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THE HISTORICAL-CRITICAL PEDAGOGY IN JOURNALS IN THE NORTH AND NORTHEAST: SYSTEMATIZED INTERLOCUTIONS

ABSTRACT

The article conducts a systematic review to understand what the scientific journals of the North and Northeast of Brazil are conveying about Historical-Critical Pedagogy (HCP). To that end, a state-of-the-art study was developed analyzing and considering the production disseminated by the following journals: *Debates e Educação*, *Educação em questão*, *Espaço do currículo*, *Exitus*, *Germinal: Marxismo e Educação em Debate* and *Linguagem, Educação e Sociedade*. Using content analysis, grounded on Bardin (2016), through the analysis of titles, abstracts and keywords, 49 studies that address the theme in question were identified. These gave rise to three thematic categories: HCP fundamentals, teacher training and praxis, and curriculum. The studies indicated, based on the dialogue with the theoretical references, that the socialization of classical knowledge in the form of school subject, through educational work, is a primary condition for teaching to materialize from the historical-critical perspective, presenting the defense of the public school, the relevance of historically constructed knowledge, the role of school and teachers in this context to contribute to the construction of social awareness of education as a political action.

Keywords: Public school. Classic knowledge. Training. Political action.

A PEDAGOGIA HISTÓRICO-CRÍTICA NOS PERIÓDICOS DA REGIÃO NORTE E NORDESTE: INTERLOCUÇÕES SISTEMATIZADAS

RESUMO

O artigo realiza uma revisão sistemática para compreender o que as revistas científicas do Norte e Nordeste do Brasil estão veiculando sobre a Pedagogia Histórico-Crítica (PHC). Para isso, desenvolveu-se um estudo do tipo estado da arte analisando e considerando a produção disseminada pelas seguintes revistas: *Debates e Educação*, *Educação em questão*, *Espaço do currículo*, *Exitus*, *Germinal: Marxismo e Educação em Debate* e *Linguagem, Educação e Sociedade*. A partir da análise de conteúdo, pautada nos fundamentos de Bardin (2016), por meio da análise dos títulos, resumos e palavras-chave, foram identificados 49 estudos que abordam a temática em questão. Estes deram origem a três categorias temáticas: Fundamentos da PHC, formação e práxis de professores e currículo. Os estudos apontaram a partir do diálogo com os referenciais teóricos que a socialização dos conhecimentos clássicos na forma de conteúdos escolares, por meio do trabalho educativo, é condição precípua para que o ensino se concretize sob a perspectiva histórico-crítica, apresentando a defesa da escola pública, a relevância do conhecimento construído historicamente, a função da escola e dos professores nesse contexto para contribuir para a formação da consciência social da educação como ação política.

Palavras-chave: Escola pública. Conhecimentos clássicos. Formação. Ação política.

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1 INTRODUCTION

The Historical-Critical Pedagogy (HCP) is a non-reproductive critical theory idealized by Dermeval Saviani as a search for the construction of an effectively critical theory of education, critical of the prevailing capitalistic and bourgeois society. "It is a tributary of dialectical conception, specifically in the version of historical materialism having strong affinities, with regard to psychological bases, with the cultural-historical psychology by Vygotsky's School" (SAVIANI, 2019, p. 28) and was systematized in the 1980s with the publication of the book *School and Democracy*¹.

In this direction, we developed research with the objective of understanding what the scientific journals of the North and Northeast of Brazil are conveying about Historical-Critical Pedagogy. Thus, it was designed to identify the scientific articles published by journals in the field of HCP and to discover the main topics that were discussed on this theme.

As an object of study, we sought scientific journals from the North and Northeast regions in the Education field, registered in the Forum of Editors of Education Journals of the North and Northeast of Brazil (FEPAE/NNE)². We selected journals with *qualis* Capes within criterion A in accordance with the evaluation of journals 2017-2019. Subsequently, we conducted the survey of journals that discuss HCP according to title, thematic analysis, keyword survey, category analysis, selection of relevant texts, discussion of the categories present in the texts, which were: HCP Fundamentals, Teacher training and praxis, School curriculum.

For the study on the production about "Historical-Critical Pedagogy", we used the state of the art as a methodology, because this type of study aims to "map and discuss an academic production in different fields of knowledge, trying to point to which aspects and dimensions have been highlighted and privileged" (FERREIRA, 2002, p. 258). It consists of a descriptive bibliographic study of the scientific production of a given theme, constituting a path of considerable relevance to understand the organization of knowledge in a systematized way. Therefore, mapping the knowledge published by the journals under study allows broadening the understanding of the theme Historical-Critical Pedagogy,

¹ Book where the methodological proposal of HCP theory is detailed.

