

## RESEARCH ARTICLE

## Didactic strategies in Youth and Adult Education in schools in Alagoas, Brazil.

Estratégias didáticas na Educação de Jovens e Adultos em escolas de Alagoas, Brasil

Estrategias didácticas en la Educación de Jóvenes y Adultos en escuelas de Alagoas, Brasil

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OPEN ACCESS 

DOI: <https://doi.org/10.18634/sophiaj.19v.1i.1146>

### Article information

Recibido: septiembre de 2021 Revisado: noviembre de 2022 Aceptado: diciembre de 2022 Publicado: enero - junio 2023

Keywords: Youth and Adult Education, Teaching strategies, Teacher-student relationship, School Curriculum, Brazil.

Palabras clave: Youth and Adult Education, didactic strategies, teacher-student relationship, School Curriculum, Brazil.

Keywords: Youth and Adult Education, teaching strategies, teacher-student relationship, Scholl Curriculum, Brazil.

How to cite: /how cite:  
Castillo Armijo, P. E., & Montenegro Padilha, M. D. R. (2023). Estrategias didácticas en la Educación de Jóvenes y Adultos en escuelas de Alagoas, Brasil. *Sophia*, 19(1). <https://doi.org/10.18634/sophiaj.19v.1i.1146>

*Sophia-Educación*, volumen 19 número 1. January/June 2023. Spanish version

### ABSTRACT

The aim of this article was to analyze the didactic strategies used by teachers of Youth and Adult Education (EJA) in three public schools in Alagoas to improve the teaching-learning process. For many years, YAE has been considered an educational subsystem, a bad education for the poor, but there has been recognition in recent years of the transformative role it can play in the lives of people who have been excluded from the traditional education system for reasons of work, pregnancy, school failure or voluntary abandonment. There are also economic reasons that establish the importance of this type of education, being considered a workforce that must be qualified to enter the increasingly competitive job market.

Using a qualitative approach and a case study method, the research was carried out by obtaining data from three focus groups with the students and semi-structured interviews with the teachers. The data was processed using the content analysis proposed by Bardin (2011). The dialogic positions of the teachers and students who are the subject of this research emerged, demonstrating the importance of the relationship of dialog and respect between teachers and students in the EJA, highlighting that there are didactic strategies that favor learning, such as practical and group work. However, there is criticism of the EJA, which has some mechanical processes of nonsense and mere reproductive teaching that do not favor the acquisition of higher cognitive skills, such as reflection and analysis of the students' social reality.

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Conflict of interest:

The authors declare that they have no conflict of interest.

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## RESUMO

Este artigo objetivou analisar as estratégias didáticas utilizadas pelos professores da Educação de Jovens e Adultos (EJA) de três escolas públicas em Alagoas para melhoria do processo de ensino aprendizagem. A EJA por muitos anos tem sido considerada um subsistema educacional, uma educação ruim para os pobres, mas há um reconhecimento nos últimos anos do papel transformador que pode gerar na vida das pessoas que foram excluídas do sistema educacional tradicional por motivos de trabalho, gravidez, insucesso escolar ou abandono voluntário. Há também razões econômicas que estabelecem a importância desse tipo de educação, sendo considerada uma força de trabalho que deve ser qualificada para entrar no mercado de trabalho cada vez mais competitivo.

A partir de uma abordagem qualitativa e método de estudo de caso, a pesquisa foi desenvolvida através da obtenção de dados de três grupos focais com os alunos e entrevistas semiestruturadas com os professores. Os dados foram tratados através da análise de conteúdo proposta por Bardin (2011). Nas falas, surgiram as posições dialógicas dos professores e alunos objeto desta pesquisa, que demonstraram a importância da relação de diálogo e respeito entre professores e alunos da EJA, destacando que existem estratégias didáticas que favorecem a aprendizagem, como o trabalho prático e grupo. No entanto, há uma crítica à EJA que apresenta alguns processos mecânicos de disparate e mero ensino reprodutivo que não favorecem a aquisição de habilidades cognitivas superiores, como a reflexão e análise da realidade social dos estudantes.

## RESUMEN

Este artículo tuvo como objetivo analizar las estrategias didácticas utilizadas por los maestros de Educación de Jóvenes y Adultos (EJA), de aquí en adelante, de tres escuelas públicas en Alagoas para mejorar el proceso de enseñanza aprendizaje. La EJA por muchos años ha sido considerada un subsistema educativo, una educación pobre para pobres, pero existe un reconocimiento en los últimos años del rol transformador que puede generar en las vidas de las personas que fueron excluidas del sistema educativo tradicional sea por razones de trabajo, embarazo, fracaso escolar o deserción voluntaria. También existen razones económicas que establecen la importancia de este tipo de educación, al ser considerados como mano de obra que debe ser calificada para introducirse al mercado laboral cada vez más competitivo.

