) - Durée : 15 mn + 15 mn*

Produire de l'écrit nécessite la mise en place d'un travail d'écriture en classe, afin d'apporter une aide méthodologique aux apprenants pour améliorer leurs écrits. Lors de cette phase, les apprenants sont invités à formuler par écrit ce qu'ils ont retenu et l'appliquer dans cette nouvelle situation.

L'activité a pour objectif d'écrire un texte descriptif composé de phrases simples, à l'instar du texte étudié et du FD visionné, ce qui rétablit des liens entre ce qui se fait au sein de l'école et le vécu ou le quotidien des apprenants. L'enseignante lit la consigne qu'elle inscrit au tableau : « *Complète la lettre suivante : tu écris à un ami français en décrivant la place Jemmaa el Fna pour l'inciter à venir la visiter. Décrire ce qu'on a entendu et ce qu'on a vu*. »

Elle lit la grille d'auto-évaluation affichée en bas du tableau :

Table 3

Critères	Evaluation
- J'ai bien employé la ponctuation	
- J'ai introduit des indicateurs de lieu pour avoir un texte cohérent.	
- J'ai utilisé des indicateurs de temps.	
- J'ai respecté la caractérisation.	

Les élèves écrivent individuellement. Le temps d'écriture est de 15 mn sur le brouillon et 15 mn au propre (15 mn) et l'enseignante ne ferme pas le tableau contenant les informations (éléments décrits et indicateurs spatio-temporels). Nous n'avons pas relevé de cas d'élève distrait. Ils réussissent à réécrire leur

[13] Bucheton D. (2008: 198).

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texte, il n'y a pas de copie vide. D'habitude, on trouve 5 ou 6 élèves qui arrivent à écrire quelques lignes dans une classe de 30 apprenants; le reste, rend une feuille blanche. Après cette séance d'écriture à partir du FD, les élèves sont très motivés.

Après le visionnage du FD, l'enseignante sollicite les réactions des élèves, puis, les invite à puiser les réponses dans le FD (*Le Maroc au cœur des traditions, la place Jemmaa el* fna). Nous constatons que les résultats sont meilleurs sur *la posture des élèves* (avec le FD comme support) : ils *reformulent,* adoptent des gestes d'étude et *tissent* des liens entre les images filmiques mémorisées et les informations correspondantes. C'est ce qui se dégage à travers leurs réponses :

Table 4

Questions Enseignante	Réponses Elèves
- Comment est-elle la place ?	*- Elle est touristique, incroyable*
- Comment elle est le jour ?	*- Le jour, elle est ensoleillée*
- Le soir comment elle est ?	
- Il y a les lumières	*- Elle est illuminée*

L'enseignante a eu recours à plusieurs ressources[14] pour animer la situation :

Elle établit la confiance en soi pour inciter, à travers une participation active des élèves, à exprimer ce qu'on a retenu sur la place Jemmaa el fna :

Table 5

Questions Enseignante	Réponses Elèves
- Comment avez-vous trouvé les charmeurs, les musiciens ?	*- Spectacle amusant, séduisant pour les touristes*
- Et les restaurants ?	*- Sont bien soignés, présentés*
- Comment sont les calèches ? agréables ?	*- Bien soignés*
- Et les restaurants, des plats marocains traditionnels comme les tagines, Harira, et les boissons, le thé à la menthe, le jus d'orange très connu	
- Les calèches sont à la sortie ou à la rentrée de la médina ?	*- A la sortie*
- Il y a des boissons	*- Des jus d'orange et du thé à la menthe après.. manger des tagines*

- Elle sollicite aussi des ressources visuelles (ce qu'ils voient) et culturelles (ce qu'ils découvrent des pratiques sociales et culturelles montrées dans le film), qu'ils formulent à l'oral en français :

Table 6

– Où se trouvent ces tagines ?	*– Dans des restaurants*
– Où est ce qu'ils se trouvent ces restaurants ?	
– Est-ce qu'ils sont couverts ?	*– Des restaurants en plein air*
– A la sortie, un moyen de transport	*– Des chevaux*
– C'est ce qu'on appelle des calèches	

Ce sont toutes ces ressources à la fois visuelles, auditives et verbales qui seront mobilisées dans l'écriture. Le lexique, les expressions que les élèves verbalisent désignent le cadre spatio-temporel, le cadre de vie et le qualifient.

D'après Dominique Bucheton (2009) l'interaction entre l'agir élève et l'agir enseignant est fondamentale dans l'efficacité des apprentissages : c'est la dimension interactive de l'enseignement-apprentissage. Elle définit les préoccupations interdépendantes de l'enseignant lorsqu'il conçoit et élabore son projet didactique : « nous avons identifié cinq. L'une est postulée comme étant centrale : la préoccupation didactique spécifique de construction des savoirs scolaires visés ; les quatre autres sont des préoccupations plutôt interactionnelles que nous avons labélisées : atmosphère, tissage, étayage, pilotage spatio-temporel. » (Voir Bucheton, ibid: 58-60)

Comme on le voit dans le schéma ci-dessous, ces gestes professionnels sont interdépendants et l'enseignant les ajuste constamment à la situation et au contexte :

[14] -Voir Masciotra et Medzo (2009).

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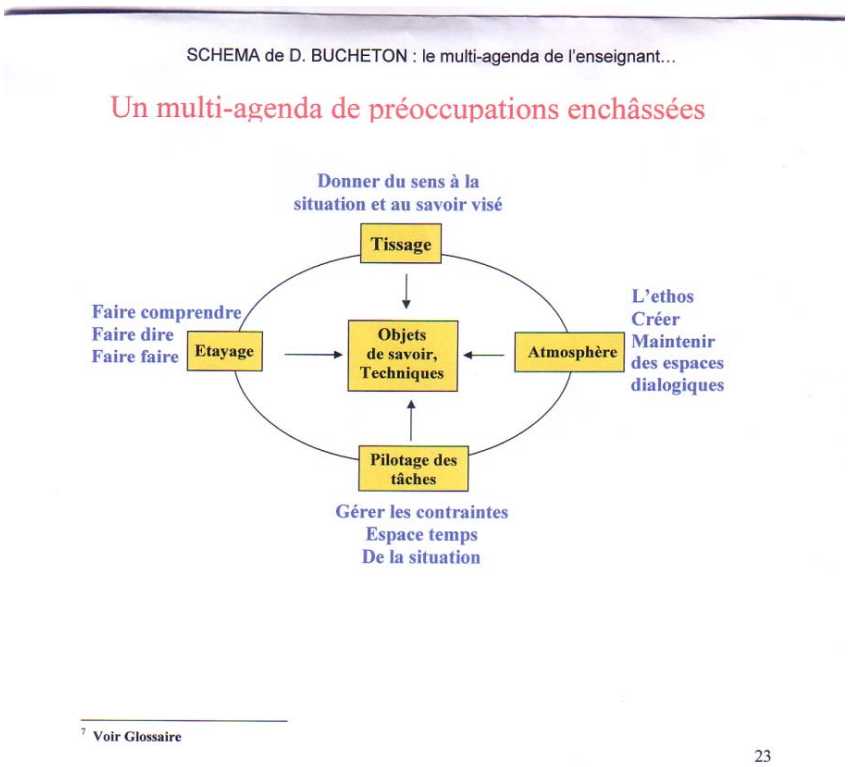


Figure 2

Le but de notre travail est de corréler ces processus avec les situations d'apprentissage de l'écrit dans les expérimentations. Nous *observons de « l'agir enseignant » et de « l'agir élève »*des *gestes mobilisés* dans cette première étape visent le TISSAGE par le *questionnement.* A ce stade, le rôle de l'enseignante est de donner du sens à la progression. *Spatialement,* elle se met au centre, en face des élèves avec un regard qui domine toute la classe. Elle *pilote* l'avancement des données et *étaye* d'une manière variée les propos des élèves en circulant entre les rangs :

– Enseignante *: -Vous avez- vu au début le jour ou le soir ?*
-Le spectacle est donné par qui ?

Elle utilise des astuces langagières pour dissimuler les difficultés, en *les accompagnant* et en les faisant *verbaliser :*

Enseignante : -…*des gens qui font danser les serpents*.
Elève : - *des charmeurs de serpents.*

Il y a là différentes formes de co-activité[8]. Nous remarquons que la *co-activité* adoptée par nos interactants est *partagée.* C'est ce qui crée *« l'atmosphère »* propice aux apprentissages.

- Il y a *rencontre entre l'agir enseignant et l'agir élève concernant la co-activité verticale.* Cela détermine le taux d'engagement de chacun des interactants.
- La co-activité est *horizontale* entre élèves dans l'activité interprétative. Nous relevons des *pratiques langagières* des apprenants afin de construire des phrases dotées de sens.