² Permanent forum open to issues related to journals in the education field, to promote the exchange between journal editors, in order to boost the improvement of the publication policy in the area. The Forum of Editors of Education Journals of the North and Northeast of Brazil is linked to the Forum of Journal Editors of the Education Field of ANPEd.

through content analysis based on the foundations by Bardin (2016) promoting reflections about this important theory for the educational context.

The article was subdivided into four sections: the first, called introduction, presents the theme of the study; in the second, we present the methodology, methodological procedures and the overview of the journal articles that discuss Historical-Critical Pedagogy, introducing themes; the third, discussion of the results, addresses the thematic categories identified through the analysis.

2 PATHS TRAVERSED: JOURNALS AS OBJECT OF ANALYSIS

The research was carried out through the analysis of the journals registered in the Forum of Editors of Education Journals of the North and Northeast of Brazil (FEPAE/NNE) with a total of 42 journals; subsequently, we selected the journals with *qualis* Capes within criterion A, in this category we identified 15 journals, which are equivalent to 35.71% of the total journals in the North and Northeast, and within these journals we identified 6 that present publications on HCP, which represent 40% of the total number of journals with *qualis* A.

Data collection took place in January 2021, on the websites of the journals³. Initially, we analyzed the information on the titles of the journal articles since its creation, and it was evidenced that the production on HCP is concentrated in the period from 2011 to 2020. Thus, we tabulated all disseminated production in the period, presenting a total of 2,284 publications.

Table 1 – Journals and production from 2011 to 2020

1	Link	Region	Total articles	HCP articles
Debates em Educação	UFAL	Northeast	398	10
Educação em Questão	UFRN	Northeast	354	1
Espaço do Currículo	UFPB	Northeast	449	1
<i>Exitus</i>	UFOPA	North	437	2
Geminal: Marxismo e Educação em Debate	UFBA	Northeast	397	33
Linguagem, educação e Sociedade	UFPI	Northeast	249	1
Total			2.284	48

Source: Compiled by the authors in 2021.

³ Journals

Debates em Educação: <https://www.seer.ufal.br/index.php/debateseducacao>

Educação em questão: <https://periodicos.ufrn.br/educacaoemquestao>

Espaço do currículo: <https://periodicos.ufpb.br/index.php/rec>

Exitus: <http://www.ufopa.edu.br/portaldeperiodicos/index.php/revistaexitus>

Geminal: Marxismo e Educação em debate: <https://periodicos.ufba.br/index.php/revistagerminal>

Linguagem, educação e Sociedade: <https://revistas.ufpi.br/index.php/lingedusoc>

In the North and Northeast regions, six journals were identified: *Debates em Educação*, *Educação em Questão*, *Espaço do Currículo*, *Exitus*, *Germinal: Marxismo e Educação em Debate* and *Linguagem, Educação e Sociedade*. The journals with the highest production on HCP are: *Germinal: Marxismo e Educação em Debate* and the journal *Debates em Educação*.

The journal *Debates em Educação* was founded in 2009, by the Graduate Program in Education of the Education Center of the Federal University of Alagoas, published exclusively online and open access, has as its main objective providing a rich space of debates between researchers and the community, contemplating the plurality of thoughts, themes, methodologies and styles present in the current educational scenario (UFAL, 2021). The journal's volume 12 n. 26, from 2020, presents the *Dossier "Historical-Critical Pedagogy, historical-cultural psychology and science teaching*.

Germinal: Marxismo e Educação em Debate, founded in 2009, is a joint production by Research Groups that adopt Marxism as the Theoretical Reference to support their investigations and aims to disseminate and debate educational issues in the light of Marxism (UFBA, 2021). One of the factors that contributed to the high number of HCP production in this journal was that its volume 5 n. 2, from 2013, was dedicated especially to Historical-Critical Pedagogy (HCP), publishing articles that resulted from the conferences given in the 11th Seminar of HISTEDBR, held in Cascavel-PR, between October 23rd and 25th, 2013, which had as its central theme of discussion "*Historical-Critical Pedagogy, Brazilian Education and the challenges of its institutionalization*". In addition, in volume 7 n. 1, from 2015, the *Dossier "historical-critical pedagogy: the defense of teaching and directions for school education"*. There is no doubt that this journal makes an explicit choice for the method of analysis, research and intervention in reality, historical-dialectical materialism, committed to the emancipation of the working class, a cause also defended by HCP (ORSO, 2018, p.79).