Desde un enfoque cualitativo y método de estudio de casos la investigación se desarrolló obteniendo datos de tres grupos focales con los estudiantes y entrevistas semiestruturadas con los maestros. Los datos fueron tratados a través del análisis de contenido propuesto por Bardin (2011). En los discursos surgieron las posiciones dialógicas de docentes y alumnos objeto de esta investigación, quienes demostraron la importancia de la relación de diálogo y respeto entre docente y estudiantil de la EJA, destacándose que existen estrategia didáctica que favorecen el aprendizaje, como los trabajos prácticos y grupales. Sin embargo, existe una crítica hacia la EJA que presenta algunos procesos mecánicos de enseñanza sin sentidos y meramente reproductivos que no favorecen la adquisición de habilidades superiores del pensamiento, como la reflexión y el análisis de la realidad social de los estudiantes.

## Introduction

The technological, environmental and social changes that have taken place in recent years have demanded that the basic education offered by schools be relevant in terms of preparing students for the reality in which they find themselves. In this way, enabling students to enjoy this knowledge is fundamental for their development and for building a fairer and more balanced society.

Youth and Adult Education (EJA) has some specific characteristics that need to be understood in the general context. The training of students in this type of education must be understood as a different type of schooling from that which takes place in regular classes. These students are not individuals with no history and no knowledge; they bring with them the victories and frustrations of years of life that need to be taken into account.

Given this context, we can see that there is a wide range of deficiencies that interfere with the progress of the EJA, including insufficient investment in training teachers who work in this type of education, so that they can promote didactic strategies with a different ideology, aimed at this audience, which has individualities unique to its social, economic and cultural condition. In this sense, it is clear that EJA students are no longer experiencing the didactic strategies adopted in other teaching modalities.

With this in mind, we sought to understand the clippings and interpretations proposed in order to delimit elements that do not denote the rigidity of a philosophical vision that is closed in on itself, being supported by different approaches related to YAE. A wide-ranging study was therefore carried out into the conceptual and contextual background of Youth and Adult Education in Brazil and specifically in Alagoas.

Several categories emerged during the research, including: the teacher-student relationship; didactic activities; the availability of teachers to carry out their pedagogical activities; the teaching-learning performance of students; and didactic-pedagogical strategies. In this sense, the characteristics, skills and competences of students and teachers were identified in order to understand the relationship between them, as well as the teaching strategies that contribute to improving teaching and learning.

The main objective of the study was to analyze the didactic strategies used by EJA teachers in order to improve the teaching-learning process.

## Youth and Adult Education in Brazil

Throughout the history of education in Brazil, Youth and Adult Education, also known as popular education, has been used as a target for training and holding political power, but it has always contributed directly or indirectly to the functioning of the country's socio-cultural structure. Based on this assumption, we can see that, through educational movements, educational policies have been unleashed, which are always linked to social conservation or change, and which always depend on the conception of those in public power.

During the second half of the 20th century, Brazil went through a process of transformation in its political and social history, due to various threats of coups and counter-coups. The education system was going through a period of disintegration as a result of the expulsion of the Jesuits, who, in the colonial period, exercised an educational function, mainly with regard to adults. However, from the 1930 revolution onwards, the educators' movement began a process to expand and implement public policies in adult education, which only came to be stabilized through the 1934 Constitution, as this Magna Carta established full and free primary education, which also extended to adults.

According to Haddad and Pierro (2000, p.174), the National Education Plan, which was the responsibility of the Federal Government and provided for in the 1934 Constitution, was to include free comprehensive primary education with compulsory attendance. This education was to be extended to adults. For the first time, the education of young people and adults was recognized and given special treatment.

Through the National Institute of Pedagogical Studies (INEP), created in 1938 through its studies and research, the National Primary Education Fund was set up in 1942, with the aim of using its resources to draw up progressive programs to expand primary education, including supplementary education for young people and adults. With its regulation in 1945, a percentage of 25% of resources was established for the application of a general plan for Supplementary Education, aimed at illiterate young people and adults.

According to Haddad and Di Pierro (1994), the Adult Education Service (SEA) emerged in 1947 as a special service of the National Education Department of the Ministry of Education and Health, whose purpose was to reorient and generally coordinate the work of the annual supplementary education plans for illiterate adolescents and adults.

In the 1960s, the country experienced a process of economic development, but after changes in government, there were internal economic upheavals that were difficult to manage. This gave rise to grassroots mobilization movements in a wide variety of sectors and intense processes of discussion, analysis and reflection.