Du côté de l'enseignante, celle-ci vise la levée *des obstacles à l'échelle collective* dans les interventions entre *faire-observer, faire comprendre,* et *faire-faire.* Il y a progression au niveau du savoir. Il y a un va-et-vient entre les postures de *participation* et de *distanciation.*

Durant la phase d'écriture, l'enseignante n'agit plus ou semble ne plus agir. Ce sont les élèves qui agissent ; elle est en retrait, comme on le voit sur les vidéos. Elle les observe en train d'écrire, se déplace et circule dans les rangs, se met à côté d'un élève pour répondre à une question, pour corriger un écrit. L'enseignante *étaye* donc l'écriture des élèves, mais de manière PERSONNALISEE, non collective : elle répond aux besoins de chacun. Elle a une « posture »[8] d'accompagnement. On constate qu'elle aide souvent les élèves en leur rappelant les mots du film. La prise en charge de la tâche d'écriture relève du *positionnement.*

Ainsi le FD a permis la transformation de *l'agir élève* en enrichissant son inventaire lexical, ses structures grammaticales et ses connaissances, étayé par le soutien de l'enseignante qui assure le tissage entre le film et le texte.

[15] Voir le concept de « *posture* »

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III. Les Ecrits Réalisés Grâce au FD : Quelles Compétences D'écriture sont Mises en Œuvre (Activées) Dans les Ecrits des Elèves ?

a) Les Compétences D'écriture a Observer

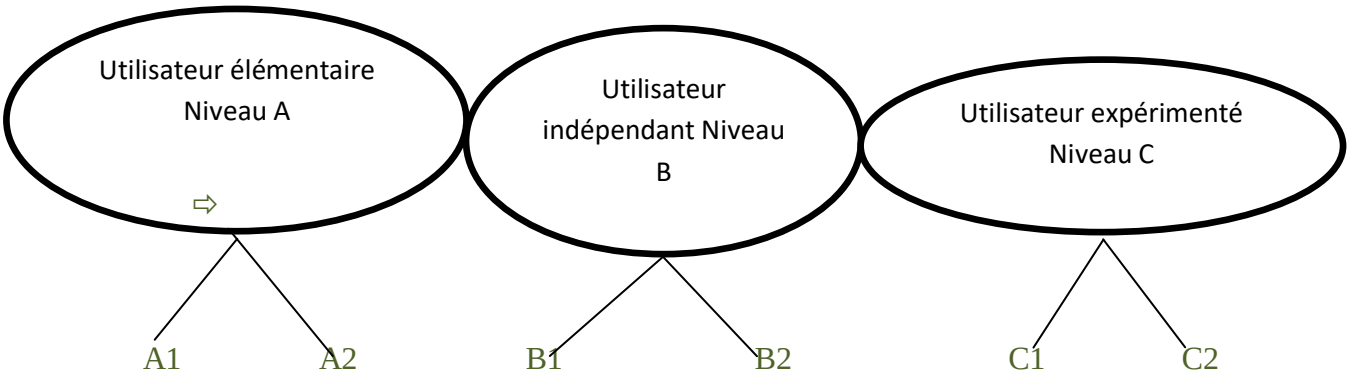
Les recherches sur le langage écrit (Chomsky, Goody, Reuter, Bucheton, et alii) et celles sur les compétences (Romainville, Meirieu, Tardif, Le Boterf, Perrenoud…) ainsi que le Cadre de référence européen des langues (CECRL) se rejoignent pour définir le *développement des compétences scripturales* dans trois dimensions de la communication : la *dimension énonciative* (appelée encore *discursive* ou *pragmatique* : la capacité à s'impliquer dans l'écriture, à mobiliser ses ressources en direction d'un destinataire potentiel pour produire un effet sur lui), la *dimension textuelle* (la capacité à organiser, structurer, et faire progresser un écrit de façon cohérente en fonction de ces buts et intentions : cohérences, cohésion…) et la *dimension linguistique* (respect des codes et normes d'une langue donnée,voir CECREL(2001).

Le CECRL définit les compétences langagières comme « une base commune pour l'élaboration de programmes d'apprentissage et d'évaluation des langues vivantes ». Il décrit quatre compétences langagières en réception et production (comprendre, parler, lire, écrire) :

Table 7

C E : Compréhension Ecrite. Compétence de Réception Ecrite	E E : Expression Ecrite. Compétence de Production Ecrite	C O : Compréhension Orale. Compétence de Réception Orale	E O : Expression Orale Compétence de Production Orale
Comprendre un texte écrit dans n'importe quelle matière	Produire un texte écrit de n'importe quels matière, domaine et genre	Comprendre une ou des personne (s) s'exprimant dans la langue apprise.	Produire un discours oral 2 situations possibles : Produire un discours composé de manière continue (monologal) Expression orale en interaction (situation dialogale et conversationnelle) Dialoguer, réagir, discuter.

⇒ A chaque degré de développement, correspond une échelle de compétence langagière, comme il ressort du schéma ci-dessous dans le CECRL



Ces degrés peuvent correspondre à des niveaux d'enseignement

Elémentaire collège collège lycée autonomie maitrise

Mais d'une manière générale, ils sont surtout à prendre comme des références pour savoir où se situer dans la maitrise d'une langue *quel que soit son cursus.* Un adulte qui arrive dans un pays peut se situer au niveau A2 dans la langue qu'il découvre même s'il a fait un doctorat et des études supérieures très poussées. Le portfolio des langues européennes est un outil qui sert à chaque usager des langues à s'auto-évaluer.

Il y a 12 niveaux de compétences langagières, comme l'illustre ce schéma du CECRL :

Stade 1 : Débutant = Niveau 1 à 4

Stade 2 : Intermédiaire = Niveau 5 à 8

Stade 3 : Avancé = Niveau 9 à 12

En mettant en évidence ces données fondamentales des compétences langagières, l'on peut

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établir à quel niveau peuvent se situer nos élèves en milieu collégial : ils peuvent évoluer entre le degré « utilisateur élémentaire niveau A » (A2, milieu collège) et « utilisateur indépendant, niveau B » (B1, fin collège).

A titre illustratif, pour la compétence langagière (compréhension écrite), deux niveaux y sont rapportés :

i. Peut décrire sa famille, ses conditions de vie, sa formation, son travail actuel ou le dernier en date.
ii. Peut décrire les gens, les lieux et choses en termes simples (CECRL, 2001).

b) Les Compétences D'écriture Détectées

Dans les copies que les élèves ont écrites à partir du FD, on peut observer qu'ils ont eu recours lors de la production à la *planification*, adéquation des informations avec la consigne (compétence discursive), structuration des idées (compétence textuelle): « *le tissage* permet aux élèves d'accrocher les différentes unités de la leçon, les aider à faire des liens avec le dedans et le dehors de l'école. Ils sont essentiels pour l'incorporation ultérieure des savoirs enseignés.» (Bucheton, 2009).

Il se dégage des copies (J-H-K), qui traduisent un investissement personnel, une cohérence et une progression thématique adéquates: " Les notions de texte, de cohérence, de cohésion sont essentielles en didactique ». Nous travaillons sur un échantillon de deux classes de la première année du cycle collégial, un équivalent de 40 copies d'élèves.

Dans le déroulement de l'activité, nous observons trois phases effectuées par l'enseignante[16], pour amener les élèves à écrire un texte descriptif.

Table 8

Règles de Cohérence	Eléments	Copie
Un texte comprend des reprises, des substituts	La place Khbazat…le lieu…ce lieu…à Khabazat	Copie -H
	La place Jemmaa el fna…cet incroyable lieu.	Copie- J
Un texte doit présenter des informations nouvelles pour avoir un intérêt communicatif (copie H)		Copies: H-J
Le texte doit être exempt de contradictions internes	EX: la place jemma el fna…cet incroyable lieu….	Copies: J-H-K
Le texte ne doit pas présenter des informations en contradiction avec les connaissances	EX: la place Jemma el fna qui se trouve à Marrakech	Copies: H-K

Nous avons noté également une progression de l'information par le biais de plusieurs moyens:

Table 9

Connecteur	*Qui, comme…*	Copie K
Pronom démonstratif	*Cet, ton, t'*	Copie –J
	Cet, ma, ton, ce, te, t'	Copie -H
Adverbe	*Également, partout, toujours, très bien, amicalement*	Copie – H
	Bien, très	Copie – J
Énumérations	*Vêtements, chaussures, accessoires, et le tatouage au henné*	Copie – H

Il y a d'autres moyens qui explicitent la progression de l'information comme les phrases passives (« des beaux spectacles regardés par les touristes »), et aussi les propositions relatives (« la place Jemmaa el fna qui se trouve à Marrakech »). La progression thématique peut s'effectuer également par l'ajout de nouvelles informations qui peuvent se situer dans l'espace. C'est ce qu'on appelle la progression à thèmes dérivés ou éclatés. Ces éléments permettent d'enchaîner les phrases. Ce rôle est aussi rempli par la gestion adéquate du temps et de l'espace. Certaines copies (H-J) ont adopté le présent pour décrire, d'autres ont choisi le temps du passé-composé. L'important est qu'ils aient su employer le temps qu'il faut pour présenter leurs descriptions sans contradictions internes. Ils ont pu surmonter ces difficultés en variant les structures et les outils pour écrire (indicateurs spatiaux : *au centre, à l'entrée, au cœur, à la sortie*..., des indicateurs temporels : *le jour, au soir…*, l'utilisation des paragraphes pour faire la transition, des liaisons chronologiques…).

