

**INDÚSTRIA CULTURAL, EDUCAÇÃO E TRABALHO DOCENTE: DA  
SEMIFORMAÇÃO À EMANCIPAÇÃO HUMANA**

***INDUSTRIA CULTURAL, EDUCACIÓN Y LABOR DOCENTE: DE LA SEMI-FORMACIÓN  
A LA EMANCIPACIÓN HUMANA***

***CULTURAL INDUSTRY, EDUCATION AND TEACHER WORK: FROM SEMI-FORMATION  
TO HUMAN EMANCIPATION***

Marta Regina Furlan de OLIVEIRA<sup>1</sup>  
Anilde Tombolato Tavares da SILVA<sup>2</sup>  
Cândida Alayde de Carvalho BITTENCOURT<sup>3</sup>  
Zuleika Aparecida Claro PIASSA<sup>4</sup>

By immersing yourself in an important discussion, it is expected that you will be able to come out with a greater range of knowledge, with a refined understanding of the theme developed, and with the proposition of new knowledge, whether for existential dynamics, for professional emancipation or for Social living.

This was the experience carried out when preparing this Dossier proposal, entitled: “Cultural Industry, Education and Teacher Work: from semi-formation to human emancipation”, organized in the light of the studies, discussions and research that have been developed in the last 10 (ten) years by the Study and Research Group on Education, Childhood and Critical Theory of the State University of Londrina (GEPEITC/UEL) and which, in a way, are in line with the foundations of the Critical Theory of Society<sup>5</sup>.

In the course of this study, we had the opportunity to meet groups, scholars in the field, renowned researchers from Brazil and Ibero-American countries who have been developing

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<sup>1</sup> State University of Londrina (UEL), Londrina – PR - Brazil. Professor of the Postgraduation Program in Education. Postdoc in Education. ORCID: <http://orcid.org/0000-0003-2146-2557>. Lattes: <http://lattes.cnpq.br/8423465824507075>. E-mail: [marta.furlan@yahoo.com.br](mailto:marta.furlan@yahoo.com.br)

<sup>2</sup> State University of Londrina (UEL), Londrina – PR - Brazil. Professor of the Department of Education. Postdoc in Education. ORCID: <https://orcid.org/0000-0001-8391-880X>. Lattes: <http://lattes.cnpq.br/3570231779830818>. E-mail: [anildetombolato@gmail.com](mailto:anildetombolato@gmail.com)

<sup>3</sup> State University of Londrina (UEL), Londrina – PR - Brazil. Professor of the area of Art Teachers Training. Postdoc in Education. ORCID: <https://orcid.org/0000-0001-9299-146X>. Lattes: <http://lattes.cnpq.br/8604831792425650>. E-mail: [candida.carvalho@uel.br](mailto:candida.carvalho@uel.br)

<sup>4</sup> State University of Londrina (UEL), Londrina – PR - Brazil. Professor of the Department of Education. PhD student in Education. ORCID: <https://orcid.org/0000-0001-7080-0255>. Lattes: <http://lattes.cnpq.br/8460152764659926>. E-mail: [zupiassa@gmail.com](mailto:zupiassa@gmail.com)

<sup>5</sup> The Critical Theory of Society is the set of reflections of a group of Marxists, unorthodox, German intellectuals, who from the 1920s developed research and positioned themselves as thinkers on philosophical, aesthetic, social, cultural, educational problems generated by the capitalist system of their time (WIGGERHAUS, 2002, p. 33-40).

theoretical and empirical works for more than 20 (twenty) years focused on social, formative and educational phenomena in the light of this theoretical contribution. Currently, the representativeness of the Critical Theory of Society is in the following groups of researchers: “Critical Theory and Education Research Group”, created in 1991, with representatives from the Federal University of São Carlos and the São Paulo State University - Campus de Araraquara; the “Critical Theory, Formation and Culture Research Group”, with participants from the University of São Paulo and the Pontifical Catholic University of São Paulo; the “Nexus Research Group: Critical Theory and Interdisciplinary Research - Northeast”, formed by researchers from various higher education institutions. There are countless researchers in Germany and other countries in Europe and other continents that continue the tradition of the first researchers at the Frankfurt School.

In this sense, dialoguing with the discussions of these renowned researchers, we present in this Dossier an effervescent discussion with contemporary themes that deal with the critical look at society, education and human formation, in order to resume the contributions and the currentity of the dialectical thinking of Frankfurt School in relation to the phenomenon of the cultural industry and the subsequent transformation of education into semi-formation, that is, the expansion of the process of instrumental rationalization of Western thought when culture approaches the interests of the market and the subjective conditions that made it possible and consolidation of semi-formation dismantling the effectiveness of the emancipatory character of formation.

Thus, there is a need for the education process to “counteract such a lack of awareness”, caused by the industry in which culture becomes only a commodity value. Adorno (1995) warns us that, nowadays, this reconciliation between the individual and society is forced, mainly if determined by the social relations that demand the universalization of semi-formation and, why not say, of our damaged education. Thus, Adorno's thinking is reborn when tested and, therefore, always classic.