According to Paiva (2003), the popular movements, motivated by the country's political and cultural conditions at that time, spearheaded major campaigns to promote education and popular culture, led by intellectuals, politicians and students who were concerned with the political promotion of the masses, with a view to raising awareness of Brazil's problems. They saw education as an instrument of fundamental importance in preparing the people for political participation, as well as for the valorization of national culture. Among the organizers and participants in these movements were liberals, Marxists and Catholics. Each focusing in their own way on the problem of educating the working classes, these groups often had converging political objectives. They aimed to transform the country's social, economic and political structures, building a fairer and more humane society (Paiva, 2003, p.235).

During the 1980s, Brazilian society continued to have a high rate of illiterate young people and adults. In order to continue the process of schooling this clientele, adult education came to be known as Youth and Adult Education (EJA).

The highlight of the 1990s was the approval of the Curriculum Guidelines for Youth and Adult Education, by Opinion No. 11/2000 of the Basic Education Chamber (CEB) of the National Education Council (CNE), which reaffirmed the EJA as a citizen's right, distancing itself from the idea of "compensatory" education and assuming the "reparative" function of "equity and qualification".

The reparation function not only refers to the right to a quality school for young people and adults, but also to the recognition of the equality of each and every human being in terms of the right to have access to a real, social good. However, the notion of reparation should not be confused with that of supply. The equalizing function is a reference to equality of opportunity, which makes it possible to offer the subject insertion into the job market and social life. And finally, the qualifying function, considering permanent education, aimed at meeting the necessary updates and continuous learning throughout life.

Fávero (2001, p. 92) points out that [...] although Opinion No. 11/2000 represented a huge step forward in terms of the foundations and functions of Youth and Adult Education, the opinion's deliberations failed to overcome the narrow limits of this type of education, taking regular and secondary education as a reference.

In view of the above, it can be seen that, at the beginning of the 21st century, there was a need for the YAE to open up to incorporate the plurality of its subjects, knowledge, attitudes, language, code and values, which, for the most part, are unknown or seen in a devalued way by the school environment and the curricula traditionally offered (Andrade, 2004).

As far as Brazil is concerned, data released by INEP/MEC (2019, p. 28) show that the number of YAE enrolments fell by 2.9% from 2014 to 2018, reaching 3.5 million in 2018. This drop was influenced, in particular, by the reduction in the number of YAE enrolments at primary level, which fell by 10.1% from 2014 to 2018. <sup>1</sup>In the 2018 census, EJA at secondary level grew by 9.8% compared to the previous year.

1 INEP/MEC, 2018, p. 28.

2014. At primary level, 62.7% of enrollments are in the municipal network, followed by the state network and the private network, which account for 33.1% and 4.2% of enrollments, respectively. At secondary level, the state network is responsible for 87.6% of enrollments, followed by the private network and the municipal network with 9.3% and 2.2% of enrollments, respectively. The EJA at primary level concentrates, proportionally, the largest number of enrolments in rural areas (Brasil, 2018).

### Youth and Adult Education in the State of Alagoas

Following the promulgation of the 1988 Federal Constitution, educational actions related to the EJA in Alagoas did not immediately show significant changes. This only happened in the 1990s, when different approaches emerged.

As far as the state network is concerned, after two years of LDBEN No. 9.394/9, the Alagoas State Education Department effectively took over the EJA as a teaching modality.

Until 1992, EJA in Alagoas was the responsibility of the Division of Supplementary Education (DES), which had the task of reproducing federalized strategies and focused more on bureaucratic problems than pedagogical ones.

The 1988 Constitution determined that education plans should become law. The LDB, Law No. 9.394/1996, established that the union should draw up a plan and so Law No. 10.172/2001 came into being, instituting the National Education Plan - PNE, and consequently the states drew up their education plans.

The proposal to include the EJA in the Alagoas State Education Plan (PEE) was based on literacy of a popular nature, with the aim of overcoming the concept of the old literacy campaigns, which were only emergency and compensatory in nature, due to the fact that they considered illiteracy to be an evil to be combated in fixed periods (Alagoas, 2006).

The EJA aimed to get young people and adults who were out of the classroom in Alagoas to learn to read and write. This objective was based on the learning difficulties of students coming from elementary school (Estado de Alagoas, 2006), as well as those who had never attended a classroom because, as children, they had to work very early to help with the family income, which meant that young people did not finish their studies in the appropriate school period.

The development of an educational policy based on macro priorities, including the education of young people and adults who were not literate, became a proposal at state level. The general guideline was presented, i.e. to invest in YAE with a view to eradicating illiteracy rates and later incorporating these students into mainstream education. The idea that was advocated was the circulation of studies as a process of continuity in so-called regular education and not continuity of studies, within the same modality.