The journal *Exitus*, from the Northern region, has the scope of disseminating knowledge and promoting dialogue at the national and international spheres in the field of Education, with the principle of democratization of knowledge in open access. It freely provides to readers all published scientific knowledge, without charging authors with Article Processing Charges (APC) (UFOPA, 2021).

To develop the research to analyze the contents of the journals we start with the propositions for the organization of research based on Bardin (2016) through organization, codification, and categorization, carrying out pre-analysis, exploration of the material, treatment of results, inference, and interpretation.

We analyzed in more detail the information of the titles of the 2,284 articles, in order to identify themes and select only products that related to Historical-Critical Pedagogy. In these journals we identified, through the analysis of titles and abstracts, 48 studies that address HCP.

Table 2 – Articles published about HCP in Northern and Northeastern Journals

Journal	Article	Author	Year	V	N
Debates em Educação	Classic knowledge, educational work and science teaching: possible links with the Historical-Critical Pedagogy	Zanetti et al.	2020	12	26
	Historical-Critical Pedagogy and human rights education: contributions and alternatives to a respect culture in the context of human and integral education	Cunha, Maldaner and Cavalcante	2020	12	26
	Historic-Critical Pedagogy as a possible way for a critical environmental education	Agudo and Teixeira	2020	12	26
	Historical-Critical Pedagogy and mathematical education: the use of categories of historical-dialectical materialism as a subsidy for the teaching process	Giardinetto	2020	12	26
	Approachs towards a historical-critical conception of the objective of natural sciences teaching	Pereira and Lunardi Campos	2020	12	26
	Supervised internship observation in science and biology: contributions of Historical-Critical Pedagogy	Biancon, Mendes and Maia	2020	12	26
	Historical-Critical Pedagogy: principles for education of sciences and biology teachers	Diniz and Campos	2020	12	26
	“New High School Reform”: an interpretation for teaching sciences based on Historical-Critical Pedagogy	Pinheiro, Evangelista and Moradillo	2020	12	26
	The importance of critical pedagogies for science teaching: Historical-Critical Pedagogy as a proposal to overcome the current educational scenario	Fernandes et al.	2020	12	26
	Sexuality and prejudice in the initial education of science and biology teachers: indicatives from Historical-Critical Pedagogy	Cassiano de Souza, Coelho and Campos	2020	12	26

Educação em Questão	Art, education and society in György Lukács and Historical-Critical Pedagogy	Assumpção and Duarte	2017	55	44
Espaço do Currículo	Education in children under the historical-critical perspective and its importance for human development	Moreira and Orso	2018	11	2
Exitus	State policy and field education: a vision of concepts in light of Historical-Critical Pedagogy	Freitas and Souza	2015	5	2
	The new Coronavirus, Historical-Critical Pedagogy, class society and proletarian internationalism	Orso	2020	10	1
Germinal: Marxismo e Educação em Debate	Dialectic historical materialism: contributions to the Cultural Historical Theory and the Critical-Historical Pedagogy	Pereira and Francioli	2011	3	2
	Contributions of Historical-Critical Pedagogy to teacher training	Marsiglia and Martins	2013	5	2
	A historical critical pedagogy and basic curriculum for public school Parana – 1990: from myth to reality	Orso and Tonidandel	2013	5	2
	The role of the school curriculum in human development: contributions of historical and critical pedagogy and psychology of historical and cultural	Malanchen and Anjos	2013	5	2
	The challenges of institutionalization and implementation of History-Critical Pedagogy in early years of basic education Itaipulândia-PR	Balzan and Orso	2013	5	2
	Path of preparation of educational proposal for early childhood education in educational system in view of Bauru theory pedagogy of historical and critical theory and historical-cultural	Correa	2013	5	2
	Historical-Critical Pedagogy and Historical-Cultural Psychology: inferences in teachers training and work	Haddad and Pereira	2013	5	2
	Psychological foundations of the Historical Critical Pedagogy and the foundations of educational of Psychology Historical-Cultural	Martins	2013	5	2
	Historical-Critical Pedagogy, class struggle and school	Saviani	2013	5	2

