

EDUCATION, HUMAN EDUCATION AND PRAXIS IN SCHOOL EDUCATION: A CRITICAL-DIALECTIC VIEW

EDUCAÇÃO, FORMAÇÃO HUMANA E PRÁXIS NA EDUCAÇÃO ESCOLAR: UM OLHAR CRÍTICO-DIALÉTICO

EDUCACIÓN, EDUCACIÓN HUMANA Y PRAXIS EN LA EDUCACIÓN ESCOLAR: UNA MIRADA CRÍTICO-DIALÉCTICA

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ABSTRACT: The Training and the Praxis of the teacher from the Materialist Dialectic, the Cultural Historical Theory and the Critical Historical Pedagogy is the title of this dossier, which proposes to analyze contemporary themes that deal with a critical look at society, education and human training, in order to resume the contributions about dialectical thinking. It intends to discuss the formative processes that involve the school as a social institution responsible for socializing the knowledge produced by humanity, aiming at a quality education that can reverberate in the development of critical thinking of the subjects involved in the process about the objective reality. The texts are based on the Critical-Historical Pedagogy and the Cultural-Historical Theory, and mark their position by pointing out that the enrichment of human existence in its omnilateralism is a process of active and conscious appropriation, by the individual, of the cultural resources present in the environment and the value of interaction between student and student, student and teacher.

KEYWORDS: Education. Critical historical pedagogy. Cultural-historical theory. Humanization. Teacher training.

RESUMO: *A Formação e a Práxis do professor a partir da Dialética Materialista, da Teoria Histórico Cultural e da Pedagogia Histórico Crítica é o título deste dossiê que propõe analisar temáticas contemporâneas que tratam do olhar crítico para a sociedade, educação e formação humana, a fim de retomar as contribuições acerca do pensamento dialético. Pretende dialogar acerca dos processos formativos que envolvem a escola como instituição social responsável pela socialização dos conhecimentos produzidos pela humanidade, visando uma educação de qualidade que possa reverberar no desenvolvimento do pensamento crítico dos sujeitos envolvidos no processo sobre a realidade objetiva. Os textos têm como base a Pedagogia Histórico-crítica e a Teoria Histórico-Cultural, e marcam sua posição ao apontar que o enriquecimento do existir humano em sua omnilateralidade é um processo de apropriação ativa e consciente, pelo indivíduo, dos recursos culturais presentes no ambiente e o valor da interação educando e educando, educando e professor.*

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PALAVRAS-CHAVE: Educação. Pedagogia histórico-crítica. Teoria histórico-cultural. Humanização. Formação de professores.

RESUMEN: *La formación y praxis del profesor desde la Dialéctica Materialista, la Teoría Histórica Cultural y la Pedagogía Histórica Crítica es el título de este dossier que propone analizar temas contemporáneos que abordan la visión crítica de la sociedad, la educación y la formación humana, con el fin de retomar las contribuciones sobre el pensamiento dialéctico. Pretende dialogar sobre los procesos formativos que involucran a la escuela como institución social responsable de la socialización del conocimiento producido por la humanidad, direccionando a una educación de calidad que pueda repercutir en el desarrollo del pensamiento crítico de los sujetos involucrados en el proceso sobre la realidad objetiva. Los textos se basan en la pedagogía histórico-crítica y la teoría histórico-cultural, y marcan su posición señalando que el enriquecimiento de la existencia humana en su omnilateralidad es un proceso de apropiación activa y consciente, por parte del individuo, de los recursos culturales presentes en el entorno y del valor de la interacción entre educando y educando, educando y profesor.*

PALABRAS CLAVE: Educación. Pedagogía histórico-crítica. Teoría histórico-cultural. Humanización. Formación del profesorado.

*“It is not possible to talk about access to or production of knowledge without love, without the desire that, seized by need, is driven to seek its satisfaction.
(DUARTE; DELLA FONTE, 2010, p. 135,
OUR TRANSLATION)*

We begin this conversation with the reader, starting from the premise that we are human beings aiming for the fullness of learning and development, although, at the same time, we are also lacking in knowledge, emotion, relationship, and contact with others since we are constituted as humans with others. With the Pandemic of COVID 19, which ravaged the world and left us hostages, alone and isolated from contact with others, with this process we realized that man goes through various difficulties and suffering living socially isolated. We learned the importance of human relations and glimpsed a different society from the one marked by exclusion, by valuing performance and competence. A society thought of as a space for relationships, for diversity, which is committed to looking at the human being, the other, the person. A society that values otherness, relationships and dialogue, affection and contact, even at a distance.