C'est ce qui nous a permis, après cette séance d'entraînement à partir du FD (*un voyage à la place Jemma el fna*), de programmer une autre séance d'écriture pour examiner l'apport du FD dans d'autres nouvelles situations de l'écrit (copies, H-K) et d'effectuer des comparaisons entre le texte et le FD, comme deux supports pour écrire. Quel est alors l'outil avec lequel les élèves produisent des textes cohérents textuellement (cohérence et cohésion) ?

[16] D'après le concept de« *gestes didactiques* », (voir Bucheton D., 2008, 2009, 2014).

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c) *Etude comparative texte documentaire/FD: quelles compétences d'écriture selon les supports ?*

"Ecrire consiste à relier des informations entre elles de façon à permettre au lecteur de *suivre* une chaine de pensée que l'on a soi-même parcourue." (C-Vardrendrope, 1995). Notre but est de voir si la construction du savoir est la même aussi bien avec le texte qu'avec le FD ? Dans quelle mesure le visionnage du FD améliore -t-il les compétences scripturales ?

Dans ce cadre, nous testons le moyen qui assure le mieux la construction du savoir, qui est primordial dans l'opération de l'enseignement-apprentissage de l'écrit à partir des textes sources : *texte documentaire et film documentaire.* Nous avons choisi les modalités de la description et de l'analyse (de l'image filmique et du texte) en fonction des objectifs visés, la nature du travail (oral, écrit), et les compétences des élèves. Les deux supports choisis, à savoir le *FD* ou *le texte documentaire,* revêtent un double statut. Ils constituent un prétexte à l'apprentissage de l'écriture et renvoient à leurs fonctions premières, littéraires, celles de *description*. Ce sont *des facteurs d'interaction,* d'après D. Bucheton (2008).

Nous relevons certains traits distinctifs entre le texte et le FD, quant à leur utilisation dans une production écrite, comme cela se dégage du tableau suivant :

Table 10

Qualité	Texte	FD
Cohérence	Contrôle limité dans une série d'idées.	Reprise par substitut (la place Jemmaa el fna, cette place, il y a…), organise un discours cohérent.
Tissage	Manque de planification.	Une suite linéaire des éléments crée un texte clair et fluide avec aisance.
Hiérarchisation	Absence de hiérarchisation.	Description du général au particulier en détail.
Progression thématique	Présence d'ilots de mots.	Progression de l'information par: connecteur (*comme*), pronom démonstratif (*cet*), adverbe (*également*) avec habileté.

L'analyse comparative liée à la nature des supports (texte/FD) laisse voir un écart entre les rendements des expressions écrites. L'écriture à partir du texte (copie : E) montre une description sèche (nous avons gardé le même thème que le FD et non le même contenu). Nous n'y trouvons pas d'indice visuel ou auditif ou des termes de précision. Les écrits ne reflètent pas toujours une réelle cohérence. Le tissage se réalise rarement entre les paragraphes. En comparant la copie E issue du texte et la copie H effectuée à partir du FD, nous constatons que cette dernière contient des marques de chronologie, de la cohérence, des indicateurs spatio-temporels (*au cœur, au centre, à l'entrée, à la sortie, le jour, le soir…*), des indices visuels et auditifs (*lumières*, *musique*), des sentiments (*magnifique*, *incroyable*) et une hiérarchisation entre les éléments. Ce qui répond convenablement à nos objectifs dans un texte descriptif : décrire un lieu. L'apprenant s'implique personnellement pour mobiliser son savoir-faire, pour écrire une lettre contenant la description d'un lieu déjà connu, en se référant à la succession des illustrations avec son propre style dans une nouvelle situation. C'est une compétence concernant le langage d'évocation (*un voyage à la place Jemmaa el fna*). Nous relevons des traces du FD dans les copies d'élèves (par exemple copie J) : propositions relatives et progression à thèmes dérivés ou éclatés. Ces éléments permettent d'enchaîner les phrases.

Motivés par l'aspect stimulant du FD, les collégiens établissent une cohérence dans l'organisation des idées et amènent une meilleure progression thématique : il y a un tissage entre les unités sémantiques grâce aux divers matériaux que le FD a mis à leur disposition (cheminement des idées). Ils ont su dégager l'essentiel, ont bien hiérarchisé le contenu mémorisé, comme cela se dégage des copies (J-H-K), qui traduisent un investissement personnel dans l'écriture évolutive. Dans cette trame d'écriture, nous gardons les copies du même élève (J-H-K). Le premier jet (J) concerne la place Jemmaa el fna à Marrakech. Le second jet (H) aborde la description de la place Khbazat à Kénitra. Le troisième jet (K) vise la description d'une personne (faire le portrait physique, vestimentaire, moral et d'une personne en action). Sa raison d'être est de relever l'impact du FD sur l'amélioration de l'écrit du même élève. Dans cette perspective, nous n'avons relevé aucun cas hors-sujet.

Les résultats sont encourageants et incitent à poursuivre ces expérimentations. En outre, le FD met le plaisir au premier plan dans l'apprentissage. Cela transparait dans les contenus évoqués.

d) *La Valeur du FD Dans L'activation des Compétences*

La visualisation du FD a donné lieu à une création mentale qui a transformé le spectateur en acteur-auteur. Nous avons observé les actes langagiers (ou compétences langagières) qu'il met en œuvre :

– des *compétences lexicales* sous forme d'expressions toutes faites, des indicateurs des fonctions langagières (salutations, politesse :

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j'espère que ma description t'a donné l'envie de visiter ce lieu, *je t'invite avec plaisir*…). Il y a aussi des processus descriptifs (nominalisation, gradation : les lumières, la musique et l'ambiance), la comparaison (*comme le charmeur de serpents*), l'emploi de la relative (*personne qui*…).

- *la compétence socioculturelle* en faisant usage de l'informel (*Rime, Marie, chère amie* …). L'apprenant-scripteur utilise une langue adaptée au contexte. Ainsi, il possède un vocabulaire qu'il exploite pour exprimer du sens dans de nouveaux contextes (copie H).
- *une compétence pragmatique et textuelle* dans la mesure où les élèves ont pu produire un texte cohérent (*et, car, comme, quand*…) doté de souplesse (expressions mémorisées) et cherchant l'effet sur le lecteur.
- *Une Compétence Linguistique :* l'apprenant « peut utiliser des modèles de phrases élémentaires et communiquer à l'aide de phrases mémorisées, de groupes de quelques mots et d'expressions toutes faites, sur soi, les gens, ce qu'ils font, leurs biens, etc. ». (*Cf*. CECRL, *ibid* : 87)

Il apparait que le FD est plus efficace pour réaliser un *tissage* entre les unités et par la suite passer à l'écriture. Le FD favorise *l'agir langagier* et *corporel*. Il y a presque 50% d'élèves comme taux de participation, alors que d'habitude, nous trouvons à peine 5 ou 6 élèves qui s'avèrent réactifs dans toute la classe. Enfin, comme les copies en témoignent, l'apprenant est capable d'écrire un court énoncé.

Pour Conclure

De ce qui précède, nous pouvons confirmer que le support « film documentaire » réussit à mobiliser plusieurs compétences et savoirs à la fois, ceux- là mêmes qu'on retrouve dans cette définition émise par le Boterf « La compétence est la mobilisation ou l'activation de plusieurs savoirs, dans une situation et un contexte donnés » [17]

Force est de reconnaitre que l'image fixe est la représentation d'une réalité qu'elle donne à voir, qu'elle constitue une source de connaissances et d'informations et qu'elle reflète une vision du monde. Pourtant, son exploitation en classe révèle ses limites en comparaison avec le film documentaire ; les résultats obtenus n'illustrent pas cette force du message transmis par l'image fixe, alors qu'elle est sélectionnée en fonction de sa lisibilité. En effet, l'image choisie comme support est extraite du même film, il s'agit en fait, de ce qu'on appelle « photogramme » en terminologie cinématographique, sa sélection est motivée par sa rentabilité sémiologique. Quoiqu'il provienne d'un plan en mouvement, l'un des plus émouvants et plus expressifs du film, le photogramme perd sa force persuasive une fois ce mouvement lui est amputé. Le point fort de l'image filmique est le mouvement, il est réputé pour être essentiel et sa disparition affecte le pouvoir de l'image.

