

LITERATURE, ARTS AND USE OF MEDIA TO FACE SOCIO-EMOTIONAL PROBLEMS IN FULL-TIME HIGH SCHOOL VALDO DE VASCONCELOS RIOS - ITAREMA – CE

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Abstract:

This project emerged from evidence collected from the high number of socio-emotional problems in the projects of the Core Work, Research and Social Practices (NTPPS) discipline in the years 2017-2019 at Tempo Valdo de Vasconcelos Rios High School in the classes. First grade and through his actions sought to prove that the pedagogical use of literature, arts and media can contribute to the confrontation of these problems.

Keywords: languages - media - socioemotional problems

LITERATURA, ARTES E USO DAS MÍDIAS PARA ENFRENTAMENTO DOS PROBLEMAS SOCIOEMOCIONAIS NA ESCOLA DE ENSINO MÉDIO EM TEMPO INTEGRAL VALDO DE VASCONCELOS RIOS – ITAREMA - CE

RESUMO

O referido projeto surgiu a partir de evidências coletadas do número elevado de problemas socioemocionais nos projetos da disciplina de Núcleo de Trabalho, Pesquisa e Práticas Sociais (NTPPS) nos anos de 2017-2019 na Escola de Ensino Médio em Tempo Valdo de Vasconcelos Rios nas turmas de 1ª série e, por meio de suas ações buscou comprovar que a utilização pedagógica da literatura, das artes e das mídias pode contribuir para o enfrentamento desses problemas.

Palavras-chave: : linguagens – mídias – problemas socioemocionais

INTRODUCTION

Nowadays teenagers face many problems in everyday life. In the case of the project under study, several socio-emotional problems faced by EEMTI Valdo de Vasconcelos Rios students are noticeable, among which can be illustrated: bullying, prejudice, self-mutilation, homophobia, body acceptance problem, depression. This reality was intensified with the implementation of full-time education, where adolescents began to live daily with an extended journey of 9 hours/classes.

For this reason, the project seeks to face such problems from literature, art and media, considering that literature encourages empathy and dealing with conflicts (CECÍLIO, 2019); Art helps to develop socio-emotional skills. (PITEIRA, 2013), as well as the pedagogical use of media. (BORTOLI, MONTE and SANTOS, 2016)

In this way, its relevance to the school, as a public institution, is expressed to implement actions to minimize the problems faced by young people who are representatives of a society. Thus, it is the role of government agencies to present solutions for the cases presented.

MAIN GOAL:

- Analyze the contributions of literature, artistic manifestations and the media in dealing with socio-emotional problems at EEMTI Valdo de Vasconcelos Rios from the contributions of specialized authors.

Specific objectives:

- Conduct reading circles with the participating groups, addressing socio-emotional problems, associating them with a theoretical framework.
- Create a page on social networks using art and literature to discuss problems faced by young people in the light of theoretical background.
- Reflect on the contributions of the Reading Circle Program to the debate of socio-emotional problems based on scientific methods.

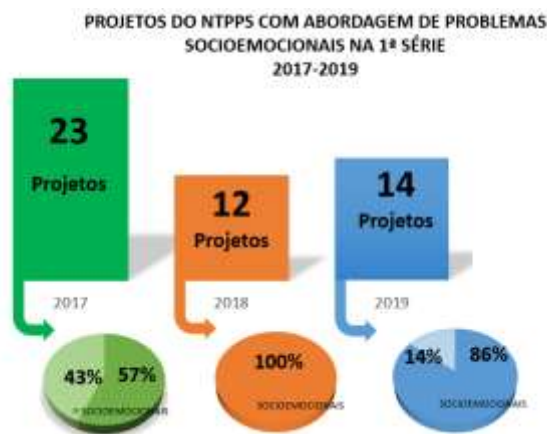
METHODOLOGY

The project was developed at EEMTI Valdo de Vasconcelos Rios, involving 100 students from 1st B, 2nd A and 2nd B classes, a sample of 36.9%. The starting point was documentary research of NTPPS project themes in the 1st series of 2017-2019.