The production of knowledge becomes extremely relevant when we can share it with the other, when through rational and epistemological elaboration we reach our neighbor,

enabling changes in his life and in society. Therefore, we cannot talk about the elaboration of knowledge in a spontaneous way and without affection, emotion, and feelings; it is necessary that studies and research go beyond the walls of schools and universities and transform minds and hearts, of readers, teachers, and those involved with the issues and educational practices in school institutions, regardless of the teaching levels in which we operate, thus, we will initiate changes that prioritize the human being in the learning required for his development, his humanization, and emancipation.

It is with this desire that the Research Group FOCO - Continued Education: *implications of historical and dialectical materialism and of the historical-cultural theory in teaching practice and in human development*, together with the subject *Education, human formation and praxis: Implications of Marxism, Cultural Historical Theory and Critical Historical Pedagogy for School Education* linked to the Postgraduate Program in Education of the State University of Londrina, expanding the dialogue with several other national and international universities, proposes to analyze contemporary themes that deal with the critical look to society, education and human formation, in order to resume the contributions about the dialectical thought through this dossier entitled: *The Teacher's Formation and Praxis from the Materialist Dialectic, Cultural Historical Theory and Critical Historical Pedagogy*.

This dossier intends to discuss the formative processes that involve the school as a social institution responsible for the socialization of knowledge produced by humanity, aiming at a quality education that can reverberate in the development of critical thinking of the subjects involved in the process about the objective reality. Thus, understanding human formation as a means of appropriation, by individuals, of the human objectivations produced throughout history. The texts contained in the dossier are based on the theoretical methodological basis of Critical Historical Pedagogy, whose eminent representative is Dermeval Saviani, and the Cultural Historical Theory, based on its precursor Vygotsky, who leaves as his legacy for our analysis the social interaction, language as a cultural tool, the importance of cultural resources present in the environment, and the value of interaction between student and student, student and teacher.

Thus, we emphasize that the texts mark their position by clearly pointing out that the enrichment of human existence in its omnilateralism is a process of active and conscious appropriation, by the individual, of the cultural heritage, and, therefore, "necessarily leads us to assume a political and ethical struggle against any way of life that imposes obstacles to this process" (DUARTE; DELLA FONTE, 2010, p. 2)

Presented by *Revista Ibero-Americana de Estudos em Educação* (RIAEE), this dossier includes 21 articles, in the format of theoretical essays, bibliographical review, document analysis, and 5 research reports, authored by researchers linked to national higher education institutions from different regions of Brazil, as well as by international scholars who collaborated with their productions in the elaboration of the work.

The initial discussion is about "**The constitution of the social being and the man vs. nature relationship: First approaches**", by João Batista de Souza Junior, Ricardo Lopes Fonseca, and Luís Fernando Minasi, and aims to understand that the constitution of social being is based on work, establishing a relationship of ontological dependence with the spheres of inorganic and organic basis, which permeate and influence the man x nature relationship and, consequently, social interactions.

The second text by Armando Marino Filho has as its theme "**Humanization and psychological suffering in the educational process: Personality integration and disintegration**". It is based on the idea that the psychological system is a synthesis of the biological systems of orientation that are incorporated by the educational system. Aiming to understand its genesis in the educational activity, it analyzes psychological suffering as a condition of the vital activity of individuals.

The work entitled "**Historical-cultural theory and school education from a humanizing perspective**", has as authors Maria Sirlene Pereira Schlickmann and Tarciana Cecília de Souza Ferreira, seeks to understand, through a literature search, how the process of development and learning of written language by the child from the Cultural-Historical Theory.

The text entitled "**The continuous training of early childhood education teachers: Contributions of the historical-cultural theory**" by Silvia Fernanda de Souza Lordani, Daniane Salustiano de Lucena Cruz, Roberta Negrão de Araújo discusses the contributions of the Historical-Cultural Theory in the continuing education of teachers, considering this important element for the qualification of the educational work and essential for the integral human formation.

The academic study by João Paulo Rodrigues and Claudiney José de Sousa is entitled "**The historical-critical pedagogy and the emancipatory development of human subjectivity**" and presents a reflection on how critical historical pedagogy presents itself as one of the alternatives for the development of human subjectivity.

The authors Sandra Regina Mantovani Leite, Rodolfo Gabriel Trislitz, Alonso Bezerra de Carvalho discuss the theme "**Education and ethics: The value of presence and alterity in the teacher's training practice**". The study aims at understanding and deepening the reflection

on the ethical dimension in the formation and performance of the teacher, emphasizing its importance for the development of a pedagogical praxis in favor of dialogical relations.

The next study, which has Anderson Luiz Ferreira, Gustavo Kosieniczuk Gomes, Leoni Maria Padilha Henning as authors, brings the contributions of Paulo Freire, making a relation of concepts about the idea of humanization and the conception of human development of the cultural-historical psychology and of the critical-historical pedagogy, with the theme **"Emancipatory education: Contributions from Freirean theory and historical-cultural and historical-critical theories"**.