In the contemporary world, the demand is for technically trained individuals, qualified to recognize and exercise various values such as: ethical conduct, initiative, creativity, flexibility, self-control, communication, among others. As such, this profile requires students to be actively involved in the learning process, always seeking out the practice of reading, writing, asking questions, discussing, solving problems and developing projects, among other aspects. The student must carry out high-level mental tasks such as analysis, synthesis and evaluation.

In this current panorama, with a competitive professional market and connected beings, education is required with diversified and creative strategies that bring about the changes needed to build a more productive, fair and humane society that recognizes and changes its reality.

As far as the EJA modality is concerned, the students' knowledge is necessary. "[...] this begins long before they attend school, because in their everyday experiences they already deal with measurements, mathematical calculations, printed materials, spoken mother tongue, work tools and electrical and/or electronic equipment" (Vargas & Gomes, 2013, p. 453).



According to Roldão (2009), in his thinking, teaching strategies are constructed that encourage the development of learning based on problems, systematization of the content and questioning about the subject. The teacher must also identify the tasks and activities they will use to produce knowledge and, finally, the methods of assessment. This means planning the appropriate content and activities for the target audience, among other things, how to use the materials and resources available and the most appropriate ones to make lessons more dynamic, establishing a link between formal knowledge and the students' knowledge.

## Method

Once the theoretical foundations of this research had been defined, it was possible to outline a methodological approach through which to point out possible alternatives for the construction of didactic strategies to be adopted by EJA teachers.

This non-experimental study used a qualitative approach (Flick, 2009; Yin, 2001), which seeks to achieve the proposed objectives, according to Moreira and Caleffe (2006), exploring the characteristics of individuals and scenarios that cannot be easily described numerically, where verbal data is collected through observation, description and recording. The method adopted was a specific case study (Lüdke & André, 1986), with a very well-defined time and space, carried out in three public schools in Alagoas, between 2016 and 2017. The main axis of analysis in this study is the pedagogical relationship between teachers and students in a specific EJA context.

## Participants

We had nine teachers and twenty-five students from three public schools in Alagoas, which offer EJA as a teaching modality.

## Instruments and procedures

During the research process, three focus groups were held with the students and semi-structured interviews with the teachers. From there, it was possible to list the subsidiary questions that guided the whole process, namely: What are the personal and professional characteristics of the EJA teachers at the three public schools in Alagoas? What are the characteristics of the EJA students in the three public schools in Alagoas? What aspects should be considered from the teachers' and students' perspectives in order to improve teaching and learning in the EJA in the three public schools in Alagoas? How will the proposal of teaching strategies be developed for the EJA teachers of the selected schools?

To analyze the data, we considered the speeches from the focus groups with the students and the semi-structured interviews with the teachers, using the Content Analysis proposed by Bardin (2011) as a reference.

## Results

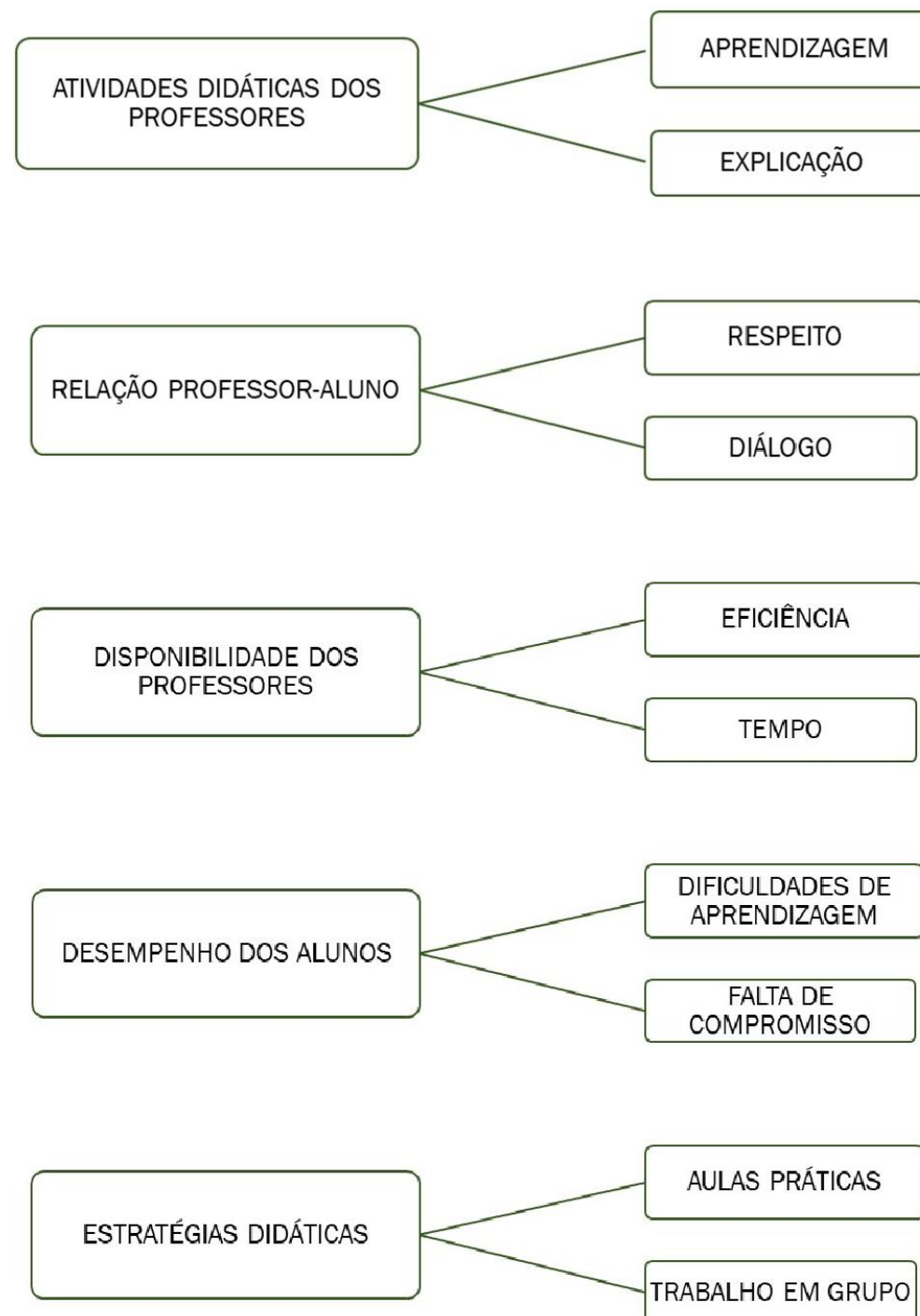
The data collected was analyzed using the Content Analysis technique, according to Bardin (2011). In this The material was read and broken down into units of meaning.

