

# **Brazilian Education, National Education Parameters and Quality for Education: New Horizons<sup>1</sup>**

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## **Abstract**

*Under emergency conditions in the Brazilian educational system, since the turn of the 21st century, the National Curriculum Parameters consist of guidelines elaborated by the Federal Government with the purpose of guiding education, being separated by discipline. It is understood that reflective practice and critical involvement, in the context of extracting recreations in teaching, support debates and the development of teachers' productions and educational projects at the school, encourage reflection not only on pedagogical practice, but also about the planning of classes. Therefore, the objective of this work is to re-discuss, under the spectacles of the dialogic approach, some national parameters of education that govern Brazilian education, considering the expansion and potentializing of studies already carried out on the subject.*

**Keywords:** Education. National Parameters. Teaching.

## **Introduction**

Initially, it is important to clarify that this work is configured as the proposal of a work that aims to discuss the theoretical and practical relevance of some National Education Parameters as instruments or tools that serve as a potential device for the Brazilian educational system, providing effective actions excellence in pedagogical practices. In addition to the public system, the private education system also adopts these parameters, although they are not mandatory (SANTANA et. al, 2012).

Under emergency conditions in the Brazilian educational system, since the turn of the 21st century, the National Curriculum Parameters consist of guidelines elaborated by the Federal Government with the purpose of guiding education, being separated by discipline. The National Curriculum parameters are understood, in general, as models of pedagogical instruction whose objective is to guide the daily work developed by the majority of teachers who work in the school-education field (SANTANA et. al, 2012).

As we understand the PCN as one of the main education guides, the development and improvement of social and political human capacities and competences, we recognize that we live in an atmosphere punctuated by labor competition. In this sense, based on a proposal for Russian-based dialogic studies, arising from the thinking of Bakhtin (2006), Volochinov (2017) and Medvedev (2016), these national

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<sup>1</sup> The present work consists of revisiting and expanding the work published in the Proceedings of the National Literature Congress – I Conali Homage to Augusto Dos Anjos entitled “The references of the PCN as quality goals in Portuguese language teaching and instruments in the elaboration of educational projects”, by Santana et. al.; (2012).

documents emerge as a source of support for teachers, in order to support the teaching system of Brazilian educational networks.

As previously pointed out by the authors (SANTANA et al., 2012), the PCN are presented as the result of hard and exhausting work whose purpose is to allow new projects to be produced in the context of pedagogical discussions. For Philippe Perrenoud (2002, p. 189), reflective practice and critical involvement, in the context of extracting recreations in teaching, will be considered as priority guidelines for teacher education. Under these interpretative conditions, in addition to supporting debates and the development of teachers' productions and educational projects at the school, they encourage reflection not only on pedagogical practice, but also on class planning. The focus of this guide is established, in an expository way, on the analysis and subsequent selection of teaching materials and technological resources contributing to professional training and development.

In this sense, the objective of this work is to re-discuss, under the spectacles of the dialogic approach, some national parameters of education that govern Brazilian education, considering the expansion and potentializing of studies already carried out on the subject.

The structural division of this work is inserted in the categorization of two specific points, the section 1) National Education Parameters as a dialogical horizon for the development of Brazilian Education, bringing complementary approaches related to the theme established here and 2) the Methodological Lines. Such an undertaking is justified by a sequential choice of the work organization itself, from the objectives contemplated in these parameters to their practices in linguistic analysis.

## **National Education Parameters as a dialogic horizon for the development of Brazilian Education**

According to Paulo Renato Souza, in the opening note of the PCN of the third and fourth cycle of Portuguese language elementary school *To the Professor*,

The National Curriculum Parameters were created seeking, on the one hand, to respect regional, cultural and political diversities existing in the country and, on the other, to consider the need to build common national references to the educational process in all Brazilian regions. With this, the intention is to create conditions, in schools, that allow our young people to have access to a set of socially elaborated knowledge that is recognized as necessary for the exercise of citizenship (1998/ Note to Teacher).

Based on the above, we understand that one of the implications proposed by the Parameters is established in the objective that elementary school students are able to "Understand citizenship as social and political participation, as well as the exercise of political, civil and social rights and duties, adopting, on a day-to-day basis, attitudes of solidarity, cooperation and repudiation of injustices, respecting the other and demanding the same respect for themselves" (1998, General Objectives of EF).

Such a proposal requires the existence of a dialogue between the student subjects and the teaching subjects, the former being inserted in the act of understanding. This causes the teacher to reflect on the distributive means available to them in their own pedagogical action, thus allowing students to take a critical and constructive position on the projects that have been developed. At the same time that the teacher intervenes in state and municipal teaching objectifications, he establishes the guidelines.

This ensures, through the distributed content, that, in the minimum procedures that exist, there is teacher/student interaction in the interdisciplinary field. Similarly, these guidelines unify basic training with promoting pedagogical skills, which are now common throughout the country.

