THE IMPORTANCE OF FAMILY AND SCHOOL RELATIONSHIP IN STUDENT EDUCATION

THE IMPORTANCE OF THE RELATIONSHIP BETWEEN FAMILY AND SCHOOL IN THE FORMATION OF THE STUDENT

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SUMMARY
Education is a continuous process, which must consider all means of insertion for the student, with school and family being the first structures that influence this process. To this end, the present work aims to demonstrate the importance of the family and school relationship in the student's education, using bibliographical research as a research method, where books, magazines, periodicals, documents, monographs and scientific articles were analyzed to support reflections. and discussions on the topic. It can be observed that the closer relationship between family and school tends to contribute significantly to the student's comprehensive education, as the involvement of family members demonstrates to the student the importance of carrying out the school process for their educational, personal and Social. It follows that family and school must work in partnership to strengthen educational actions and improve the comprehensive training of students, the community and society as a whole.
Key words: Education; School; Family.

ABSTRACT
Education is a continuous process, which must consider all means of insertion of the student, with the school and the family being the first structures that influence this process. To this end, the present work aims to demonstrate the importance of the relationship between family and school in the student's education, using bibliographic research as a research method, where books, magazines, periodicals, documents, monographs and scientific articles were analyzed to support the reflections and discussions on the topic. It can be observed that the strengthening of the relationship between the family and the school tends to contribute significantly to the integral formation of the student, because the involvement of family members demonstrates to the student the importance of the effectiveness of the school process for their educational , personal and social development. Thus, it is concluded that family and school should work in partnership to strengthen educational actions and improve integral formation students, the community, and society as a whole.
Keywords: Education; School; Family.

1. INTRODUCTION

Educating is a broad process, which is not limited to school. The school organizes program content, establishes rules, methods and educational objectives related to the development of teaching and learning methodologies. As one of the first institutions attended by students, it has great responsibility for their training, despite needing support from other institutions to achieve success in its objectives.

The family is the institution where the individual has the first contact with rules and concepts, cultural, political, social, economic, political and religious issues, as well as learning to live with differences, myths and prejudices, being part of of a certain social group, so that integral education permeates all these issues, with the family being as responsible for the student's training as the school, so that the school with participatory management and the family in an interactive way need

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work together for the best development of their children, students and communities.

With this in mind, this work sought to investigate the importance of the family and school relationship in student education, pointing out the main challenges of participatory school management in strengthening this relationship, which is still considered a challenge for most educational institutions.

It is believed that the relationship between school and family can only provide benefits for students' learning. Students tend to commit to school when they realize that their family values   the institution they attend, as well as when the family encourages actions carried out within the school environment and provides the student with a feeling of appreciation for the educational achievements achieved in this environment.

Therefore, the present work has the general objective of demonstrating the importance of the family and school relationship in the student's education. The specific objectives are to show the role of the school, point out the role of the family in the student's education and show how the strengthening of this relationship tends to contribute to the quality of the students' comprehensive education.

Thus, the research is justified by the importance of discussing educational issues, as it is known that families often assign the role of education to the school and to educators, skipping their role as partners of educational institutions, the which often harms the students' relationship with the school. For this reason, it is necessary to talk about the role of school, family and society within the context of the student's comprehensive education.

To this end, the bibliographic and documentary research method was used, where a detailed analysis of the topic was read, synthesized and structured in different books, magazines, periodicals, documents, monographs and scientific articles. Taking a qualitative approach, as the theme was analyzed within a social context, considering several factors. Being of pure and applied applicability, as it has a theoretical nature and aims to solve problems, and its knowledge can be applied in the social context.

Thus, this work is structured with the initial chapters as a summary and introduction, which guide the reader on the theme and structure of the work. Afterwards, the development chapter, where the entire context of the research carried out is presented, the authors who supported it and the analyzes on the theme presented. And the final considerations, which respond to the hypotheses raised in the introductory context.

2. WORK DEVELOPMENT

Education is a process under construction, changeable and autonomous in its educational, social and cultural relationships. When we talk about education at school, it is important to highlight that educating is more than teaching the syllabus. According to Silva and Delgado (2018), the school needs to train the student for coexistence, being an instrument of social transformation, providing and developing the student in an integral way.

But what would comprehensive training be? "Integral education is a historical strategy that aims to develop more integrated, complex and complete training paths, which consider human educability in its multiple dimensions" (Santa Catarina, 2014, page 23). Thus, in addition to the interconnected curriculum, the school is a setting for learning about the rules of coexistence, development of one's own opinions, rights and duties as citizens, respect for differences and social dynamism.

This training goes through the teaching and learning process, fundamental and inherent to traditional schools, but which also takes place in different social environments. Farias (2014) highlights that within the school environment this process mainly considers the classroom, involving the relationships between teacher and student, student and teacher, student and student. Therefore, teaching and learning, in the most current conception, of the integral formation of the human being, does not happen in the same way or at the same time for the different subjects involved, however, they need to be articulated with the reality experienced.

In this sense, Silva and Delgado (2018), state that at school the content needs to be related to what the student already knows, generating curiosity and proximity between their daily lives and the classroom. What cor- robora for the expansion of integral knowledge that makes sense, a context in which education tends to perpetuate itself in a more comprehensive and meaningful way.