It is an empirical case study applied with a quantitative and qualitative approach (predominant), classified as triangulation, as it combines several qualitative and quantitative methods (FLICK, 2013). To obtain the data, there were the following steps: bibliographic research, documental research at school, application of a reading circle, participation in the Reading Circle Program, creation of an Internet page (instagram) involving literature and art. Finally, a questionnaire was applied to 30 students participating in the project's action, using the Likert Scale and two focus groups were held to observe the participants' perspectives, as well as the researchers' reflexivity, highlighting the relevance of qualitative research . (FLICK, 2009), and these steps are described in the logbook. Data analysis will be statistical and interpretive.

RESULTS

Through documentary research carried out from the analysis of the projects of the Center for Work, Research and Social Practices, percentages of projects aimed at socio-emotional problems were verified, as follows: 57% (2017), 100% (2018) and 86% (2019), as shown in the following image



Fonte: Elaborado pelas autoras (2019)

This result demonstrates the need for the school to strengthen the work with socio-emotional skills and implement actions to minimize the problem. For this purpose, the school applied a questionnaire with 06 questions, using the Likert Scale as a reference to assess the impacts of the project. In this way, the following results were obtained.

It is noteworthy that a scale from 1 to 5 was used for all questions.

- 1- Totally Disagree (red);
- 2- Disagree (orange);
- 3- I neither agree nor disagree (yellow);
- 4- Agree (light green);
- 5- Totally Agree (dark green).

The goal is for the answers to be between levels 4 and 5 that are satisfactory

Question 1- The book “Why does my difference bother you?” contributed to the development of socio-emotional skills (engagement with others, kindness, emotional resilience, etc.) in my school.



Question 2 – Can working with Art (film, visual arts) pedagogically help to develop sensitivity and socio-emotional skills?



Question 3 – “Can the conscious use of the media help young people to face problems such as bullying, prejudice, homophobia, depression, difficulty accepting the body?”



Question 4 – The pedagogical use of literature, art and media are three elements that can help students at my school to reflect on the problems they face



Question 5 – The actions of the Project “Literature, art and use of media in coping with socio-emotional problems at EEMTI Valdo de Vasconcelos Rios” helped students to reflect on the problems faced



Question 6 – The actions of the Reading Circle Program strengthen the work with socio-emotional skills



SOCIAL RELEVANCE OF THE RESEARCH

Currently, the use of media and, in particular, social networks is quite frequent by adolescents and young people and according to Oliveira (2010) there is a need for literature to coexist with the media. It is also evident that both literature and art are important tools in the development of socio-emotional skills. (CECÍLIO, 2019; PITEIRA, 2013) Therefore, the aforementioned project aims to develop protagonism in dealing with socio-emotional problems detected from the triad of literature, art and media, considering that young people face problems such as bullying, prejudice, discrimination, homophobia, self-mutilation, low self-esteem and that the NTPPS expresses situations experienced within the school and it is

the school's role to reflect on such problems and the media can collaborate with this debate as long as it is used pedagogically. Still, it is noteworthy that the research proposal is in line with the National Curricular Common Base (BNCC) which is being implemented in schools.

IMPACT ON THE DISSEMINATION OF KNOWLEDGE AT SCHOOL

The implementation of the project provided the students involved, based on the researchers' observations, with greater student involvement with reading, as well as reflections on those faced at school, given that the approach of the NTPPS projects in 2017 (56.5%), 2018 (100%) and 2019 (85.7%) address socio-emotional problems faced by young people. The use of media associated with literature and art enabled greater interaction among students. One can see the strengthening of socio-emotional skills, such as: engagement with others, kindness and emotional resilience.

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FINAL CONSIDERATIONS

Through this project, it was possible to perceive the need for the school to strengthen the work with socio-emotional skills, considering it as a space for reflection, there is an urgent need to promote actions to reduce the problems faced by young people. Therefore, the activities carried out sought to bring literature, art and the media together in order to improve coexistence in the school space. It is verified through the activities carried out, as well as the research that the project contributed to the change of posture and reflection of those involved.

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