Seeking to analyze the changes that have occurred in Brazilian professional education, we present the next article, which has as authors Anderson Boanafina, Celia Regina Otranto, Jussara Marques de Macedo and as title: **"The vocational education and BNCC: Exclusion and throwback policies"**, besides pointing out the setback that the current National Base represents for professional education. The continuity of this theme is presented by the authors Paulo Fioravante Giareta, Cezar Bueno de Lima, Tarcísio Luiz Pereira, who work on the BNCC and its approximations with a pedagogy of competencies.

With the title **"BNCC curriculum policy and its impacts on human training from the perspective of pedagogy of competence"** the authors Paulo Fioravante Giareta, Cezar Bueno de Lima, Tarcísio Luiz Pereira aim to discuss and analyze the possible characterization of the ideology of human formation via school education in the curricular reformist context induced by the Brazilian neoliberal State, especially through the Common National Curricular Base, in the perspective of the so-called pedagogy of competencies.

Interdisciplinarity is the central focus of the article entitled **"Interdisciplinarity in higher education: From undergraduate to graduate"**. The authors are able to make a clear analysis of the points that influence Higher Education with respect to the integrated work between the levels of education that takes place in Universities.

As we have already pointed out in the beginning of this presentation, Pandemic has made us seek knowledge about technologies and how to use them properly so that knowledge can reach students, independently, of social level or age group. In this way, the authors Diene Eire de Mello, Simone Aparecida de Andrade Vallini, Vanessa Dantas Vieira, analyze in their article **"The digital Technologies: An analysis from the theory of distributed cognition"** the digital technologies from the Distributed Cognition Theory and present a verification of how these technologies are presented in the literature.

Following with the same objective, working with technologies and their value to human formation, the author Welington Silva in the text **"Educational work, education Technologies**

and human training" makes a reflection about the interests of the dominant class when using technology to serve the development interests of the capitalist society, reducing the emancipating potential of the teaching work. The study verifies that educational technology, although fundamental for the development of the educational work that aims at human emancipation, continues to be treated in a mystifying and fetishist way, and that it is necessary for educators to reflect in order to re-dimension the value of technologies for the humanization and emancipation of the human being.

Another text that brings an important contribution to this moment we are living and that concerns diversity is the article "**“And the world will see a flower bloom from the impossible ground”**: Students’ learning in a situation of vulnerability" by Silvia de Fátima Pilegi Rodrigues, Marcilene Muniz Monteiro Conceição. Considering that, the poorer the family, the more precarious has been the student's participation in emergency remote education, this paper seeks to analyze the impacts of the pandemic and to ponder on alternatives that provide opportunities for learning for students in vulnerable situations.

The following three texts deal with the theme of Inclusion. The first study "**Cultural-historical psychology and inclusive school education: Visiting some concepts**", by Danielle Nunes Martins do Prado and Marcia Rejaine Piotto, presents as main objective to work on the subjectivity formation of the person with intellectual disability based on the critical-historical perspective, bringing to reflection the fundamental role of the teacher in the processes of learning and development of subjectivity, in order to enable favorable conditions for the construction and reconstruction of elements of the student's subjectivity.

In continuity, the authors Daniele Lozano, Isabela Tesser Prado, and Brisa Gama Jungo, in "**The inclusion from the perspective of the census of basic education: A dialectical analysis with laws**" express their analysis based on the 2008 National Policy of Special Education from the Perspective of Inclusive Education, the 2015 Statute of the Person with Disabilities, and the 2020 National Policy of Special Education. It is known that in school, the laws direct who should be the target audience, covering people with disabilities and/or special educational needs, while researchers and theorists in the area discuss about who, in fact, is part of this inclusion.

Finalizing the discussion on the theme, we present the text "**The formation of educators and inclusive pedagogical praxis in school and non-school spaces**" by the authors Aparecida Meire Calegari-Falco, Gizeli Aparecida Ribeiro de Alencar, Jani Alves da Silva Moreira, who make a critical and contextual analysis about the changes that have occurred in the training of pedagogues and their relationship with the inclusive educational perspective.

Although they recognize the advances in the area of inclusive education, they expose the substantial challenges that coexist with the exasperation of the counter-reform of education, since it is co-opted by a capitalist model that disconnects education from the understanding of social right to a vision based on commodification and interests resulting from the dispute between public and private.

The text "**The humanization and emancipation process facing bullying**", by the authors Gabrielly Felipe, Katya Oliveira, Andrea Beluce, provokes and instigates the readers' reflection, as it retrieves the concept of bullying, which is imposed as a form of violence and/or intimidation from an individual or a group against another group or even an individual, without a clear reason. It can happen physically and/or psychologically, intentionally, and continuously. What the authors propose is a procedural and conscious work in favor of humanization and emancipation.