Bien qu'encourageante et prometteuse, la didactisation du FD demeure un champ encore à explorer, à étendre, pour embrasser aussi bien la formation initiale que continue. Proposer un nouveau paradigme à caractère audio-visuel en apprentissage constitue un véritable défi, l'objectif étant de répondre aux besoins de la nouvelle génération, en termes de compétences disciplinaires aussi variées les unes que les autres. D'une grande actualité, ce paradigme peut intervenir pour aider à mieux penser, à mieux vivre sa classe et à bien étayer l'écriture des uns et des autres à partir du FD.

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Exploring Educational Barriers: Venezuelan Students' Experiences in the Peruvian Education System

By Andrea Alejandra Carrion Loyola

Universidad San Ignacio de Loyola

Abstract- The objective of this article is to explore ethical issues surrounding Venezuelan migrant students in Peru's education system by examining stereotypes against them, evaluating the system's impact on their well-being, and understanding equal opportunity provision aligned with non-discrimination principles. A systematic literature review methodology was employed, with data extracted and synthesized thematically into key areas like stereotypes, well-being impact, and equal opportunities. Results revealed persistent negative stereotypes contributing to marginalization, psychological issues stemming from discrimination with limited mental health support, and practical barriers like administrative hurdles and financial constraints impeding educational access. The article concludes that providing equal educational opportunities, combating discrimination, and ensuring access to mental health resources for Venezuelan students is essential to uphold their fundamental human rights and foster an inclusive society that values cultural diversity. Therefore, supporting their academic success is a vital investment in building a more equitable and culturally rich nation.

Keywords: *venezuelan migrants, educational barriers, discrimination, stereotypes, mental health.*

GJHSS-G Classification: *LCC: LC3736.V4, LB1060*

EXPLORINGEDUCATIONALBARRIERSVENEZUELANSTUDENTSEXPERIENCESINTHEPERUVIANEDUCATIONSYSTEM

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Abstract- The objective of this article is to explore ethical issues surrounding Venezuelan migrant students in Peru's education system by examining stereotypes against them, evaluating the system's impact on their well-being, and understanding equal opportunity provision aligned with non-discrimination principles. A systematic literature review methodology was employed, with data extracted and synthesized thematically into key areas like stereotypes, well-being impact, and equal opportunities. Results revealed persistent negative stereotypes contributing to marginalization, psychological issues stemming from discrimination with limited mental health support, and practical barriers like administrative hurdles and financial constraints impeding educational access. The article concludes that providing equal educational opportunities, combating discrimination, and ensuring access to mental health resources for Venezuelan students is essential to uphold their fundamental human rights and foster an inclusive society that values cultural diversity. Therefore, supporting their academic success is a vital investment in building a more equitable and culturally rich nation.

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I. Introduction

The Venezuelan migrant crisis has presented significant challenges for host countries like Peru in ensuring equitable access to fundamental rights and services, particularly in the realm of education. Despite the Peruvian government's efforts to receive and integrate Venezuelan children and adolescents, numerous barriers persist that impede their full enjoyment of the right to basic education. The high costs associated with education in Peru, coupled with socioeconomic inequalities, often leave migrant families struggling to secure school placements for their children, especially in the private sector, where they lack the financial means to afford tuition fees.

Alarmingly, in a report regarding the situation of the Venezuelan students in Peru by the Ministry of Education (MINEDU) conducted by Galvez & Villanueva (2022), it is pointed out that the school delay among Venezuelan students at the primary and secondary levels has been gradually increasing over the years. In 2016, “the percentage rose to 2.7% of the total number of Venezuelan students enrolled in regular basic education, and by the year 2022, the percentage increased to 4.6%” (p. 2). This alarming statistic is largely attributable to economic hardships faced by migrant families, as well as a lack of familiarity with the Peruvian educational system, which jointly contribute to impeding access to educational opportunities.

While the fundamental right to basic education for children and adolescents is established in international human rights frameworks, the realization of this right is often obstructed by external factors beyond the control of guardians or parents, such as limited school vacancies or accessibility constraints to specific educational programs. Underlying these practical barriers lies a more insidious challenge, the pervasive presence of stereotypes, prejudices and discrimination towards the Venezuelan migrant population within the Peruvian education system.

Prejudice, as defined by the Equality and Human Rights Commission (2010) as a 'bias that devalues people due to their perceived membership in a social group” (p. 3), reinforces discriminatory attitudes and behaviors directed towards specific groups. These inherent prejudices often stem from entrenched social norms and cultural perceptions that tend to perpetuate and amplify stereotypes, further marginalizing certain groups within society. Consequently, prejudice and discrimination in educational environments can manifest in various forms, from subtle biases to overt acts of exclusion, ultimately undermining the fundamental principles of equity and inclusion that should govern the educational system. Negative stereotypes and distorted perceptions about certain groups of students can lead to discriminatory practices that limit their access to equitable educational opportunities and fair treatment within academic institutions.

In light of these multifaceted challenges, this report aims to explore the ethical issues surrounding the Venezuelan migrant student population within the Peruvian education system. Specifically, the objectives are threefold: first, to recognize and examine the stereotypes and prejudices that exist against Venezuelan students; second, to evaluate the impact of the education system on the overall well-being of these students; and third, to understand the extent to which the system ensures equal opportunities for Venezuelan students aligning with the fundamental principles of non-discrimination and the right to education.

II. Literature Review

Alcazar and Balarin (2020) conducted a study that aimed to analyze the educational inclusion of

Author: Universidad San Ignacio de Loyola.
e-mail: andrea.carrionl@usil.pe

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Venezuelan migrant children and adolescents in Peru, focusing on the challenges and barriers within the educational system. To achieve this objective, a qualitative analysis was undertaken based on data from the Educational Institution Management Support Information System, surveys, and interviews with various institutions. The results illuminated the existence of discrimination, stereotypes, and cultural integration difficulties that adversely impact the mental health and well-being of migrants. In conclusion, the study underscored the necessity of promoting awareness and inclusion in schools in order to cultivate an equitable and welcoming educational environment for all migrant students.

Building on this research, under the framework of the United Nations Children's Fund (UNICEF) in collaboration with the Development Analysis Group (GRADE), Alcazar and Balarin (2021) conducted a report that aimed to analyze the inclusion of Venezuelan migrant children and adolescents in the Peruvian educational system through a mixed methodological approach, predominantly qualitative. The results highlighted the presence of stereotypes, discrimination and violence towards Venezuelan students in Peruvian schools, evidencing resistance in enrollment, xenophobia and lack of institutional responses. It was concluded that there is a need to promote an inclusive and respectful school environment to ensure equal opportunities and well-being for all migrant children.

In addition, Rueda (2021) carried out a study aimed at interpreting the discourse of Peruvian teachers regarding the school situation of Venezuelan migrant students, identifying expressions linked to the formation of subtle prejudice. A phenomenological approach was used, conducting in-depth interviews with primary and secondary school teachers. The results showed that teachers recognize strengths such as free public education but also limitations like the high demand for vacancies and a lack of knowledge about Venezuelan culture. As proposals, they suggested pre-orientation programs, teacher training, spaces to express Venezuelan culture, and the use of inclusive language. The study concludes that fostering interculturality is essential for the effective integration of Venezuelan students.

In line with these efforts, the Ministry of Education (MINEDU) (2021) elaborated a guide for directives called "Orientations for Community Management Oriented to Inclusion and Intercultural Dialogue of Populations in the II.EE." in order to promote the inclusion and respect for cultural diversity in educational institutions, with a focus on the Venezuelan migrant population in Peru. The guide highlights the challenges faced by Venezuelan children in the Peruvian educational system, such as curricular adaptation, stereotypes and discrimination. It also emphasizes the need to implement awareness-raising strategies, intercultural education and promotion of dialogue to ensure equal opportunities and an inclusive educational experience for all students, regardless of their origin.

From the Ministry of Education (MINEDU), Galvez and Villanueva (2022) prepared a report aimed at analyzing the main educational indicators of Venezuelan students for the period 2016-2022, corresponding to Regular Basic Education (EBR). This analysis is based on the information available in the educational statistical information systems of the Statistics Unit (UE) of the Ministry of Education. The report reveals an increase in school delay rates among Venezuelan students, posing challenges in terms of educational integration and system quality. It also shows that this growth trend will continue, highlighting the need for measures to support the educational process of this growing student population.