The Dossier is organized in order to accompany the movement of thought of the authors of critical theory about the central theme and, from that, build a specific path to understand the pedagogical formation of teachers in this current social context, with a view to overcoming the semi-formative process by human emancipation process. In this sense, the articles in this collection are committed to thinking critically and contributing to reflect on the education scenario today, by resuming cultural formation (*Bildung*), semi-formation (*Halbildung*) processes and the cultural industry. Education, in this aspect, immersed in formative impoverishment, influenced by the cultural industry, becomes social determination, affecting all sectors, including the formative and teaching field in this common area. Thus, the collection of discussions aims to identify and problematize the surrounding theme - cultural industry and the semi-formation process -, an argument built by Adorno

on a cultural and formative crisis that affects man's living in society and his relationship with cultural goods.

The didactic structure of the Dossier is initially guided by the discussions about the cultural industry and its developments and, sequentially, directs us to think about the effects of this new social and market time, mainly with the semi-formation and the formative crises resulting from the current culture.

The flowering of the Critical Theory of Society in our reality brings us questions that need to be reflected on, in order to enhance a more critical and consistent analysis of sociocultural, historical, political and, mainly, formative events. It should be noted that, based on the foundations of Critical Theory of Society, Frankfurt thinkers (Adorno, Horkheimer, Marcuse and others) can effectively contribute to the process of understanding the world and in favor of humanity, especially when it helps “men to remove the veil from the socio-cultural and political reality to reveal the artifacts of ideological manipulation that are hidden under the appearance of the real”, since they “work emphatically to show the contradictory, superficial and annihilating elements of both rationality and creativity” (PUCCI; SILVA, 2015, p. 23).

Presented by the *Revista Ibero-Americana de Estudos em Educação* (RIAEE), this dossier includes 10 articles, in the form of theoretical essay, bibliographic review, document analysis and research reports, authored by researchers linked to national higher education institutions in different regions from Brazil: Londrina State University (UEL); Pontifical Catholic University of São Paulo (PUC); State University of Maringá (UEM); São Paulo State University Júlio de Mesquita Filho (UNESP/SP); University of São Francisco (USF); Paraná State University (UNESPAR); Federal University of Grande Dourados (UFGD/MS); State University of Mato Grosso do Sul (UEMS), Dourados Unit; Paulista Catholic College (FACAP); University of São Paulo (USP).

Thus, the initial discussion on the **“Cultural industry and semi-formation: democracy and education under attack in Ibero-American countries in the light of critical theory”** by *Marta Regina Furlan de Oliveira; Maria Terezinha Bellanda Galuch; Carlos Antônio Giovinazzo Junior* analyzes the impact of the cultural industry and semi-formation on the American continent, highlighting how the commercialization of the market and culture interfered in the development of critical consciousness, becoming the dominant form of contemporary consciousness. In this light, the essay aims to broaden the horizon of reflection on the cultural industry and damaged education, in a context whose cultural industry has acquired a high degree of sophistication and penetration, including in the hidden spaces of Brazil and other Ibero-American countries. Thus, mass culture gives unity to the way of thinking, acting, valuing, in short, it integrates everyone through the consumption of material and immaterial goods.

The text on **“Cultural industry, curriculum and teacher training: the ethical dimension as an articulator in the pedagogical process”** by *Sandra Regina Mantovani Leite; Alonso Bezerra de Carvalho* brings to the debate ethics and pedagogical processes as an emancipatory and indispensable counterpoint to think about the effects of the cultural industry on the policy of curriculum development and the consequent formation of teachers reflecting a coercive system. Given this, the text aims to discuss about the ethical dimension present as an articulator in the teaching pedagogical process, with a view to valuing the human being and all its manifestations.

In this way, to critically reflect on education and teaching work in the light of the concepts of semi-formation and cultural industry from the theoretical and methodological perspective of Adorno and Horkheimer, and the possibilities of resistance to barbarism, which prevents the achievement of the emancipatory and clarification project of the man and as a process of awareness and self-criticism is the concern of the authors *Flávia Regina Schimanski dos Santos, Fernanda Neri de Oliveira and Karina Toledo Araújo* with the text **“Cultural industry and the dialectic of enlightenment: implications for the teaching work in school physical education”**, in order to think about a teaching work that contributes to the rupture of fragmented and alienated teaching towards enlightenment and emancipation.

This discussion about fragmented teaching and disconnected from the experience of critical thinking becomes a point to be better reframed, especially when we link discussions related to evaluation policies, especially the National High School Exam (Enem, Portuguese initials), due to the evident crisis in the universe of reading with its weaknesses, which in turn impedes the student in the process of acquiring significant competences and skills for the teaching and learning process.

Supported by the thinking of Adorno and Horkheimer and taking a critical look at contemporary education, which under the auspices of a critical formation of the subject passively succumbs to the dictates of the cultural industry, *Nilo Agostini and Luzia Batista de Oliveira Silva*, in the article **“Education and critical formation in the present”**, outline the current education landscape, according to the Philosophical Pedagogy of Paulo Freire and the authors of Critical Theory of Society, especially Walter Benjamin and Theodor Adorno.