In order to process the results, Bardin (2011) states that the raw data is processed in such a way as to be meaningful ("speaking") and valid. Simple statistical operations (percentages), or more complex ones (factor analysis), make it possible to establish tables of results, diagrams, figures and models, which condense and highlight the information provided by the analysis (p. 131).

This moment of description is where we express the meanings captured and intuited in the messages analyzed (Moraes, 1999). In this sense, a text was produced for each category expressing the set of meanings present in the various units of analysis, using direct quotes from the original data. During this description, the meanings expressed in the categories of analysis were interpreted, relating them to the theoretical basis.

Figure 1 shows the five thematic categories, which were called general categories (pre-defined categories) and, within these, the sub-categories (emerging categories). The results have been presented according to the hierarchy of the categories provided.

Figure 1 - Thematic Categories and Subcategories of Focus Groups and Semi-structured Interviews.



Source: Prepared by the authors.

**Category 1: Teacher-student relationship and thematic subcategories: respect and dialog**

This category sought to focus on issues related to pedagogical practice in the EJA teacher-student relationship, because much is questioned about the importance of the teacher-student relationship, in fact there is no way to see good performance from both parties if there is not a harmonious climate in the school environment.

The teacher has to be an accomplice and, above all, a friend to their students, listening carefully to their daily accounts of their experiences, because they have had part of their lives stolen from them by an unequal, exclusionary society and, like everyone else, they deserve the chance to start again. According to Freire (2003), the student is the one who has the capacity to decide what to do with their life and to take responsibility for their actions, because they are mature enough for such attitudes acquired through negative and positive experiences, and they have the teacher as a master and treat them with unparalleled respect.

Unlike the banking model of education, Paulo Freire states that the teacher-student relationship in the classroom must be on the same level of equality, in a dialogical relationship, where both learn and grow with each other, where the student's thinking cannot be inhibited by the teacher's thinking, but must be complemented by it. Affectivity allows the dialogic process to be strengthened, undoing the relationship of domination of knowledge, and the teacher's common sense reduces the distance between discourse and practice, allowing truths to shine through in their teachings (Freire, 2003, p. 61).

The fragments of these subjects in relation to dialog and respect were striking. It can be seen that in their positions there is an affective conception, of paramount importance in the school context, defined as an essential element for meeting the students' learning needs. It can also be seen that EJA students have a great need to be heard, welcomed and valued, helping them to develop a good self-image. In this sense, dialog and respect are related to building and improving the teaching-learning process.

It emerged from the speeches that there is a need to use the thematic subcategory Respect in the EJA teaching-learning process, i.e. the commitment is pre-established and unfolds over the course of the lessons. The students, in turn, according to their statements, clearly demonstrate the need for the elements they define as: respect, patience and tolerance as key elements in the teacher-student relationship. The teacher, as the leader, is responsible for the good relationship in the class. Their influence in the classroom is very great, so a climate that favors or disfavors good relationships and learning depends mainly on them.