Moreover, Save the Children (2022) carried out a study which aimed to identify gaps in Peruvian educational policy, analyze the situation of these youth within the education system, and propose improvements for their inclusion. Through a methodology including surveys, focus groups, and interviews, challenges such as the lack of regulatory documentation and limited access to school vacancies are evident. The conclusions highlight the need to implement an integration and emotional support approach from educational centers to promote the development and social integration of this migrant population.

At a regional scale, Summers, Crist, and Streitwieser (2022) examined the educational responses to the Venezuelan migration crisis in Colombia, Peru, and Chile, analyzing the barriers that Venezuelan migrants faced in accessing education at all levels. Through a comparative analysis based on data, public policies, academic literature, and official sources, educational opportunities offered to Venezuelan migrants in these three recipient countries were explored. The results revealed numerous challenges, such as lack of documentation, limited spaces in schools, cultural barriers, and xenophobia.

Lastly, Yalta and Lovon (2023) undertook a study aimed at scrutinizing the dynamics of inclusion and exclusion within the Peruvian educational system concerning Venezuelan migrant students, by elucidating interpretative repertoires and linguistic as well as discursive strategies. In pursuit of this objective, the researchers methodologically analyzed journalistic texts and written discourses sourced from digital newspapers in Peru, which delineated the educational portrayal of Venezuelan migrants. The findings suggest that the Peruvian educational system lacks inclusivity towards Venezuelan migrants, with the discourse on inclusion primarily existing at the level of theoretical propositions rather than being manifest in concrete actions or practices.

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III. Methodology

This report applied a systematic review of the literature to examine the educational obstacles faced by Venezuelan students in the Peruvian context. The aim was to collect existing research on the educational challenges encountered by the Venezuelan migrant children and adolescents in Peruvian schools. The data extraction and synthesis process were conducted thematically, categorizing findings into key areas such as stereotypes and prejudices against Venezuelan students, the impact of the education system on their well-being, and the extent to which equal educational opportunities are ensured for this population, aligning with the principles of non-discrimination and the right to education. This thematic categorization allowed for the identification of common themes, patterns, and gaps in the existing literature, facilitating a comprehensive understanding of the educational challenges faced by Venezuelan migrant students in Peru.

IV. Results

a) *Stereotypes and Exclusion of Venezuelan Students in the Peruvian Education System*

Traditionally, expressions of prejudice have been characterized by violent acts or overt attitudes of rejection towards the migrant group by the local population (Rueda, 2021). However, Venezuelan students in Peru face a more subtle form of discrimination through negative stereotypes and perceptions within the education system. The educational integration process of Venezuelan children and adolescents is influenced by prejudices and stereotypes, which often result in acts of discrimination, either openly or subtly (Alcazar and Balarin, 2021). As Yalta and Lovon (2023) state,

> the discrimination to which they are subjected due to the generalization of stereotypes is replicated in a Peruvian educational system that has many deficiencies. In addition, migrants who are educated may be perceived negatively or unwelcome, hindering their social inclusion (p. 224).

One manifestation of this discrimination is verbal aggression and stereotyping. Such behaviors create a hostile environment that negatively impacts the students' ability to integrate and succeed academically. According to Alcazar and Balarin's (2021) UNICEF/ GRADE report, Venezuelan families identified situations in which Venezuelan students were subjected to verbal aggressions and stereotypes, being qualified as

> troublemakers, dangerous, liars or thieves, and, in the case of women, they were even linked to an alleged promiscuity through sexist comments. They pointed out that this coincided with the stereotypes disseminated by the media through negative news about the Venezuelan population. (p. 100).

The same report revealed that a small number of adolescents and parents interviewed pointed out cases in which some teachers held prejudices toward migrants, using generalizations based on stereotypes. This resulted in Venezuelans being labeled as "thieves, criminals or dangerous people in front of their classmates" (Alcazar & Balarin, 2021, p. 103). These harmful labels contribute to an environment where discriminatory behaviors are normalized and perpetuated by both peers and authority figures within the educational system.

Negative perceptions of migrant students extend to the broader educational community. The Ministry of Education (MINEDU) (2021) has evidenced that members of the educational community perceive that migrant students could cause disorder and conflicts in the school. These perceptions can lead to exclusion and an unwillingness to admit Venezuelan students, with the purpose of preventing complications in school coexistence. In this sense, Venezuelan students are in a complicated situation: although the State seeks to integrate them into society, there are discourses that exclude them. These children and adolescents face discrimination not only because they are foreigners, but also because of stereotypes that suggest that they do not have the academic level or the necessary technology to study in Peruvian schools. (Yalta & Lovon, 2023).

The consequences of these stereotypes and discriminatory attitudes are significant. The systemic nature of this discrimination creates barriers that are both direct, such as exclusion from educational opportunities, and indirect, such as the internalization of negative stereotypes and the psychological toll of being marginalized. As reported by Save the Children (2022), "9.9% of the [Venezuelan] population is currently not enrolled in school due to exclusion or discrimination by a school director" (p. 35). Furthermore,

> From a total sample of 633 households, 48.8% of the minors under their care did not experience any type of abuse. Conversely, 23.5% reported experiencing verbal abuse, and 20.9% indicated that they did not know if the minors had experienced any type of abuse. Only 4.1% reported experiencing physical and verbal abuse. (p. 49).

Compounding these issues, some teachers believe that priority should be given to Peruvian applicants over Venezuelan ones when assigning school vacancies. This opinion is echoed by some parents and family members who have expressed a similar view (Rueda, 2021). This preference for Peruvian students over Venezuelan migrants further marginalizes and excludes Venezuelan children from the education system. This exclusion is not just a matter of resource allocation but also reflects deeper societal prejudices and xenophobic attitudes.

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b) Mental Health Challenges Among Venezuelan Students In Peruvian Schools

Venezuelan migrant students in Peru face significant challenges that negatively impact their overall well-being. One major issue is the discrimination and xenophobia they encounter in the education system, which takes a heavy psychological toll. This persistent discrimination not only undermines their sense of security and belonging but also exacerbates the stress and trauma associated with their migration experience. As Alcazar and Balarin (2021) note, "migrants face a heavy emotional burden due to the often traumatic migration process they have experienced" (p. 19). According to the Center for Psychosocial Care (CAPS) (2022), in its diagnosis of the mental health situation of Venezuelan refugees and migrants in Lima and Tumbes, "community leaders identify that the main mental health issues in children and adolescents are depression (50%) and anxiety (44%), in addition to the presence of suicidal ideation in adolescents (13%)" (p. 18).

In this regard, this emotional burden, compounded by experiences such as intense bullying stemming from stereotypes and prejudice, can trigger episodes of distress and lead to school dropout, adversely affecting interpersonal relationships (Yalta & Lovon, 2023). In fact, Venezuelan migrant students in Peru face elevated dropout rates and a deficit in socioemotional support from schools (Summers et al., 2022). The discrimination, stereotypes, and cultural integration challenges in schools endanger the emotional well-being of these migrant children and adolescents. Furthermore, the lack of culturally sensitive mental health services and supportive counseling in schools exacerbates these challenges, leaving many students without essential coping mechanisms.

Beyond the mental and emotional strain, Venezuelan students in Peruvian schools also face practical barriers to their education. Many lack access to secure environments and personal safety to pursue their studies, forcing some to drop out and support their families by securing basic necessities instead (Summers et al., 2022). Venezuelan adolescents also feel constant pressure to prove they are different from the stereotypes attributed to them (Alcazar and Balarin, 2021). Therefore, the exclusion of migrant children and adolescents from the education system increases their risk of exposure to child labor situations, consequently affecting their physical and emotional well-being (Save the Children, 2022).

c) Lack of Equal Educational Opportunities for Venezuelan Students in Peru

The Venezuelan migrant population in Peru faces significant barriers to accessing equal educational opportunities. One major challenge is the lack of institutional programs and specific strategies implemented by teachers to address the academic gaps faced by Venezuelan students in adapting to the Peruvian educational system (Alcazar and Balarin, 2021). As highlighted in an interview conducted by Alcazar & Balarin (2020) with various educational institutions,

> the interviewed actors pointed out the lack of preparation of teachers and schools in general to deal with situations arising from the difficulties of integrating the migrant student population, the prejudices on the part of the national population, and, in general, the cultural and prior educational differences between the two groups (p. 19).

