



SCHOOL INFRASTRUCTURE IN THE TEACHING-LEARNING PROCESS

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SUMMARY

This work presents an excerpt from the Master's Dissertation that analyzes the **SCHOOL INFRASTRUCTURE IN THE TEACHING-LEARNING PROCESS: REALITIES AND CHALLENGES FOR TEACHERS AND STUDENTS AT ESCOLA MUNICIPAL ANTÔNIO DOS REIS MORAIS IN THE MUNICIPALITY OF TABATINGA-AM**. The text discusses the benefit of a good school physical structure on student performance. The teaching-learning process needs to be constantly evaluated, measurement is based on students' academic performance, which is nothing more than evaluating what was learned. There are many factors that lead students to perform well at school, because as we know, for learning to flow properly, all components that make up this action must be in tune. School infrastructure is part of this component that can positively or negatively influence this process, considering that a good physical space contributes significantly to the educational process. It is a fact that a quality infrastructure maximizes student learning, as the better the school's infrastructure, the better the students' performance. The school must offer a space that is pleasant and welcoming, considering that in such a space the student will have a significant improvement in their learning.

Keywords: School physical structure. Performance. Student.

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INTRODUCTION

In order to achieve quality teaching, our Brazilian education needs to be rethought, there are several factors that can interfere negatively or positively in the student's learning process. Among them, environmental, economic, social, affective, psychological, emotional and family aspects stand out.

From this perspective, the process of teaching and learning in public schools is a challenge for both teachers and students, as the obstacles to gaining knowledge are great and one of them is the structural part of the school in terms of physical, teaching and technological material. The lack of these resources has made it difficult for educators to carry out their practices properly, which means that education only has to lose. We know that for the teacher to develop his classes with quality, in a dynamic way that attracts the student's interest in learning these days is a challenge, as the student with this vast information that this

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digital world offers, the teacher has to reinvent himself every day to try to compete with this globalized world, however if the school does not offer the minimum of conditions with an adequate physical structure, with teaching and technological materials at least the basics, this The teacher will not be able to develop their work in a meaningful way, and thus the student loses interest, often preferring to abandon school or even not participate in any activity, as there is no attraction to doing so.

In this sense, the school environment needs to provoke multiple socio-educational interests in students. The physical structure of schools can provide subsidies that influence not only gains in cognitive and motor capacity, but also the socialization of students, considering that an intelligent infrastructure contributed to stimulating social and leisure interaction among them.

Based on this thought, the environment must have an appropriate structure with adequate pedagogical spaces, so that it can serve the entire school body satisfactorily.

It has been discussing school environments for a long time, drawing attention to the issue of precarious facilities and lack of materials in Brazilian institutions. In the 1980s, Castro and Fletcher (1986) discussed the material conditions of Brazilian schools at the time. They explicitly raise the question of the efficiency and effectiveness of public spending on education and talk about the relevance of school infrastructure for student learning. Sátyro and Soares (2007) studied school infrastructure based on data from School Censuses from 1997 to 2005 and found that, although there was an improvement in the period, this did not have an impact in terms of improvement in repetition rates and student learning.

Despite the improvement with regard to school facilities, much still needs to be done, as in many places the precariousness of school environments is still very precarious, especially in rural areas, where improvements are slow to arrive, and this means that education in these areas communities is inferior to others, thus contributing to the poor academic performance of these students.

We need to discuss even more about the obstacles that prevent our country's education from leveraging, but to do this we must be committed to improving this education, holding debates, forums, demanding, demanding our right as citizens to offer a quality school for our children, with facilities and materials that offer conditions to develop the teaching and learning process, so that knowledge is passed on and acquired in an effective and meaningful way.

1. The benefit of a good school physical structure on student performance

Reflecting on the words of Rinaldi (2002), we realize that many schools are built and organized without taking care to check who their clientele will be, without thinking about the students they will receive, these environments should be organized in such a way that the student feels part of that take into account its particularities.

A school with an adequate structure increases the student's interest even further, encouraging them to continue studying, taking pleasure in learning, as they will have the opportunity to experience different experiences and be able to realize their potential to choose a profession in the future with greater confidence.

When we talk about good infrastructure, we are talking about pleasant and quality spaces, adequate equipment that promotes the child's learning, and the school space is a great contributor to this learning, as discussed Galardini and Giovannini (2002) [...] The quality and organization of space and time within the educational setting can stimulate investigation, encourage the development of each child's abilities, help maintain concentration, make them feel become an integral part of the environment and give you a feeling of well-being (p. 118).

Given this certainty, it is extremely important that each school organizes its spaces in a flexible and differentiated way, with environments that contribute to the construction of knowledge, contributing to the development of skills and abilities.

The school has a very big challenge in arousing student interest, which will be reflected in performance. of the same. The school institution has to invest not only in the physical part of the school, but also invest in technology. It is not possible to disconnect the classroom from the world, as it is through the internet and social networks that students will have access to materials, tools and content that can help them in their studies. The school that offers a favorable environment for the use of technology, the student is motivated to engage and develop their pedagogical activities, so their performance and learning will be significant, since the student will have access to relevant content that will contribute to their studies, as well as their interaction and the socialization of knowledge.

Ensuring student interaction with technological means encourages the search for knowledge, in a way that



increasingly autonomous, considering that access to virtual environments for educational purposes allows the student to have a broader educational experience, in addition to the continuous search for knowledge. Furthermore, this format allows educators to prepare their classes in an innovative way, attracting student attention and interest.

Therefore, adequate infrastructure in schools, with quality facilities and materials, improves learning and consequently increases student performance. Therefore it is necessary to adopt public policies that provide subsidies for schools to maintain themselves, because an ideal classroom is not only made up of well-disciplined and appropriately uniformed students, but one that gives a real meaning to the word education, a well-educated and valued teacher, respected student and structure of available teaching materials and resources, as a well-organized environment in its entirety not only increases student performance, but will also prevent retention and school dropout, which are still factors that are of great concern to school management in our country.

The student's academic performance can present a relevant advance if they are inserted in a well-structured environment, with comfortable places and access to quality teaching materials that can encourage them to want to learn. Therefore, favoring the learning process is investing in school environments, as supporting the students' education process through an adequate school infrastructure directly reflects on the quality of education provided to students.

CONCLUSION

The study makes us reflect that poor quality infrastructure can bring numerous problems to education, such as school dropout, lack of interest and school retention and low performance, all of these obstacles bring significant harm to the student's academic life. These problems are intertwined, because if the student is unable to acquire the skills and competencies imposed on him according to his school year, that student will not perform well and consequently will not achieve the grades necessary to pass the year, being held back, and when the student retains it, it interferes with their self-esteem, and they often lose interest in studies and end up dropping out of school, causing harm to both them and the school.

According to the research results, school infrastructure can influence teacher practices, especially in physical education and science classes, this does not mean that the others are not the same, however, physical education and science subjects require adequate resources to your practice.

There are several factors that influence physical education classes and the lack of a suitable environment is one of them. We know that the practices of this discipline are fundamental for the development of the student's psychological and bodily functions, and due to the lack of an ideal space, many teachers fail to carry out some practices that are necessary for the student's comprehensive training.

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