

Integrated human formation: guiding category of professional and technological education¹**Formação humana integrada: categoria diretora da educação profissional e tecnológica**

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ABSTRACT

The present study is a bibliographic investigation that sought to analyze how Professional and Technological Education (EPT, from the acronym in Portuguese) and understand the concept of integrated human formation. Thus, based on the contributions of Ramos (2009) and Ciavatta (2012), the concept of integrated human formation was analyzed, its main objectives and its importance for EPT to differ from a mere technical education still in force in our educational model. The methodology consisted of file and bibliographic review followed by content analysis. It was concluded that, due to the search for the understanding of a whole, integrality is necessary for Professional and Technological Education, so that it does not continue the reproduction of educational duality, in one of the two partialities of knowledge, not just general education and not just technical education, but the training of a complete man who has a professional qualification, an education that emancipates individuals, in a full understanding of the world. It seeks to free individuals from a fragmented worldview, forming them in all their fullness as a human being, a being who understands the importance of work, science, and culture.

Keywords: EPT, integrated human formation, education, work.

RESUMO

O presente estudo é uma investigação de caráter bibliográfico que buscou analisar como a Educação Profissional e Tecnológica (EPT) e compreender o conceito da formação humana integrada. Dessa forma, a partir das contribuições de Ramos (2009) e Ciavatta (2012) analisou-se a concepção da formação humana integrada, seus principais objetivos e sua importância para que a EPT se diferencie de uma mera educação tecnicista ainda vigente em nosso modelo educacional. A metodologia consistiu no fichamento e revisão bibliográfica seguida da análise de conteúdo. Concluiu-se que, devido à busca da compreensão de um todo, a integralidade se faz necessária à Educação Profissional e Tecnológica, para que a mesma não continue a reprodução da dualidade educacional, em uma das duas parcialidades de conhecimentos, não apenas uma educação geral e não apenas um ensino técnico, mais sim a formação de um homem completo e que tenha uma habilitação profissional, uma educação que emancipe os indivíduos, em toda uma plena compreensão do mundo. Busca-se libertar indivíduos de uma concepção de mundo fragmentada, formando-os em toda a sua plenitude como ser humano, um ser que compreende a importância do trabalho, da ciência e da cultura.

Palavras-chave: EPT, formação humana integrada, educação, trabalho.

1 INTRODUCTION

The present study is an investigation of a bibliographic character (GIL, 2010; CORDEIRO et al, 2014) and sought to analyze how EPT understands the concept of integrated human formation. Thus, from the contributions of Ramos (2009) and Ciavatta (2012), the conception of integrated or omnilateral human formation was analyzed, its main objectives and its importance for EPT to differentiate itself from a mere technical education still in force in our country. educational model. The present study is justified because the principle of integrality is of fundamental importance in the search for overcoming a partial education, which forms individuals with a limited view of the world and society.

Another justification is that the knowledge of historical educational situations and policies, as well as their main concepts are essential for the professional life of teachers, pedagogues and educational managers and for the better performance of these agents is necessary to understand the different forms and practices of interaction between teachers and students in the context of the circumstances in which these situations occurred, noting in these same contexts the significant importance in the construction of their area.

The text is divided into three parts: the first part is this introduction, which brings the objectives and justifications of the study; the second part deals with the concept of human formation integrated in the view of the authors selected for the study and, finally, ends with the final considerations.

2 INTEGRATED OR OMNILATERAL HUMAN FORMATION

Professional and technological education in Brazil seeks to differentiate itself from a partial education, which forms individuals with a limited view of the world and society. For this, it is based on three dimensions, which form the basis for the organization of its curriculum development in its objectives, contents, and methods. These three dimensions are the principles of integrated human formation (RAMOS, 2009), work as an educational principle (SAVIANI, 1994, 2007; PACHECO, 2012) and polytechnic (SAVIANI, 2003). However, due to the limitations of the study, we will focus only on the first dimension, that is, the integrated human formation, also known as omnilateral formation (NOSELLA, 2007; RAMOS, 2009). This principle is of fundamental importance, since it suggests a professional educational model that aims in the training process of individuals to go beyond mere specialization for the market, as stated by Ciavatta,

The idea of integrated training suggests overcoming the human being historically divided by the social division of labor between the action of performing and the action of thinking, directing, or planning. It is a question of overcoming the reduction of the preparation for work to its operational aspect, simplified, chosen from the knowledge that is in its scientific-technological genesis and in its historical-social appropriation (CIAVATTA, 2012, pp. 85).

It is the search for full or total education so that the individual has a critical-reflexive view of society and also of all the stages and foundations of the modern productive process, that is, it is not an exclusively and exclusively directed education to the interests and demands of the factory, with knowledge parceled out and without context with each other, a model of education that seeks to understand all the variables that make up the productive environment.

In this way, professional qualification is only part of the whole formative process, which is not limited to this alone, it is also necessary to understand all the dimensions of life that relate to work as narrated by Ramos (2009, pp. 03) , "[...] integration, in the first sense, makes possible the omnilateral formation of subjects, since it implies the integration of the fundamental dimensions of life that structure social practice."