education				
The class conflict, the work of teaching and the Historical-Critical Pedagogy in school education	Derisso	2013	5	2
Social movements and Historical-Critical Pedagogy: the leap of quality required in practice of school education and non-school	Rosar	2013	5	2
Notes about the re-structuring process of the public education system of Limeira-SP city	Coutinho	2013	5	2
Dermeval Saviani – A path of struggle and commitment to transforming education	Batista and Lima	2013	5	2
Historical Critical Pedagogy: theory without practice? – Where is the discretion of truth?	Gasparin	2013	5	2
Production of Dermeval Saviani: first approaches to treating the articles educational theory	Gama and Junior	2015	7	1
Historical-Critical Pedagogy: a view about the actions of the teacher education in the language written	Saraiva Costa-Hübes	2015	7	1
The role of art and school education in the formation of superior needs in the of assumptions of Historical-Critical Pedagogy	D'Incao, Assumpção and Saccomanni	2015	7	1
Film as a resource for development concept: links of historical and cultural psychology and historical	Tuleski et al.	2015	7	1
The dialectical concept of mediation in Historical-Critical Pedagogy in intermediation with historical-cultural psychology	Saviani	2015	7	1
The importance of the worldview to the school education: explaining why historical-critical pedagogy does not endorse the Wittgenstein's silence	Duarte	2015	7	1
On a critique of the business understanding of education: a contribution of the Historical-Critical Pedagogy	Martins and Pina	2015	7	1
The challenges of teaching practice in view of historical and critical pedagogy: indications for a praxis in	Batista and Lima	2015	7	1

	education sector				
	Contributions of historical critical pedagogy to geography teaching	Teixeira	2015	7	1
	The Pedagogy Critical History in training of science degree course teachers in the field of education UFBA	Anunciação, Neto and Moradillo	2015	7	1
	From the initial teacher training to continuous formation: Historical-Critical Pedagogy contributions in search of an emancipatory education	Da Silva Saccomanni and Coutinho	2015	7	1
	Internalising signs of operations as between historical cultural psychology and Historical-Critical Pedagogy	Martins	2015	7	1
	Goals of early childhood education according to the critical-historical and cultural-historical perspective	Pasqualini	2015	7	1
	Historical Critical Pedagogy and objective knowledge versus the multiculturalism and relativism current academic debate	Malanchen	2015	7	1
	Historical-Critical Pedagogy and sexuality in school education: considerations from the analysis of sexuality as a cross-curricular theme in the national curriculum parameters	Da Silva	2015	7	1
	Why is it necessary the educational works reasoned in the historical and critical pedagogy in field schools and MST?	Nicola Lavoura	2015	7	1
	The Russian Revolution and challenges to Historical-Critical Pedagogy	Lombardi	2017	9	3
	Contributions of the Hegelian philosophy to the thinking of Vigotskian influence in historical-critical pedagogy	De Vasconcelos	2018	10	1
	Geminal and Historical-Critical Pedagogy: commitment to the fight for human emancipation	Orso	2018	10	3
Linguagem, Educação e Sociedade	Challenges for a Historical-Critical Pedagogical practice in basic education: teacher's appointments	Costa	2018	23	1

Source: Compiled by the authors in 2021.

According to Ferreira (2002), the studies grounded on the State of the Art are essentially based on the titles and abstracts of the productions, because the former inform, in general, the elements that integrate its content, and the latter allow a more agile selection of the bibliography adopted. After the analysis of the titles and keywords, the categorization was carried out. At this stage, accounting was the principle adopted to organize the results.

Table 3 – Thematic category analysis: titles and abstracts

Category	Descriptors	Frequency
HCP Fundamentals	Historical-Critical Pedagogy. Historical-Dialectical Materialism. Historical-Cultural Psychology. Human emancipation. Integral human education. Hegelian philosophy. Human development. Transformative Education Mediation. History of education. School education. Pedagogical Theory. Class struggle. Critical Pedagogies. State. Policy. Russian Revolution. Education system. Production system. Psychological Fundamentals.	114
Teacher training and praxis	Teacher training. Pedagogical practice. Teacher work. Educational work. Teacher practice. Didactics. Internship. Planning. Theory and Practice.	28
School curriculum	School education. Intersecting themes, sexuality, teaching. Science teaching, geography teaching. Mathematics teaching. Curriculum, PCN, Curriculum discussion, school subject. Elementary and Middle School. Multiculturalism, environmental education, Early Childhood Education. Rural education, art and education, classical knowledge. New High School.	35

Source: Compiled by the authors in 2021.