In addition, enrollment in Peruvian schools is hindered by various obstacles. These challenges stem from systemic issues, including bureaucratic hurdles in obtaining necessary documentation, limited access to consulate services, and financial constraints due to the substantial fees associated with enrollment. According to a study carried out by Summers et.al (2022) “70% of Venezuelan migrants in Peru identified accessing the formal education system as the largest barrier” (p. 102). Furthermore,

> Venezuelan migrants frequently encounter challenges in obtaining the required documentation for school enrollment, face restricted access to consulate services, and struggle to afford the substantial fees associated with enrollment. While Peruvian school administrators have the authority to use discretion to enable enrollment without documentation, this often leads to instances of discrimination and implementation of detrimental policies. (p. 102)

Furthermore, lack of information and timing of arrival exacerbates the difficulties in accessing educational opportunities. There is a gap between the school-age population in the country and the number of available vacancies in educational centers (Save the Children, 2022). Additionally, families often do not have the necessary information regarding school locations and enrollment processes (MINEDU, 2021).

Despite efforts toward inclusion, support mechanisms are not consistently implemented during enrollment by school directors, potentially due to lack of awareness, ineffective communication, or intentional discriminatory behavior. Moreover, as noted by Save the Children (2022),

> to date, there is no single enrollment system or comprehensive strategy oriented towards the migrant population. For this reason, parents or guardians must approach educational centers to request vacancies, but they are exposed to not securing spots, facing refusals, or encountering barriers related to the requirement of presenting documentation for the enrollment process. Additionally, they may even become victims of discriminatory acts by the personnel involved in the process (p.15).

This fragmented approach to enrollment not only undermines the rights of migrant children to access education but also perpetuates systemic inequalities within the education system. Without concerted efforts

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to address these structural barriers and ensure equitable access to education for all, the potential of migrant students will continue to be stifled, and broader societal inequalities will persist.

V. Discussion

The results expose deeply ingrained societal prejudices and stereotypes that pose formidable obstacles for Venezuelan migrant students seeking equitable access to education in Peru. These negative perceptions are not mere isolated incidents but rather symptomatic of systemic issues rooted in cultural biases, xenophobia, and a lack of intercultural understanding. The normalization of harmful stereotypes, such as labeling Venezuelan students as troublemakers, criminals, or academically deficient, perpetuates a vicious cycle of marginalization and exclusion that extends far beyond the educational realm. It reinforces broader societal inequalities, fuels discrimination, and perpetuates a narrative that dehumanizes and "others" this vulnerable population. Dismantling these deep-seated biases requires a multidimensional approach that challenges societal norms at all levels, implements comprehensive awareness and sensitivity training, and fosters a culture of acceptance, empathy, and respect for cultural diversity.

The psychological toll of persistent discrimination, coupled with the trauma of migration and displacement, creates a perfect storm of mental health challenges for Venezuelan students in Peru. The constant exposure to microaggressions, hostility, and the internalization of negative stereotypes can lead to a range of issues, including depression, anxiety, low self-esteem, post-traumatic stress disorder, and even suicidal ideation. These mental health concerns not only impair academic performance and educational attainment but also have far-reaching consequences for overall well-being, personal development, and social integration. Alarmingly, many Venezuelan children and adolescents lack access to culturally responsive mental health services and counseling within the school system, leaving them without the necessary coping mechanisms or avenues for emotional healing and support. Addressing this critical gap requires a comprehensive approach that integrates mental health support into the educational framework, including specialized training for educators, access to bilingual counseling services, and the promotion of inclusive, trauma-informed, and supportive school environments that foster a sense of belonging and emotional safety.

Practical barriers, such as administrative hurdles, limited school vacancies, and financial constraints, create significant obstacles that disproportionately impact Venezuelan students' access to educational opportunities. These challenges are not merely logistical inconveniences but rather reflect a broader systemic failure to prioritize and accommodate the needs of this vulnerable population. The fragmented and inconsistent approach to enrollment policies further exacerbates these issues, creating a confusing and opaque system that disadvantages migrant families, many of whom may lack familiarity with the local educational system or face language barriers. Overcoming these obstacles requires a concerted effort to streamline enrollment processes, increase school capacity through strategic resource allocation, and implement targeted financial assistance programs, such as tuition waivers or subsidies, to ensure that no child is denied access to education due to circumstantial factors beyond their control.

While efforts have been made to promote inclusion and intercultural dialogue within the Peruvian education system, the results suggest that these initiatives have yet to translate into widespread and tangible changes on the ground. The disconnect between policy and practice highlights the need for a more comprehensive and sustained approach that addresses the root causes of discrimination, inequity, and systemic barriers. Mere rhetoric or surface-level interventions are insufficient; genuine transformation requires a deep commitment to challenging societal norms, fostering intercultural understanding, and implementing systemic reforms that dismantle barriers and create an inclusive and supportive environment for all students, regardless of their background or circumstances. This may involve revising curriculum and teaching practices to incorporate culturally responsive pedagogy, providing ongoing professional development for educators, and establishing accountability measures to monitor and evaluate progress toward equity and inclusion goals.

Ensuring equal educational opportunities for Venezuelan migrant students is not merely a matter of policy or resource allocation; it is a moral and ethical imperative that reflects the fundamental values of inclusivity, equity, and human rights. By addressing the multidimensional challenges outlined in the results, the Peruvian education system has the opportunity to lead by example, demonstrating an unwavering commitment to social justice, non-discrimination principles, and the protection of the most vulnerable members of society. In doing so, it can create a ripple effect that extends far beyond the confines of the classroom, shaping a more inclusive, equitable, and socially cohesive society for generations to come. Ultimately, investing in the education and empowerment of migrant youth is an investment in the future prosperity, resilience, and cultural richness of the nation, as these students possess immense potential to contribute to the social, economic, and cultural fabric of their host communities.

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VI. Conclusions

One of the most pervasive issues is the persistence of negative stereotypes and prejudiced attitudes toward Venezuelan students within the educational community. The damaging stereotypes depicting Venezuelan children and adolescents as troublemakers, criminals, or academically inferior contribute to a climate of marginalization and exclusion. These biases not only erode students' feelings of belonging and self-esteem but also perpetuate discriminatory attitudes that hinder their access to equitable educational opportunities.

Moreover, the persistent experience of discrimination, compounded by the trauma of migration and displacement, can precipitate various psychological challenges, such as depression, anxiety, and even thoughts of suicide. A significant number of these students lack access to culturally sensitive mental health services and counseling within the school environment, depriving them of crucial support systems for coping and emotional recovery.

Furthermore, Venezuelan students face numerous practical obstacles hindering their access to education, including administrative complexities, restricted school capacity, and financial limitations. These barriers not only highlight systemic inequalities but also emphasize the urgency of targeted interventions and policy adjustments to guarantee equitable access to educational opportunities for every child, irrespective of their background or situation.

Despite efforts to foster inclusion and intercultural dialogue in the Peruvian education system, tangible changes on the ground remain elusive. There persists a gap between policy aspirations and practical implementation, underscoring the necessity for a holistic, sustained strategy to tackle the underlying causes of discrimination, inequity, and systemic obstacles.

Finally, by addressing the multidimensional challenges outlined in this study, the Peruvian education system has the opportunity to lead by example, demonstrating an unwavering commitment to social justice, non-discrimination principles, and the protection of the most vulnerable members of society. Supporting the education and empowerment of migrant youth is a commitment to fostering the future prosperity, resilience, and cultural tapestry of the nation. These students have significant potential to enrich the social, economic, and cultural dynamics of their host communities.

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Early Chilhood Education in Cote D'ivoire

By Soro Missongui Ange Emmanuela

Zhejiang Normal University

Abstract- A person's well-being and success depend largely on the experiences they were exposed to in childhood. A young child who has access to key early childhood development services (nutrition, health, social protection and early learning) and who benefits from nurturing parental care has a better chance of developing optimally. Much more than before, decision-makers around the world understand the devastating socio-economic consequences of poor early childhood development. This is why they are now further increasing their investments in early childhood development programs. Cote d'Ivoire, over the last decade, has tried as best it can to invest in early childhood development.

This article presents an analysis of early childhood education in Ivorian society. With this in mind, this study answered four questions: (1) What is the situation of early childhood education in Côte d'Ivoire? What is the importance of early childhood education in the economic context of Cote d'Ivoire? What are the challenges of early childhood education in Côte d'Ivoire? What attitudes should be taken to meet the challenges of this type of education? A qualitative research approach involving an analysis of documents and publications was applied in carrying out this research.

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Early Chilhood Education in Cote D'ivoire

Soro Missongui Ange Emmanuela

Abstract- A person's well-being and success depend largely on the experiences they were exposed to in childhood. A young child who has access to key early childhood development services (nutrition, health, social protection and early learning) and who benefits from nurturing parental care has a better chance of developing optimally. Much more than before, decision-makers around the world understand the devastating socio-economic consequences of poor early childhood development. This is why they are now further increasing their investments in early childhood development programs. Cote d'Ivoire, over the last decade, has tried as best it can to invest in early childhood development.