With regard to the thematic subcategory Dialogue, it is clear from the subjects' fragments that dialogue is one of the strategies needed for the teacher to reach the student. In order to understand the construction of dialogue in the relationship between teacher and student in the classroom, it is important to highlight Freire's (1987) conception of education when he states that the purpose of education is linked to the development of the process of humanizing people, which takes place through dialogue, since this is a fundamental element for humanization.

According to the fragments of the subjects in relation to this thematic subcategory, the students say that dialog, respect, discipline in class and more harmony are important. They added that the teacher needs dialog in the classroom to get students interested. According to them, the ideal is to have a good relationship with the students and the students with the teacher, because with this in the classroom, good discipline is formed for both.

Based on the subjects' statements, we can see that dialog is seen as a solution for solving everyday problems in a calm manner. The subjects' statements show that the exchange of experiences, where the teacher interacts directly with the student, builds up a relationship of trust, which contributes to making the classroom a pleasant and learning-friendly environment. The personal issues that students bring to the teacher are part of the affective and trusting relationship that the student has with the teacher. Therefore, the more the teacher understands the dimension of dialogue as a necessary posture in his or her classes, the greater progress he or she will make in relation to the students, as they will then feel more curious and mobilized to transform reality. When teachers act from this perspective, they are not seen as mere transmitters of knowledge, but as mediators, someone capable of connecting students' experiences with the world, leading them to reflect on their surroundings, assuming a more humanizing role in their teaching practice.

From the analysis of the category Teacher-student relationship, it was possible to observe the fundamental factors for identifying and characterizing this category of analysis. However, it can be seen that the category and the thematic subcategories analyzed interfere with the teaching-learning process in the EJA.



*Category 2- Didactic activities and thematic subcategories: learning and explanation*

In this category, we chose to contextualize the discussions by seeking to understand the factors related to teaching practice in the EJA, the methodologies and pedagogical teaching resources that are of total relevance for carrying out the activities, since these are responsible for assisting in the preparation of the activities to be carried out, so these resources must be available to the teacher.

Teachers should give students access to information related to their experiences and stimulate their interest in different approaches. The teacher can work from the problematization of some subjects, provoking in the student the need to seek new knowledge and exchange ideas to solve problems.

Prado (1999) states that the EJA teacher must understand that for an adult in the schooling phase;

to better understand the reality that surrounds them, to act critically and consciously, to participate in the changes and transformations that are taking place in the world around them, it is necessary that all knowledge is presented to them in a problematizing way, seeking reflection and conclusion (Prado, 1999, p. 75).

In view of this, it can be concluded that YAE educators must constantly reflect on their practice, looking for ways to improve it in the face of the difficulties encountered in order to achieve the student's learning and training objectives, as they must be able to deal with different situations and difficulties, always trying to get to know their students, their expectations and their desire to learn.

According to their positions on learning and explanation, we are struck by the differences expressed in their statements. With regard to this issue, we can see that, in the view of the majority of these subjects, there is a gap in the lack of explanation on the part of the teachers during the development of their teaching activities, which hinders the learning process.

Through the arguments presented, it can be seen that the profile of the teacher is that of someone who creates the conditions and means for students to develop intellectual capacities and skills, so that they can master methods of study and intellectual work, with the aim of achieving autonomy in the teaching-learning process and independence of thought.

As such, teachers must seek out innovative skills in various practices and methods of working with content in a way that meets the reality of their students' lives, where it is necessary to broaden the language used when transmitting knowledge, contextualization, dynamism and interdisciplinarity. However, it is noticeable that there is a lack of teaching materials to help teachers in their teaching activities, making it difficult to perform well in the classroom on a daily basis. As Romão (2011, p. 146) says, "the production, dissemination and evaluation of teaching materials for youth and adult education is insufficient, hindering the actions of the various sectors involved

*Category 3- Teacher availability and thematic subcategories: efficiency and time*

This category sought to focus on issues related to the willingness of EJA teachers to develop the teaching activities proposed by the school, as they are professionals committed to their work, as well as analyzing their profile as a professional responsible for their professional activities, capable of defining the fundamental elements in the performance of pedagogical work.

For his part, Tardif (2010) points out that teachers' work requires them to have knowledge and know-how, a praxis, because their work is neither simple nor predictable, but complex and greatly influenced by their own decisions and actions. Thus, the aim of an epistemology of professional practice is to reveal teachers' knowledge (knowledge, skills, know-how, how to be), to understand how it is concretely integrated into their tasks and how they incorporate it, produce it, use it, apply it and transform it according to the limits and resources inherent in their work activities.