The category with the largest number of descriptors and highest frequency is HCP fundamentals, with 113 occurrences through the analysis of titles and keywords. Through the fluctuating reading of abstracts and texts considered relevant in each category we notice that this category is evidenced in practically all studies.

Subsequently, we read the abstracts and the introduction to learn the main ideas, objectives and aspects explained in the articles, and thus perform further reading of these, to discuss the most relevant aspects related to the aforementioned thematic categories. It

is now important to elucidate how knowledge on such themes was handled in the articles and how they dialogue with the field of HCP.

3 HCP FUNDAMENTALS

This category presents a discussion about the historical foundations (LOMBARDI, 2017) and the assumptions of Marxism, “allowing us to understand that things are not static, but move, transform, and the principle of movement, transformation is exactly the contradiction” (SAVIANI, 2015, p. 27). In dialectics, material bases are constructed based on the fact that real individuals produce their means of life and their history, which grounds Marx’s so-called historical-dialectical materialism, the basis of HCP.

There is methodological-theoretical unity and articulations between the foundations of Historical-Cultural Psychology⁴ and Historical-Critical Pedagogy that are expressed in the form of reciprocal action (PEREIRA; FRANCIOLI, 2011; MALANCHEN; ANJOS, 2013; CORREA, 2013; HADDAD; PEREIRA, 2013; PASQUALINI, 2005; SAVIANI, 2015; MOREIRA; ORSO, 2018).

In dialectical logic the construction of thought is effective when it begins at the empirical, passes through the abstract and reaches the concrete, and this process takes place through mediation. This mediation stems from the centrality of the work, from the need to act on the world through work to build and know the existing world. “In this way, a natural being, man, becomes forced, in order to exist, to produce his own life by acting on nature and transforming it” (SAVIANI, 2015, p. 33). So human existence is the production of man through work, the production of existence implies the development of methods and content through experience, it is an educational process and this becomes a learning process, then he “learns to be a human being, because nature does not offer enough for his development” (MOREIRA; ORSO, 2018, p. 182).

Throughout the historical process there has been the delineation of a division of society into antagonistic classes, which in turn has been determined by the social division of labor, between the owners of the means of production and those who find themselves forced to sell their workforce to ensure their subsistence (HADDAD; PEREIRA, 2013, p.107).

⁴ Main precursors Lev Semenovich Vygotsky, Alexander Romanovich Luria and Alexis Nikolaevich Leontiev, who, at the beginning of the 20th century, based on historical materialism, sought to develop a theory that could overcome the conception of the humanization process as something simply biological, thus contributing to relevant pedagogical implications and important contributions of a didactic nature.

The development of the human psyche is fostered by education. “In this theoretical perspective, school education can be considered the appropriate tool for the child to obtain stimuli to develop essentially human capacities, provided that this teaching is properly organized” (MALANCHEN; ANJOS, 2013, p.126). “Historical-critical pedagogy and historical-cultural psychology consider education as a process of human formation, that is, the educational act finds its value to the extent that it fosters the emancipation of man” (HADDAD; PEREIRA, 2013, p.107).

4 TEACHER TRAINING AND PRAXIS

The studies presented in the journals discuss the HCP methodology in teacher education, the role of the school and of the teacher, as well as the issue of social awareness and political action, through reports and analysis of teacher training courses and situations (MARSIGLIA; MARTINS, 2013; ANUNCIAÇÃO; MESSENDER; MORADILO, 2015; DA SILVA SACCOMANI; COUTINHO, 2015; DINIZ, CAMPOS, 2020).

The discussion about teacher education considering the concept of human being, development and the role of the school, as opposed to the current parameters that produce the emptying and devaluation of the teacher and, consequently, school education, is carried out by Marsiglia and Martins (2013), as well as the historical analysis of teacher education, signaling the emptying of the scientific foundations of the educational process as subjects to be taught in initial training courses, advocating for a solid theoretical training, with the pedagogical practice understood no longer in its immediate and pragmatic character, but as a social practice of maximum humanization of human beings (DA SILVA SACCOMANI; COUTINHO, 2015).

The limits and possibilities of adopting Historical-Critical Pedagogy as a theoretical-methodological framework in teacher education and the teacher’s need to know the moments⁵ of the HCP methodology that should guide pedagogical work without necessarily being reduced to didactic procedures (ANUNCIAÇÃO; MESSENDER; MORADILO, 2015, p.249) indicate as a challenge “to move forward with HCP as structural for the curriculum and not as a simple didactic moment”.