This article presents an analysis of early childhood education in Ivorian society. With this in mind, this study answered four questions: (1) What is the situation of early childhood education in Côte d'Ivoire? What is the importance of early childhood education in the economic context of Cote d'Ivoire? What are the challenges of early childhood education in Côte d'Ivoire? What attitudes should be taken to meet the challenges of this type of education? A qualitative research approach involving an analysis of documents and publications was applied in carrying out this research. A documentary review provided convincing results. The data were analyzed thematically, with results presented in accordance with the research questions. The study showed that early childhood education plays a major role in the development of children and in their subsequent learning path. The study recommends that the Ivorian government should create an environment suitable for the development of early childhood centers. Also, it should invest in teacher training with a view to having conclusive results.

I. Introduction

According to Aude (2021), in Africa, early childhood education records much greater inequalities in access than other levels of education. Indeed, disparities linked to income and place of life persist within national territories, but vary in magnitude from one country to another. In Ivory Coast, early childhood education is a hot topic given the impact of these centers on the development of children. The role of early childhood education in the development of children and the development of society is widely discussed and recognized by numerous theories. Indeed, early childhood education also helps to reduce the rate of repetition and dropout in primary school. Early childhood education is one of the best investments a country can make to prepare children to learn and give them the chance to thrive. In a world of globalization where education systems in Africa are still lagging behind, it would be important to carry out an in-depth analysis of the early childhood education system in Côte d'Ivoire with a view to making an improvement. practices applied there. As part of the study, the specific research objectives were as follows:

(1) To Analyze the situation of early childhood education in Côte d'Ivoire
(2) To determine the importance of early childhood education in the economic context of Cote d'Ivoire
(3) To find the challenges of early childhood education in Côte d'Ivoire
(4) To propose solutions in order to overcome those challenges

a) *The Concept of Early Childhood Education*

Early childhood education focuses on the critical developmental milestones, skills and concepts that children learn during this period of their lives, from social-emotional skills to the beginnings of numeracy, literacy and critical thinking. Early childhood education is also a way to prepare children for future academic success. This is a very important stage for the child's life because it allows them to have good skills. Early childhood education plays a crucial role in the future of children. During this time, children develop skills, knowledge and attitudes that form the foundation of their lifelong learning journey. According to UNESCO (2024), "Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens." Early childhood education helps develop the skills necessary for children's school preparation outside the family context. The power of early childhood education is immense and has a multitude of benefits such as better social skills, increased confidence levels, greater coordination, greater creativity and increased confidence levels. Indeed, every child is precious and children are assets to our society. They are the nation's most valuable resource. The development of a nation and its people begin with early childhood education.

b) *Situation of Early Childhood Education in Cote d'Ivoire*

Preschool education is a field rich in its importance and the added value that it can add to the development of young children in particular and people in general. Elsewhere, it benefits from particular attention and the conditions are brought together so

Author: *Institute of International and Comparative Education, College of Teacher Education, Zhejiang Normal University, Jinhua, Zhejiang Province, 321004, China. e-mail: soroemma23@gmail.com*

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that young children have the necessary foundation for their harmonious development. More and more, professionals and individuals are looking into the issue and initiatives are being taken in the sub-region and particularly in Côte d'Ivoire to create the conditions for successful preschool education. What is the reality of preschool education in Cote d'Ivoire?

Preschool education in Côte d'Ivoire is shared between three (3) different Ministries:

– The Ministry of National Education with Nursery Schools; – The Ministry of Social Affairs with the Learning Rooms in the Social Centers; – The Ministry of Women, Families and Children with the CPPE (Early Childhood Protection Centers) and the CACE (Community Action Center for Children) for the public sector. in the private sector, certain procedures must be satisfied in order to benefit from approval from one or other of the aforementioned Ministries. Despite the efforts made by the Ivorian government to provide quality early childhood education, numerous obstacles hamper popularization in the Ivorian territory.

II. Theoretical Framework

According to Orazio.et.al, (2022) children's experiences during early childhood are essential to their cognitive and socio-emotional development, two key dimensions of human capital. So to have productive human capital for a country, it would be important to focus on the development of these two aspects in people's lives from early childhood. To fully understand the merits of early childhood education, the analysis of certain theories would be essential. This section highlights some theories and rationale that justifies the importance of early childhood education.

According to behaviorists, environmental stimuli and consequences shape learner behavior. In the context of early childhood, this law applies perfectly. Indeed, in the context of study in early childhood centers, children learn according to the environmental factors they face throughout their education. In education generally, behavioral learning theory is a popular concept that focuses on how students learn. Behaviorism focuses on the idea that all behaviors are learned through interaction with the environment. This learning theory states that behaviors are learned from the environment and that innate or inherited factors have very little influence on behavior. Skinner, B. F. (1976), one of the precursors of the theory, states in his theory of behavior that for a group of children, the environment and the way of being educated have a major impact on their behavior. From this observation we can clearly see the impact of early childhood education on children.

Jean Piaget's Theory of Cognitive Development also emphasizes the importance of early childhood education. It is a very significant theory in child development which is used as the foundation and basis of early childhood education until now. This theory focuses on the child's cognitive development or thought processes. It examines the impact of these thought processes on the way we interact and understand the world around us. According to Piaget's theory, children think differently from adults. Cognitive theory aims to explain and describe how mental processes and states arise. It also examines how various ways of thinking affect the way we perceive and interact with the outside world. Several other theorists have done remarkable work regarding early childhood and education at this stage. With this in mind, Montessori (1952) stated that early childhood learning required a two-pronged approach: first educating the child's senses, then educating the child's intellect. His approach was to view children as sources of knowledge, with the teacher or educator acting as a social engineer. His hands-on approach to teaching, with the learning environment considered as vital as the knowledge itself, transformed the academic success of many children who did not respond well to traditional classroom methods. The Montessori system is applied in the best early childhood establishments and shines with these conclusive results.

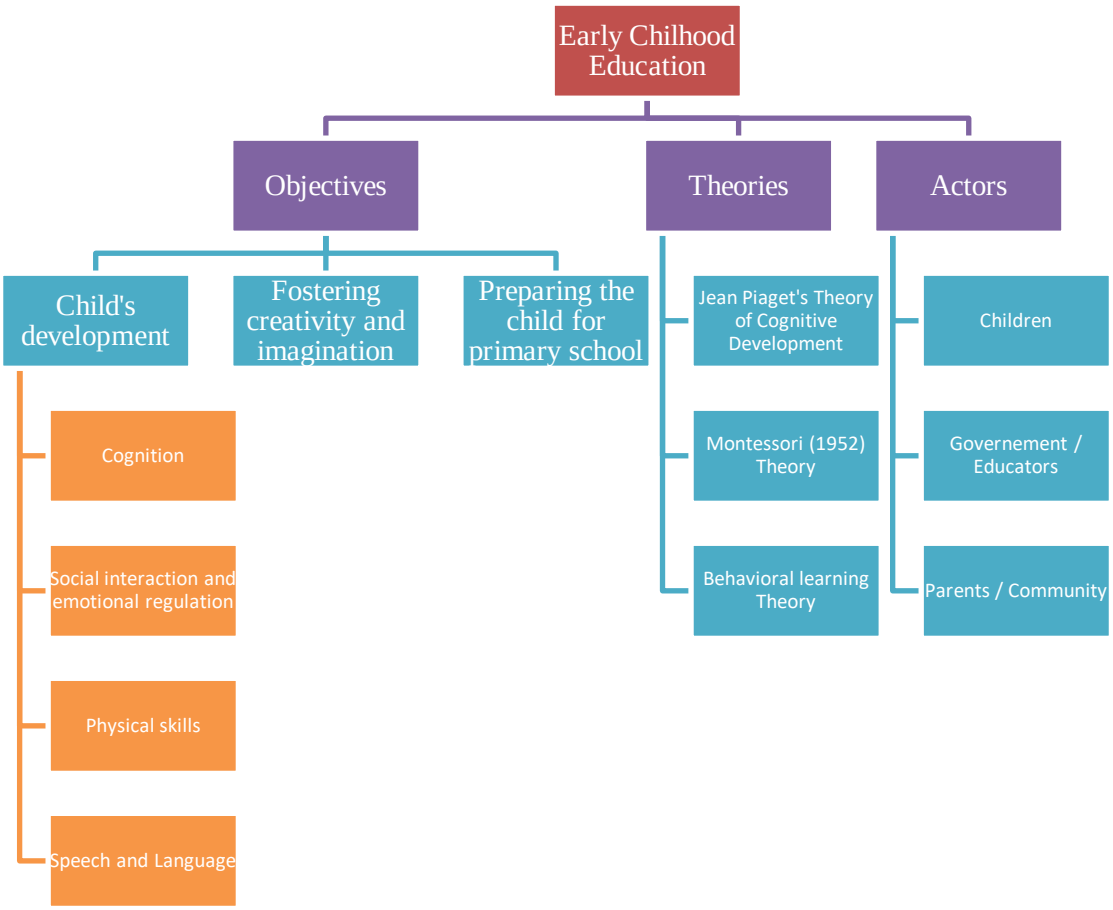
III. Conceptual Framework

Early childhood education is very important for a child's development and preparation for working life. Early childhood education is now a daily reality for many children before they enter school. It therefore becomes necessary to consider the educational quality of these important living environments for young children.

