THE SCHOLAR SPACE AND THE TERRITORY IN ITS ENVIRONMENT: THE APPLICATION OF INSTRUMENTS IN THE EVALUATION OF LIMITS AND POSSIBILITIES IN A FULL-TIME SCHOOL

**ABSTRACT:**

This article is the result of a survey conducted at the School Citizen Park Cyro Sosnoski, which aimed to understand the influence of architecture and in the educational processes of full-time education. Specific objectives: to verify the favorable and unfavorable aspects of the Citizen Park School Cyro Sosnoski architecture for full-time education and their educational practices; identify the perception of students, teachers and administrators about the school environment and point suggestions for change or stay for the realization of teaching practices in full-time. The idea of ​​working with this issue arose by questioning about relationship between school space and the proposal for full-time education. Through qualitative multimethod approach, the results were analyzed: semi-structured interviews with teachers and administrators, Walkthrough, Memory Game and drawing, and the last two instruments were applied to children from first to fifth year of elementary school. As a theoretical framework, we rely on the contributions of the authors regarding the integral education and educational spaces architecture. We highlight as results not incorporating a comprehensive education proposal in its entirety; lack of ownership by the school to make use of the territory in its surroundings, the need for upgrading of spaces as well as expansion of physical space, and the lack of encouragement and continuing education by the municipal secretary of education.

**Keywords:** Integral Education; Full-time School; School architecture; Educational territories; Instruments of environmental perception