Next, the article "**Ethnic-racial education in early childhood education: Reflections on the practice of teachers**" by Tarcia Regina da Silva and Ernani Martins dos Santos, discusses the possibility of seeing the school as a space for valuing, welcoming, and celebrating differences, highlighting the role of Early Childhood Education teachers who act consciously in the organization of pedagogical work, with a humanizing focus on the discussion and reflection on ethnic and racial relations.

The following article, "**The development of bodywork in the field of school physical education**" by Matheus Bernardo Silva, brings as a starting point the discussion about corporality from the Physical Education point of view, although it is only a kick-off to establish reflections on the value of working with the individual in his/her fullness. It is necessary to go beyond the cognitive sphere and dimension, so valued in the school environment, children and students need to be seen and worked as a human being, in this sense, the organization of the pedagogical practice needs to happen in all spheres and dimensions that strengthen the development and learning of the being.

To conclude the articles, we present two studies on Assessment. The first one "**Learning assessment as pedagogical mediation in conceptual education of university students**", by Dirce Aparecida Foletto de Moraes, Claudia Lima and Ana Lúcia Miranda da Silva, analyzes to what extent an evaluation practice can contribute as pedagogical mediation in the conceptual formation of university students in a teacher training course. The second one "**Assessment of primary education and the dialect reality-possibility**" by Maria das Graças de Almeida Baptista, Valdinélia Virgulino de Souza Silva, Genilson José da Silva. In the second article, the

authors point out that it is necessary to reflect on the objectives and on the need for an evaluation process in Early Childhood Education.

The second axis of the Dossier is composed of five research reports. Initially, the authors Suelen Cristina dos Santos Klem, Gislaine Gomes Granado Sanches, Ângela Maria Franco Martins Coelho de Paiva Balça, Sandra Aparecida Pires Franco, introduce the reader from the point of view of the value of reading, with the theme: "**The teaching praxis with literary reading: Contributions to human development and emancipation**", they present contributions of teaching practices in the school environment, with a view to human and social development from the work with Literary Reading.

The second research report, "**Training and performance of early childhood teachers in times of pandemics: A critical-dialectic analysis**", by Sueli Rosa Nakamura, Viviane Aparecida Bernardes de Arruda, Marta Silene Ferreira Barros, and Camila Crude dos Santos, seeks to contribute to a new way of thinking about the training and action of the Early Childhood Education teacher, taking the experience of the Pandemic back into consideration. The starting point is the problem: how is the training of kindergarten teachers taking place in this pandemic context and how is it impacting on the teachers' performance?

The authors Quenizia Vieira Lopes, Luiz Gustavo Tiroli, Adriana Regina de Jesus Santos, Marília Evangelina Sota Favinha, in their study entitled "**Praxis as a founding category in the constitution of teacher education from the perspective of the historical-critical pedagogy**" approach teacher education and action as the result of a practice based on a theory that aspires to the transformation of social reality from a critical perspective, considering mainly the aspects of humanity, criticality, and intellectuality.

With the text "**Teaching working conditions in early childhood education: A critical analysis of pandemic times in the city of Londrina/PR**", Isabela Aparecida Rodrigues Costa, Jacqueline Oliveira Jovanovich, Marta Regina Furlan de Oliveira, and Alex Sander da Silva, express their understanding about what are the elements that characterize the conditions of the teaching work in Infant Education in contemporary society, especially in the pandemic.

Concluding our conversation with the reader, we present the last research report entitled "**Teaching action in early childhood education: Fundamentals of educational work in the light of the cultural-historical theory**", which has as authors: Geovana Nascimento Cavalcante, Gislaine Franco de Moura, Princielle Souza Ignácio, and Jaqueline Delgado Paschoal. The study points out the organization of the teaching action as decisive for the educational work in childhood, thus expressing that human development occurs through a cultural-historical process and the acquisition of knowledge occurs through the interaction of

the subject with the environment and with others, reinforcing the need for teacher training as an element of qualification for the pedagogical work.

All the collected texts constitute a resource, fruit of the discussions held in the research and study group, as well as of the course offered in the post-graduation program of UEL- University of Londrina- Paraná. The set composed in this dossier intends to show some possibilities in face of the challenges experienced in life in society, seeking to overcome models of education beyond capital. Although there are different themes and ways of visualizing contemporary school education in each research, one can verify the care for the other and the concern with the investigation process aiming at human formation and development.

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How to reference this article

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Submitted: 24/11/2021

Revisions required: 19/02/2022

Approved: 28/02/2022

Published: 01/03/2022

Management of translations and versions: Editora Ibero-Americana de Educação

Translator: Thiago Faquim Bittencourt

Translation reviewer: Alexander Vinicius Leite da Silva