Several studies have demonstrated that a high level of educational quality in educational daycare services would have a positive impact on the development of children. More specifically, it would be the dimension of the quality of interactions between the adult and the child which would be determining. Educators also have an efficient and leading role to play in the quality of early childhood education.

The framework below represents the process in order to have an efficient early childhood education. This diagram is a summary of how a quality childhood education should work. Actors, theories and objectives are listed there with the aim of having a clear vision of what the early childhood education system should be.

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Source: Developed by Researcher

Conceptual Framework of an efficient Early Childhood Education System

Benefits of Early Childhood Education

By Fung Lan Yong

In his opening address of the 2009 Malaysian International ECEC Conference, Prime Minister YAB Dato' Sri Mohd Najib Tun Abdul Razak said, "Every child is precious and children are assets to our society. They are the most valuable resource of the nation. I believe that developing a nation and its people begins with early childhood education. While it is the duty of parents to ensure a child has the opportunities to develop, it is also the government's responsibility to help parents bring the potential to fruition. In developing a child's potential, we are in reality developing the human capital of the child and of the nation. In carrying out this task, we are enabling the child to grow holistically so that the child is equipped with the abilities, knowledge and skills to become a productive member of the nation." Snapping synapses in early childhood Early childhood education plays an important role in the neurological development of young children. Researchers believe that neurological development greatly depends on learning that occurs during the earliest years of life and that a young child's brain needs certain types of stimulation to develop normally. Such stimulation makes certain types of learning possible when the child begins school. It also augments the child's neural pathways that are responsible for social, emotional and intellectual development. Early childhood education therefore capitalizes on a vast array of kinaesthetic, tactile, auditory and olfactory activities that stimulate a child's brain to develop to its full potential.

Growing need for Quality Child Care

According to this conceptual framework, many aspects must be taken into account in order to have an efficient early childhood education system.

IV. Methodology

A qualitative research approach was applied in carrying out this research. The study included an analysis of documents and publications relating to early childhood education in general and in Cote d'Ivoire in particular. The documentary review made it possible to quickly arrive at the research results. Particular attention was paid to the analysis of the challenges facing early childhood education in Cote d'Ivoire in order to finding adequate solutions. The data were analyzed thematically, with results presented in accordance with the research questions.

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V. Findings

The results of the study are presented according to the main research questions. This study answers four key questions. The first question related to the current situation of early childhood education in Côte d'Ivoire which was discussed in the introduction to the study. The second question related to the relevance and usefulness of early childhood education in the Ivorian economic context. The third question sought to determine the challenges of early childhood education in Ivory Coast. The final question sought answers regarding key scalable strategies that could be adopted to improve access and equity in early childhood education.

a) Growing need for Quality Early Childhood Education in Cote d'Ivoire

According to a Statista report (2024) on the unemployment rate among women in Côte d'Ivoire from 2012 to 2019. Around 3% of women in Côte d'Ivoire are inactive. This clearly shows that women are very involved in the economic development of the country and more and more women aspire to managerial positions. Women's interest in their autonomy and development is a very remarkable contribution to Ivorian society. However, the involvement of women in the economy causes a lack in the family unit. Indeed, in traditionalist societies like Ivorian society, the role of the woman was rather limited to keeping the house and being responsible for the education of the children. But these days more women aspire to things other than this role assigned to them. Raising children becomes more and more difficult for them because they are busy with other tasks. Many women, in Africa and Ivory Coast in particular, prefer to have an income, their children will have to spend their critical early years in daycare. Early childhood education therefore comes at the right time in a context where children need careful monitoring with a view to being good citizens for the future and also participating in the development of the country. It also provides relief to working mothers by providing an appropriate learning environment for young children to enjoy a quality child care experience that meets their developmental and social-emotional needs. In rural settings in Côte d'Ivoire many children tend to live in poor environments characterized by poverty, inadequate health care, poor infrastructure and illiteracy. Early childhood education in this context is an essential contribution because it gives children from disadvantaged backgrounds a head starts by offering them a learning environment adapted to their development which stimulates their cognitive development, verbal and social. Most parents in rural communities are uneducated and have not learned simple childcare practices or ways to stimulate learning. As poverty is all they have known, their aspirations for themselves and their children are low. This is a relief for the parents, who are not educated. In rural areas, children have few opportunities to learn at home. Preschool education gives children opportunities to learn, understand, become familiar with the school environment, believe in their abilities and develop skills to facilitate their transition to grade 1. Children arrive at school with their own baggage, a reflection of their personal and family history as well as their socio-cultural environment.

b) Challenges of Early Childhood Education in Cote d'Ivoire

According to Moussa (2023) Education is a crucial issue for the economic and social development of Africa. Despite the progress made in recent years, many challenges persist in education on the continent. The challenges of education in Africa are numerous and complex, ranging from limited access to quality education. In Ivory Coast, access to quality education, especially in rural areas, is a major challenge. In the North of the country in this case, certain establishments do not have basic infrastructure to accommodate and protect learners. According to UNESCO statistics (2022) on access to education in Africa, more than 30 million children in sub-Saharan Africa are out of school, which represents around one in five children in the region. Children in rural areas are often the most affected by this problem, because schools there are rare and the distances, they have to travel to reach them are often long.

The quality of education in Cote d'Ivoire remains very unequal and poses another important challenge for the development of the continent. Public and private institutions often differ significantly in terms of the quality of education and available infrastructure. In the field of early childhood education, teacher training is needed because they are the first in contact with children after their parents. Teachers are often poorly trained and poorly paid, which affects the quality of teaching and discourages many qualified teachers from working in the early childhood sector in Côte d'Ivoire. The excessive cost for the standard of living of Montessori training in Ivory Coast. Indeed, registration fees in Montessori style establishments in Ivory Coast amount to 2,520,000 FCFA ($4,500) per year for a child in a country where the minimum wage amounts to 75,000 FCFA ($125/month). These are costs that are inaccessible to the Ivorian population.

Given the various challenges, quality early childhood education remains inaccessible to the Ivorian population.

c) Propose Solutions for Early Childhood Education in Cote d'Ivoire

To improve the quality of early childhood education, it is necessary to invest in teacher training

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and remuneration, implement teaching programs adapted to local contexts, develop evaluation systems and quality assurance. Indeed, early childhood education is a very important stage and to have well-formed children, emphasis should be placed on the training and monitoring of teachers.

Reducing training costs in early childhood education centers should be required. Indeed, to make this training accessible, it would have to be much cheaper; a cost study should be carried out with a view to finding a happy medium. To solve this infrastructure problem in rural areas it is necessary to invest in educational infrastructure, develop scholarship programs for poor families, provide books and school materials, and reduce schooling costs. It is also important to put in place policies to encourage the schooling of girls, as well as awareness campaigns to promote education as a fundamental human right.

The Ivorian state should raise awareness among the Ivorian populations of the importance of early childhood education with a view to motivating reluctant parents to enroll their child with a view to preparing them for a future and making them a efficient human capital for the development of the country.

VI. Conclusion

Education in Cote d'Ivoire is experiencing much greater interest from the point of view of performance and pedagogy. The quality of teaching is the key word of the government in matters of education. Early childhood education in Ivory Coast is not left out and the objective is to provide quality education for all children, particularly those in rural areas or adequate conditions for their development. However, gaps in accessibility and participation are still perceived depending on the socio-economic environment and regions. This study attempted to highlight the challenges faced by stakeholders in early childhood education with a view to finding adequate solutions to the Ivorian education system. Cote d'Ivoire can draw on the experience of countries like Canada with which it has several partnerships and cooperation in the field of early childhood education to improve the performance of its system. Financial support and support for early childhood centers is crucial in order to make them accessible to many children, particularly those in rural areas. Teacher training must be essential with a view to having good quality education. The Ivorian government must redouble its efforts to mobilize domestic and external resources, such as remittances from the diaspora, to finance more early childhood centers.

The study showed the importance of training from early childhood which is a means of forming much more productive human capital.

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We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

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Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

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It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

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Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

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A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

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Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

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If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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