According to the focus group participants in this category of analysis, there is an opposition in their statements regarding the availability of YAE teachers in teaching activities. It can be seen that, for the students, the teachers are available to them. As such, we can see that the relationship between the availability of teachers in their didactic

activities has a relevant direction, where the teacher is able to develop their pedagogical skills and abilities in a targeted approach to their students, in the sense of planning, developing didactic activities and creating strategies in order to improve the quality of the teaching-learning process of the EJA.

In this way, we understand that the availability of teachers in didactic activities presents definite elements that demonstrate the quality of the teaching and learning they have been developing in recent decades.

*Category 4- Student performance and thematic subcategories: learning difficulties and lack of commitment*

In school environments, educators are often concerned about the same problems: students who are below average, uninterested and performing in a way that could (and should) be much better. This reality is extremely common and is repeated incessantly in the various types of education.

We tried to analyze the students' statements, in which they demonstrated that their performance in the classroom is poor, because the content is not well developed by the teachers and they reported the issue of the textbook, where its content is out of date. In the light of this reflection, we can infer that the reasons for the lack of commitment and demotivation in the classroom include the inadequacy of the curriculum, study programs and teaching methods, which shows that the school is not prepared to receive students, especially those with the characteristics of those who come to the EJA.

It is also possible to identify the lack of commitment in class as a process resulting from the possible factors that legitimize it from the point of view of young people and adults, revealing that both the school and the students understand themselves in the dimension and complexity of external and internal social relations that interfere in the socio-educational process.

From this perspective, we can identify in the category analyzed that the students' performance has definite aspects that demonstrate the conditions they have experienced in classrooms over the last few decades.

*Category 5 - Teaching strategies and thematic subcategories: practical lessons and teamwork*

In order to localize our discussion, it was necessary to understand that didactic strategies, in the context presented, are related to the techniques applied by teachers in their pedagogical activities, where there are various concepts. However, we opted for the thinking of Menegolla and Sant'anna, who point to the set of systematically organized activities that aim to provide students with effective learning, contributing to their individual and/or group improvement (Menegolla & Sant'anna, 1991).

In view of the above, these organized activities in the teaching-learning process are related to the methodology used by the teacher in carrying out their pedagogical activities.

In line with the students' statements, their speeches reveal factors that are consistent with the profile presented by the teachers. It can be seen that these students need the teacher to have a different profile, i.e. to have characteristics and skills in the classroom relating to patience, explanation and other factors relating to these teachers' procedures.

Based on the fragments presented by the teachers, it can be understood that, in general, in their speeches, they present pretensions and point out strategies that express a greater motivation to provide students with more interesting and productive classes, so that there is a better quality in the EJA, based on the assumption that this type of education differs from regular education mainly because of its public.

The subjects position themselves in relation to teamwork, which is an approach in which the teacher is the mediator and the students are the builders of their own knowledge.

The data presented pointed to the need to link the didactic strategies used by teachers with the reality of young people and adults at school.

### *Analysis of the three groups held with EJA students in three public schools in Alagoas*

The analysis presented in the three focus groups held with EJA students in three public schools in Maceió analyzed the pedagogical relationship between teachers and students to improve the quality of the teaching-learning process. The general categories: teacher-student relationship, teachers' didactic activities, teachers' availability, students' performance and didactic strategies, contributed to understanding the various aspects presented in the pedagogical relationship between teachers and students to improve the teaching-learning process.

In this context, none of the general categories is intrinsically capable of clarifying the phenomenon. The specificities existing in each of the categories and the context analyzed in the fragments of the subjects' speeches in the focus groups point to various circumstances experienced by them that enable us to understand the pedagogical relationship, the quality of teaching and learning and its aspects. In this sense, the perception of the pedagogical relationship between teachers and EJA students cannot be dissociated from the social contexts in which the students are inserted.

### **Conclusion**

The majority of teachers stated that the teacher-student relationship should be based on relevant aspects that provide a working environment through respect, dialog, partnership, cooperation, understanding, among others, that enable students to attend productive and interesting classes with the aim of facilitating the performance of their work in the construction of fundamental knowledge and achieving the objectives in the teaching-learning process.

Some teachers blamed the education system itself when it requires the teacher to move the student on to the next class, nullifying all the work done by the teacher during the school year, where the teacher observes in his evaluations that the student has not progressed in the teaching-learning process.

From this perspective, according to the interviewees, students must assume their role in society, as a historical and social being, as a thinking, communicating, transforming being, creator and realizer of utopias. They tend to assume and have a commitment to their learning and believe that school is important for their education, aware that learning requires a lot of effort and dedication.