The very act of teaching Portuguese has been marked by a didactic sequence called additive, that is, a teaching process in which it is instructed to join syllables/letters to form words, to join words to form sentences, and to unify these sentences to form texts.

This type of pedagogical approach only leads the school to work from the perspective of teaching reading. "Texts" that only teach how to read are worked out. Such texts, according to what appears in the parameters themselves, are no more than simple aggregates of sentences (p. 35). In the words of the NCPs, If the goal is for the student to learn to produce and interpret texts, it is not possible to take as a basic teaching unit neither the letter, nor the syllable, nor the word, nor the phrase which, when decontextualized, has little to do with competence discursive, which is in question. Within this framework, the basic unit can only be the text, but this does not mean that words or phrases are not focused on the specific didactic situations that require it (1998, p. 35 – 36).

In the very conception of language brought up by Voloshinov (2017), who is one of the members of the Bakhtin Circle, criticisms of language/language visions that focus on form and leave aside the possibilities of actively understanding speeches are found. For the author, "The effective reality of language is neither the abstract system of linguistic forms nor the isolated monologic utterance, nor the psychophysiological act of its realization" (VOLÓCHINOV, 2017, p. 218-219). On the other hand, "The social event of the discursive interaction that takes place through one or more statements. Thus, discursive interaction is the fundamental reality of language (VOLÓCHINOV, 2017, p. 218-219).

Also, according to that Russian theorist,

Every utterance, even if it is written and finalized, responds to something and moves towards an answer. He is just one link in the unbroken chain of verbal speeches. Every monument continues the work of its predecessors, polemics with them, waits for an active and responsive understanding, anticipating it, etc.[...] The monument, like any monological statement, is oriented to be perceived [...] in the formation of that sphere ideological, of which he is an indissoluble element (VOLÓCHINOV, 2017, p. 184-185).

Thus, Voloshinov (2017) understands that through discursive interaction, language moves in social practices, which leads to conditions that are inseparable between language and society. Thus, when a subject establishes language activities with one or more subjects, this happens through discursive interaction. Next, let's go into the methodological points that guide this work.

Bakhtin states, on the dialogical nature of human life, that

The only adequate form of verbal expression of man's authentic life is unfinished dialogue. Life is dialogic in nature. Living means participating in the dialogue: questioning, listening, responding, agreeing, etc. In this dialogue, man participates whole and with his whole life: with his eyes, lips, hands, soul, spirit, whole body, actions. It fully applies in the word, and this word enters the dialogical fabric of human life, in the universal symposium (BAKHTIN, 2006e [1979], p. 348).

In this sense, talking about new horizons in Brazilian Education consists in referring to the epistemological base arising from Russian studies, such as the dialogical principles that underlie both the PCN and the Common National Curriculum Base (BNCC). Thus, there are perspectives of Bakhtin's confrontation in relation to the isolated word, tied to unique meanings and constitutes the central basis of the thought of the Soviet philosopher, who affirms the word as alive, concrete, real. In this new

configuration of Language studies, dialogism is conceived as the constitutive principle of language, in its vivacity and not as a “pure dead thing, endowed only with appearance” (2006d [1979], p. 393). It is mainly thanks to the dialogical approach to language that, according to Bakhtin, in the manuscript *The Science of Literature Today* (2017 [1970], p. 14), “The works dissolve the boundaries of their time, they live in the centuries, that is, in the great time, and in addition they often lead a more intense and fuller life than they are today”.

## **Methodological lines**

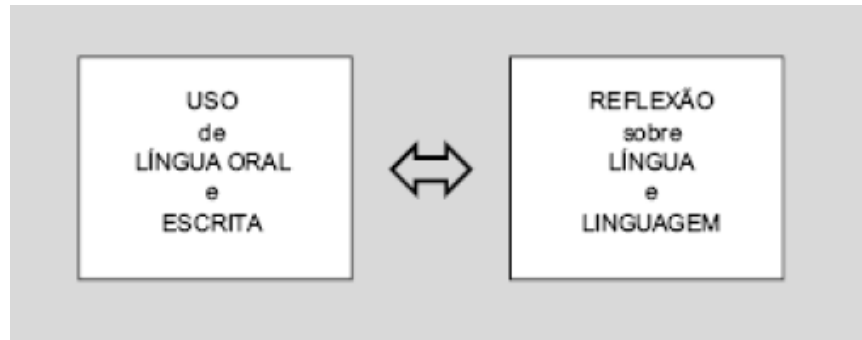
This section aims to explain the methodological design, based on the theory of Marconi and Lakatos (2003), Gil (2008) and Minayo (2003). to support the precepts that underpin scientific research. In this sense, the path taken to build this study is based on the need to understand the construction of educational conditions governed and guided by National Education Parameters. According to Minayo (2003, p.224) The purpose of scientific research is not just a report or description of facts raised empirically, but the development of an interpretive character, with regard to the data obtained. Therefore, it is essential to correlate the research with the theoretical universe, opting for a theoretical model that serves as a basis for interpreting the meaning of the data and facts collected or collected.