As an example of the dimensions that surround us and make up our social being, we can cite the historical, environmental, productive, social, and economic variables that can be synthesized in the dimensions of work, science and culture (RAMOS, 2009). The integration of these three items would allow for the omnilateral or full formation of the individual. This training seeks a productive individual, who values and understands work as a human production (work dimension), has access to the human knowledge produced, systematized and legitimized in the course of the historical process of humanity (scientific dimension) and know how to live in society (cultural dimension). Integrated human education, by seeking to understand the whole, seeks to overcome dual education, still in force in Brazilian society, where either the individual is prepared for intellectual work or is prepared for manual labor.

A unitary (or integrated) education presupposes that everyone has access to the knowledge, culture and mediations necessary to work and to produce social existence and wealth (RAMOS, 2009, pp. 33).

It is understood that education should not be a simple reflection of a hegemonic social and economic system (MOURA, 2008) that sees individuals in a differentiated way, the class of those who produce and the class of those who live at the expense of the exploitation of the other, so in human formation integrated economic, political, social and cultural issues are important and should have their place in the educational process, so that the student reflects and question this reality, in search of social justice.

It also seeks to end the fragmentation of content in education by trying to link the different areas of knowledge and by including the term "all" ends up exposing a democratized, egalitarian and inclusive education, which "implies guarantee the right of access to socially constructed knowledge, taken in its historicity, on a unitary basis that synthesizes humanism and technology" (RAMOS, 2009, pp. 6).

A process is necessary that results in efficient professionals, who understand techniques and procedures, more than at the same time, are individuals engaged and committed to the environmental and social well-being in their community. A dual education fails to divide society into thinking individuals and individuals who perform or a market-oriented education, and another one that is focused on passing the entrance exam or similar selective processes, in this way it is noted that "[...]

in none of the perspectives the high school project is centered on the development of the student as a subject of needs, desires and potentialities" (RAMOS, 2009, pp. 5).

As a human formation, what is sought is to guarantee the adolescent, young and working adult the right to a complete formation for reading the world and for acting as a citizen belonging to a country, dignifiedly integrated into its political society. Formation that, in this sense, supposes the understanding of the social relations underlying all phenomena (CIAVATTA, 2012, pp. 85).

It follows that a project of teaching that does not propose models of society and ready and finished worlds, plus a teaching that allows to see society beyond what it appears to be, and thus seek to understand it or even seek to overcome it in its imperfections, thus acting as an active and active citizen in society.

As mentioned previously, it is also noted that integral human education aims at "[...] integration of knowledge into the curriculum" (RAMOS, 2009, pp. 16), which demonstrates the intention to interconnect several fields of knowledge, a branch of knowledge is not isolated from the others, generating a fragmented or departmentalized teaching, in which interdisciplinarity is not presents.

The integrated curriculum organizes knowledge and develops the teaching-learning process in such a way that the concepts are apprehended as a system of relations of a concrete totality that one intends to explain / understand (BRASIL, 2007, pp. 42).

This does not mean a shallow knowledge without deepening or a highly general education, since it is still necessary to master each of the school disciplines, but it is also necessary to know the possible relations between them, which justifies the concept of interdisciplinarity, which is understood by Ramos (2009, p.19) as "[...] the reconstitution of totality by the relation between the concepts originated from distinct cuts of reality; that is, of the various fields of science represented in disciplines", thus being the process of reconstructing general knowledge from the contents of different particular or distinct areas of knowledge. Like this,

[...] in the integrated curriculum no knowledge is only general, since it structures production objectives, nor is it only specific, for no productive concept can be formulated or understood disjointed from basic science (RAMOS, 2009, pp. 20).

The knowledge necessary for professional qualification is not treated as a separate content, disconnected from general education, nor the converse, since all are part of the same unit, onmilateral

or integral education, that is, men and women formed in all their as a human being and have a professional qualification.

So for the construction of an integrated curriculum is necessary to seek the understanding of the world we live in the most diverse | perspectives; to know the theories and concepts necessary for the understanding of objects studied and to locate them in a certain discipline, seeking the relation of this with others; to situate concepts as general and specific knowledge, scientifically referencing it and verify its technological, social and cultural appropriation and, finally, to organize and reorganize all teaching (RAMOS, 2009).

3 FINAL CONSIDERATIONS

In seeking the comprehension of a whole, integrality becomes necessary for EPT, so that it does not continue the reproduction of the educational duality, in one of the two biases of knowledge, not only a general education and not only a technical education, but rather the formation of a complete man with a professional qualification. That is, a unity between knowledge, an education that does not aim solely at the referral to the market or the college entrance examination, but an education that emancipates individuals in a full understanding of the world.

As the concept of integrated education seeks to educate the individual with general knowledge of the world, it is expected that he will overcome knowledge limited to professional qualification. The individual is sought not only to visualize society with a ready and finished reality and not to understand the educational process only to insert it and conform it to that reality. More than just technical habilitation, we seek to understand the whole productive process in which the habilitation will insert the individual, that is, it seeks much more than not to condition individuals: it seeks to free individuals from a conception of the world fragmented, forming them in all its fullness as a human being, being that understands the importance of work, science and culture.

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