**“Still about semi-formation: contributions of Adorno and Horkheimer in times of cyberculture”**, with authors *Adriana Regina de Jesus; Daniella Caroline Rodrigues Ribeiro Ferreira; Diene Eire de Mello* highlights the implications arising from new technologies in the formative process, focusing on the risk of reducing education to a technical rationality and to the mode of production of globalized capitalism in times of cyberculture.

In this sense, it is worth thinking about the teacher formation process in this current scenario, since the authors *Andréia da Cunha Malheiros Santana; Mariana Civalsci Cardoso; Taila Angélica*

*Aparecida da Silva*, in the text **“Teacher training and critical theory: between market and human emancipation”**, rescue the need to think about teacher training to overcome a formative model based on technical and structured rationality for the marketing logic, contrasting a perspective of formation that values the emancipation and autonomy of the human being; effectively contributing to the formation of professionals, articulating theory and providing the dissemination of knowledge historically produced.

Still, dialoguing within the problem of teacher formation, focusing on the Brazilian context, the article **“The expansion of evaluation systems and the critical theory: a (im)pertinent dialogue”**, by *Andréia da Cunha Malheiros Santana, Andréia Nunes Militão; Fábio Perboni* reflects on the evaluation model proposed by the State and how it has been presented as a synonym for quality for education in the capitalist context. External evaluation expresses a quality model based on managerial and technical logic, which contradicts the bases of critical theory.

When pedagogizing critical theory, we emphasize the dimensions of theory and practice that are historically processed in the classroom, since it is in this dialectical space, full of contradictions and possibilities, that the instituted formative process gains content and form. Thus, the article by *Fabiola Colombani; Flávia Cristina Castilho Carácio; Daniela Maria Maia Veríssimo*, **“Medicalization and its history: standardization and disciplinization of children through school”**, brings up a current and important discussion that involves a new way of producing civility, which is medicalization in the educational context. The authors are concerned with addressing the theme through its history, showing some signs of its emergence, as well as briefly describing the appearance of the school institution, the bourgeois desire for morality and order and the medical influence both on the family and on education, with the use of medicalizing and biologizing practices in the learning process, which are massively present in the current school routine.

It is worth considering that medicalization, as well as other consumer artifacts, are products of the advancement of science and technology. Advances that cannot be denied or ignored in the school environment, it is up to the latter to promote pedagogical practices that overcome the necessary moment of reproduction and move towards creating conditions for individuals to develop their critical and emancipatory capacity in the face of current consumption demands.

Thus, the essay **“Cultural productions and products in the classroom: a critical-dialogical analysis of the Harry Potter Fandom and the Despicable Me franchise”**, by *Luciane de Paula, Ana Beatriz Maia Barissa and Natasha Ribeiro de Oliveira*, it proposes to think about cultural productions transformed into consumer products, in the classroom, as dialogic strategies of critical formation. The proposal is to reflect on the presence of these productions and products from two

iconic works of the cultural industry for their virality: Harry Potter and Despicable Me - the largest fandom community in the world and the success of minions, specifically in Brazil.

**“Deliberative pedagogy, language and power: emancipation and social transformation in education from according to critical theory”**; from *Michele Salles El Kadri, Andressa Cristina Molinari; Samantha Mancini Ramos*, conceive language as a means of domination and social force that legitimizes the power relations established institutionally, in this text they aimed to present deliberative pedagogy as a present possibility to educate for emancipation, and to oppose the semi-formation imposed by the cultural industry in an educational context.

The Critical Theory of Society is an invitation to break away from a thought turned into thing to launch into the intellectual adventure of enlightenment. In the words of Adorno (1972, p.572):

The more the thinking about the essential is mutilated by technification, the more we need what becomes the victim of this process and what is not needed in the market, even in the cultural market. But this interest is represented by the intellectual who does not allow himself to be intimidated and is independent enough to recognize the control of his mind instead of obeying.<sup>6</sup>

Thus, we close this presentation hoping that your reading may provoke reflections that lead to an understanding of the depth of an authentic cultural formation, internally renewing and stimulating the highest intellectual experiences and propelling resistance to barbarism, so typical of our damaged society and education.

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<sup>6</sup> Quanto mais o pensamento sobre o essencial é mutilado pela tecnificação tanto mais se precisa daquilo que se torna vítima deste processo e daquilo para o qual não há necessidade no mercado, mesmo no mercado cultural. Mas, esse interesse é representado pelo intelectual que não se deixa ser intimidado e é independente o suficiente para reconhecer o controle de sua mente em vez de obedecer.

### How to quote this article

OLIVEIRA, Marta Regina Furlan de; SILVA, Anilde Tombolato Tavares da; BITTENCOURT, Cândida Alayde de Carvalho; PIASSA, Zuleika Aparecida Claro. Indústria Cultural, Educação e Trabalho Docente: da Semiformação à Emancipação Humana. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 14, n. esp. 4, p. 1876-1882, dez. 2019. E-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v14iesp.4.12911>

**Submitted:** 30/06/2019

**Approved:** 28/08/2019

**Published:** 01/09/2019