



**ORIGINAL RESEARCH PAPER**

**Pedagogy**

**ANALYSIS OF TYPES OF EDUCATION IN BRAZIL AND PEDAGOGY**

**KEY WORDS:** education, pedagogy, teachers

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**ABSTRACT**

this article aims to analyze the most different types of education in Brazil. The teaching of children in Brazil is the first in the scale of values and the higher education the last. From infantile education to higher education the student goes through more than 15 years of education. Nevertheless, education in Brazil is still considered underdeveloped in many ways. How does education in Brazil work? What are your main laws? What can we expect from education? To answer the questions, a bibliographic survey of sources and a strong discussion about the identity of education in Brazil was carried out.

**INTRODUCTION**

The purpose of this article is to make an analysis of the types of teaching modality that exists in Brazil and to carry out a deep debate on the main pedagogical issues arising from this teaching. The guiding question is: how can a country advance in the development of education if the main points of attention are in other problems such as public safety and health?

Education in Brazil is part of the Federal Constitution, and its offer is mandatory for all. In 2019 there was a dispute in the Supreme Court of Brazil about the possibility of child education being done at home with the help of parents and family alone.

This dispute was the subject of many controversies and finally was denied this possibility. In Brazil all education through disciplines must be done in public or private schools.

For this reason, according to Andre (2015) it is indispensable that the knowledge about the different modalities of education in Brazil becomes object of study and knowledge for all who wish to be part of an education process.

For Lima and Carvalho (2016), the process of teaching and learning has been the subject of debate for years and its modifications of the legislation come from criticisms and debates within Brazil.

**METODOLOGIA**

The methodology of this research is bibliographical. Research was carried out in different media: Ministry of Education, Ministry of Culture and Legislation of Brazil.

The pedagogical content had the reference of several authors of Brazil, in the platforms of google academic, CAPES, Scielo and Web for Science.

It is considered as an exploratory research because it had applied research to highlight a problem and seek the most diverse forms of solution.

The information collection was from the years 2010 to 2019 and the research done in the English and Portuguese languages.

**THE LEGISLATION OF EDUCATION IN BRAZIL**

In a historical process education in Brazil was reformulated several times through Law 4.024 / 61 in defense of the public school for the entire population; the Law that deliberates the Federal Constitution of Brazil (1988) and the new Law of Directives and Bases of Education 9.394/96.

The reformulation of new laws in Brazil to improve education was not easy. Several pedagogical currents modify the essential for the population making their cause a constant fight for kindergarten, elementary school, high school and technical education.

**TYPES OF EDUCATION IN BRAZIL**

Early childhood education is for children from 0 to 5 years old. It is

considered as one of the most important parts of human formation, integrating the stimulus levels for the five senses. According to Paim (2017), the pedagogy used is so that the children can be stimulated for the creativity and the reasoning of their actions in the most diverse environments.

Elementary education is for children between the ages of 6 and 14. In Brazil it lasts for nine years and is considered an important transition for the improvement of the child. It is the transition phase for adolescence and therefore has its content in a transversal way with subjects related to the environment, citizenship, culture, leisure and citizenship.

Secondary education is guaranteed for all students who finish elementary school and in Brazil it lasts for three years. According to Carrano (2016), the learning is directed to the most different areas and directed so that the student has the capacity to enter the university.

Technical education in Brazil can be done in the modality integrated to secondary education. Its objective is to give practical knowledge to the students to develop expertises directed to the job market.

Higher education is the highest level of education in Brazil, and its offer is directed exclusively to students who have finished high school or technical education. There are short courses of 2 years and courses of 4 years and 5 years. Usually its operation is in universities and colleges.

The superior courses in Brazil are divided between undergraduate, baccalaureate and technological degrees.

The undergraduate courses aim to train teachers and have in pedagogy their best methodology.

The baccalaureate courses aim to provide a solid foundation of training for the student. Usually it has 4 to 5 years of full duration, and the student can act in several areas.

Technological courses are called short courses, which can be done in 2 years. The student becomes a professional from a single area of training.

**CONCLUSIONS**

In view of the information collected, the following conclusions are perceptible:

Education in Brazil has undergone profound changes in the last decades and is not yet a consensus among all teachers and educators;

Despite the advances, a large part of the population is still out of school and few reach higher education;

Despite being established in various forms of education, education in Brazil is still one of the great problems of the country.

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