The research is bibliographical as it “uses secondary, detached sources, Bulletins, newspapers, magazines, books, research, monographs, theses, cartographic material (MARCONI; LAKATOS, 2003, p.183). It is bibliographical insofar as a theoretical survey was necessary for it to have scientific support, as the “bibliographic research is developed from material already prepared, consisting mainly of books and scientific articles. Although in almost all studies some type of work of this nature is required, there are researches developed exclusively from bibliographical sources” (GIL, 1998, p.49).

In order to implement our methodological procedures, we will condense the axes that support our discussion, that is, where the ideas seized in this research come from. In linearity with the PCN (1998) and with Rodrigues (1997), Perrenoud (2002, p. 195 – 196) discusses the importance of references for education in the following way, in the sense that there must be a broad consensus, which changes in a real working tool for students, trainers and people linked to the educational establishment [school management, associate professors] (2002, p. 195 – 196).

As previously pointed out by the authors, it is worth emphasizing that language functions can be divided into categorizing axes; The first, based on the Usage Axis, in which the practices of reading, writing, speaking and listening to texts are established.

### Axis 1: Reading and Writing Practices

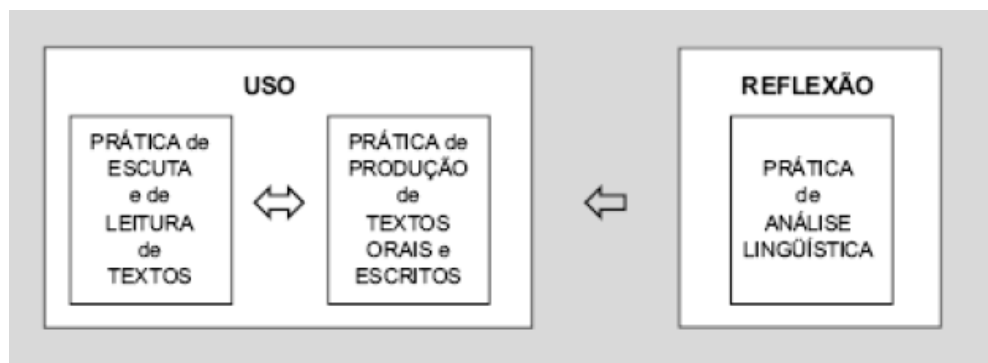


Fonte: BRASIL - MEC/SEF, 1998, p. 35.

Here, in this consensual field, reflective discussions are perceived in order to reach the desired result: improvement in education, through the formulation of projects whose purpose is to reach social and political beings, participating in the teaching-learning process itself. It is in this socio-interactionist scope that the pedagogical pervasiveness branches out, in historical, social and cultural contexts. On consensus as a work tool for students: “- it must be linked to competencies and deal with knowledge, whether disciplinary or professional... As resources at the service of these competencies, instead of being considered ends in themselves (2002, p. 195 - 196);

The second, on the other hand, in the Axis of Reflection, appreciates the practice of linguistic analysis, as seen below:

### Axis 2: Reading and Writing Practices



Fonte: BRASIL - MEC/SEF, 1998, p. 35.

That the student expands the active domain of discourse in different communicative situations, especially in public instances of language use, in order to enable their effective insertion in the world of writing, expanding their possibilities of social participation in the exercise of citizenship (PCN, 1998 apud Pisciotto, 2001, p. 96). According to Santana et al., (2012), “here is the development of the intuitive knowledge that every speaker has about the language, not only in its structuralist aspects, but also in accordance with its functionality in the different locations of the Portuguese language”.

## **Final considerations**

The new horizons we glimpse unfold not only in theoretical aspects, but above all in practical ones, in a dialectical interrelation between thinking and doing. Didactic innovations in linguistic analysis come from the contributions of the Parameters, which have allowed reflexive-investigative constructions as well as accentuated the realization of pedagogical works in different institutions, mainly of public category.

We draw attention to the fact that this emblem represented by the PCN symbolizes the unification of the various practices to be followed by teachers, in the sense that they put responsible educational development into practice. The responsiveness of teaching does not only comprise the active manifestation of teachers, but above all a pedagogical agency endowed with professionalization, reflection, and perseverance for student maturity: in a balanced development through the vectors of strength and meaning (SANTANA et. al, 2012).

We hope that these discussions, not pioneering but with an air of continuity, can hope for new researchers and teachers to launch themselves in the possibilities of the scientific world, as well as in new studies that allow them to reach new horizons in the field of education.

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