In this context, Gandin (2011) says that the school's function is to work on science, as a means of understanding reality, technique as a means of transforming this reality and training as an element of personal and/or group identity, taking into account all types of social, artistic, cultural, community or religious training, linking science to understanding reality , with defined limits that cannot be confused with mere repetition and memorization. Thus strengthening the integral formation of the individual.

This training goes far beyond the school walls, as it involves the entire social, cultural and

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emotional aspect to which the student is linked, especially with the family relationship. Ribeiro, et al (2018) state that it is in the family that the individual spends most of their time, learns the first notions of right and wrong, rules of social coexistence, respect and commitment to themselves and other members, as well as the formation and development of your personality.

Moreira and Oliveira (2022) highlight that at school the student comes into contact with formal education, methodologically structured in historically systematized content and standardized by laws. Therefore, the student's comprehensive education involves both paths, and it is essential that the family and school maintain bonds of mutual commitment.

According to Ribeiro, et al (2018), school and family are institutions that complement each other. As the school teaches certain content, the family must encourage the student to deepen their studies and as the family teaches good behaviors, the school must stimulate them productively in their educational initiatives, generating synergy between knowledge and bringing sense of the relationship between family and school.

However, many challenges are evident in this relationship, especially in the contemporary world. Sadovnik, Ecco and Nogaro (2013), state that it is common for families to increasingly assign the role of educating their children to school and/or to others. This process is related to the constant changes in family structures, where one of the parents often takes on the role of both and, to meet financial needs, faces long and exhausting working hours, often with jobs far from the family home, which reduces even more time spending time with children and their education.

This family decentralization often reflects poor behavior on the part of the student at school, as he or she finds a way to attract the attention of parents, who often rub their hands on their children's heads with the false feeling of making up for their absence, however , Bezerra, et al (2021) state that this type of behavior needs to be reprimanded by parents and the school, jointly, but what commonly happens is that parents, teachers and school managers have difficulty dealing with the situation, avoiding of the problem, passing the responsibility on to each other, providing an inefficient education and forming citizens without commitment to their responsibilities.

In this sense, Wieczorkievicz and Baade (2020), state that a calm and balanced family environment, regardless of the type of family structure, provides a more secure, responsible and confident student to face the challenges of formal and informal education, as well as the student who Having a family that is active in their daily school life tends to demonstrate better development of their physical, mental and motor skills.

In the same context, Sadovnik, Ecco and Nogaro (2013) state that giving importance to school activities, participating in meetings, stimulating a love of reading, meeting and talking to teachers and managers, as well as stimulating curiosity in life inside and outside of school These are simple attitudes, but they can boost a student's school life.

It can be seen that the family and school relationship, when well structured, tends to contribute significantly to the process of forming secure, self-critical individuals, committed to society and responsible for the future of the next generations.

To this end, it is important to highlight the democratic and/or participatory management of the school. For Marques (2017), in this type of management, people involved in the school identify problems, plan, evaluate the actions carried out in the school environment, so that working on participatory management is a process that allows everyone involved to have their responsibility and commitment in school management decisions, in addition to being a way of bringing the school closer together with the family and the community.

Ishida and Souza (2014) state that participatory management is an essential part of the educational process, as bringing the family and community to discuss the educational process calls them to their social role as citizens. In addition to providing greater security and student interest in school, as parental involvement tends to increase student commitment.

This corroborates the Federal Constitution of Brazil (1988), education is a right for everyone and the responsibility of the state and family in a collaborative way with society. One of the principles of education is the democratic management of public education in accordance with the law. Therefore, participatory management is not just a function of the school, but a commitment of the family and society, regardless of the challenges already mentioned in relation to family participation today.

For Dalmás (2005), participatory school planning must generate transformation in the society where the school is located, with the great challenge being to horizontalize the structural relationships of school planning, through dialogue, participatory debate, integrating the entire school, family and community, so that everyone assumes their role, making a more human and participatory education possible.

Marques (2017) cites some strategies to facilitate and encourage participation in school management participatory, such as: identifying the best time to propose shared actions, encouraging the participation of school members, establishing standards and monitoring their installation and implementation, guaranteeing resources to carry out collective actions, and recognizing collective participation with due merits.

It is therefore understood that collective management has a lot to contribute to strengthening the family and school relationship, and mainly to strengthening the teaching-learning process, providing over time a school with structured actions and engaged with the future of the community in that is inserted.

3. CONCLUSION

The family and school relationship is necessary for the best performance of educational actions and functions and for the best result in the student's comprehensive training, developing, together with participatory management, educational actions that tend to develop the community as a whole.

Among the benefits, the student is more committed to the formal education provided by the school, when encouraged by the family. This incentive can come through encouraging reading, family participation in meetings and their interaction in educational activities provided by the school. Generating a feeling of appreciation for the school on the part of the student.

For schools, knowing and understanding the family environment that students are part of is also extremely important to achieve the objective of teaching and learning, after all, students' social environments influence the achievement of this objective as a whole. The school offers an organized teaching methodology, with organized objectives, goals and content, however, considering the student's social context is essential for the success of the individual's comprehensive education.

It is therefore understood that the school has a fundamental role in the student's education, as well as the family, it also has an extremely important role, however, when both relate to the same objective, the result is the integral education of individuals. , which reflects not only the improvement of individual educational results, but also the relations of society as a whole.

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