Brazilian education is going through a process of influences related to the various pedagogical approaches, where their characteristics affect the methodology used by teachers in the classroom. That's why it's so important for teachers to be aware of what, what for, how and to whom they are teaching, so that they can then use a methodology that meets the student's educational needs.

From this, we observed that the didactic activities developed in the classroom by the teachers surveyed are lively and sensitive to the students' reality, seeking to introduce the content in a more creative way, giving it meaning and motivation through various resources such as: dramatic games, jokes, individual and group work presentations, visual readings, as well as externally watching plays, cinema and folklore and cultural fairs, among others.

We have seen that students' lack of interest in carrying out the didactic activities proposed in the classroom is related to the type of lessons they are offered by their teachers. Based on this assumption, the teachers interviewed want different classes, which are planned using a variety of technological advances that exist in contemporary times.

The students are adults who need different didactic strategies, where the teacher is more creative, providing dynamic lessons that attract the attention of these young people, who arrive at school tired from an exhausting day's work. In order for lessons not to be monotonous, creativity is a fundamental aspect that can make a difference in the classroom, meaning that students end up being interested in learning the content better.

It can be analyzed from the teachers' statements that they aim to provide EJA students with quality in the development of the educational process, seeking to meet the proposed pedagogical expectations by the school.

In addition, they carry out didactic activities in order to promote the transformation of educational conditions, ensuring an education with social quality for those attending the schools surveyed.

It was quite significant when some teachers recognized that the availability of the EJA teacher, in relation to didactic activities, goes beyond the pedagogical activities proposed by the school, to the extent that the teacher aims to plan didactic activities related to the needs of their students, so that they reach their primary needs, contributing to guaranteeing students a better quality in the teaching-learning process, since they did not have the opportunity to realize their knowledge in the equivalent phase.

The teachers did not fail to highlight the issue of the teacher's basic survival needs, a factor that interferes with the performance of teaching activities, where the cause is related to low salaries, the result of the policy of austerity and low appreciation of the profession, which make teachers take on a greater number of classes each year, wiping out the time that would be dedicated to teaching activities related to classes and study, which has a direct impact on the quality of the work carried out.

Another factor reported by the teachers was the lack of public policies to address the educational aspects mentioned. In this sense, a new didactic strategy is needed that can modify the teacher training policy, which requires a series of conditions that have been ignored or unsatisfactorily resolved by educational policies in our country, such as: teaching career, working hours, salary, working conditions, teacher well-being, collective spaces to address educational and professional issues, etc.

EJA students perform well, because it is necessary to evaluate these subjects through their realities, considering the various factors they present in their life trajectories, since they are young people and adults who did not have the opportunity, for various reasons, to become literate or to finish Basic Education at the appropriate time, however they are subjects who present their own culture, as well as their own way of facing everyday life.

Therefore, the teacher needs to believe in this student, considering them capable of constructing their own ideas and expressing them, seeking to develop didactic strategies geared to the reality of each student, being different according to the moment.

There was a lack of commitment, as well as a lack of persistence on the part of EJA students in the process that leads to good performance and quality learning. The students' interests are not related to the school's proposal, which is to promote the autonomy of young people and adults, so that they become subjects of learning and take ownership of the world of doing, knowing and acting.

In this context, the teachers presented other aspects that lead students to stay in school, such as school meals, student ID cards to access transportation, and the marketing of products in the school environment.

The teachers claimed that they develop different didactic strategies in their classes to minimize the students' lack of motivation. They point out that they use lectures as a didactic strategy, as far as possible, prioritizing the selection of content that helps with the students' reality, with the aim of keeping them in the school environment.

In their statements, they revealed that their main didactic strategy was to get closer to the students in order to promote equality among them. At the same time, they emphasized the need for a diagnosis of the students in order to select content related to the profile of the subjects and to choose didactic strategies in the sense of doing, seeing, reflecting and improving their conception of the world, with this didactic strategy being related to interdisciplinarity.

Given the context presented by the teachers, it can be seen that they are committed professionals who perform well within the context of the EJA, presenting characteristics such as being: articulator, organizer and mediator. At the same time, they have a conception of the EJA, with the profile of assuming themselves as subjects of their didactic strategies, since it becomes an important aspect for the teacher to develop and evaluate the progress of their students' learning.

It was possible to analyze that the teachers have a conception of knowledge and culture as fundamental aspects that structure school practice, as well as providing students with motivation related to proposed themes through practical lessons, using concrete materials such as: banknotes and toy coins, prices of medicines, food and others.

In the teachers' reports, we can see the importance they attach to presenting the content in a diversified way, with the aim of providing quality in the students' performance in the teaching-learning process. In addition, they highlighted the need for playful activities, questioning reality and problematizing difficulties in aspects that provide reflections to achieve understanding and the need to understand citizenship, so that students become autonomous and aware individuals.

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