The studies by Diniz and Campos (2020) consider HCP as a theoretical framework, necessary to training teachers committed to humanizing school education and social

⁵ Thus, these five steps are general theoretical categories that can be handled as classroom moments, but should not be restricted to that. They are: initial social practice, problematization, instrumentalization, catharsis, final social practice.

transformation. According to Saviani (2013), teachers can either hold the march of history, consolidating the *status quo*, or play the opposite role, integrating themselves into the proletariat's class struggle and thus contributing to the structural transformation of society, because good teaching in this perspective is that which fosters the development of the individual, which is always a social and historical development.

5 CURRICULUM

The curriculum category is present with greater frequency in the articles of the journal *Debates em Educação*, since, as was previously mentioned, in volume 12 n. 26, from 2020, the journal published the *Dossier "Historical-critical pedagogy, historical-cultural psychology and science teaching"*, which presents a discussion on Education and Science (ZANETI et al., 2020; PEREIRA; LUNARDI CAMPOS, 2020; PINHEIRO; EVANGELISTA; MORADILLO, 2020).

According to Pereira and Lunardi Campos (2020), the teaching of natural sciences should aim at the humanization of individuals through the appropriation of scientific knowledge. "The teaching of natural sciences, as a constitutive element of school education, needs to be thought of through its relationship with society, which leads to the question of its objective or purpose and the social function it exercises" (p.324). Zaneti et al. (2020) discuss possible interactions between the principles 'educational work' and 'classical knowledge' in science teaching in the light of Historical-Critical Pedagogy.

The change in the New High School affects education and particularly the teaching of sciences from the perspective of integral education, mainly harming the sons and daughters of the Brazilian working class, who depend on public, free and socially referenced education (PINHEIRO; EVANGELISTA; MORADILLO, 2020). Still in this perspective, Fernandes et al. (2020) explain that science teaching has undergone movements with new learning theories and trends, some of which have contributed to the emptying of the categories of teaching work and school subjects. "It is through education [...] that individuals can appropriate the objectivizations historically produced by men such as scientific knowledge belonging to the Natural Sciences, in order to use them to understand and transform reality" (p.344).

The studies by Malanchen and Anjos (2013) point out the articulations between the foundations of Historical-Cultural Psychology and Historical-Critical Pedagogy, regarding the issue of subjects that should make up the school curriculum. It also brings forward the discussion about the concept of school curriculum and the role of education, this role of

education is explicitly discussed by the creator of HCP and several other works, among which we can mention those published in the analyzed journals, where we found 2 articles in the journal *Germinal: Marxismo e Educação em Debate*, entitled “Historical-Critical Pedagogy, class struggle and school education”, in 2013, and “The dialectical concept of mediation in Historical-Critical Pedagogy in intermediation with historical-cultural psychology”, in 2015. According to HCP, the methodological starting point of Historical-Critical Pedagogy is social practice, which is, at the same time, its point of arrival.

The production of existence implies the development of methods and content whose validity is established by experience, which constitutes a true learning process, and the individual needs to appropriate the set of human objectivizations, which configure the context of contemporaneity, formally constructed and systematically elaborated elements that also require formal and systematic acquisition processes, which take place through school education that is seen in HCP as a fundamental role in the transmission of historically constructed knowledge (SAVIANI, 2015) known as classic content. Education is a political act, which means that “education is not divorced from the characteristics of society; on the contrary, it is determined by the society in which it is inserted” (SAVIANI, 2013, p.26).

There is practically a consensus that, in the state of Paraná, Historical-Critical Pedagogy institutionalized a curriculum based on the HCP and constitutes the pedagogical framework that underpins all the pedagogical practice of the state school system since 1990 (ORSO; TONIDANDEL, 2013). But this still raises debates and analyses “presuppose that it goes beyond mere observation and description” (ORSO; TONIDANDEL, 2013, p.145).

The theoretical propositions of Historical-Critical Pedagogy that originated in Saviani’s works as an alternative proposal for the effective development of human rights education are exposed in Cunha, Maldaner and Cavalcante (2020). Agudo and Teixeira (2020) propose the need to define Historical-Critical Pedagogy as a concrete possible way for the necessary overcoming of social and environmental problems. Giardineto (2020) fosters the discussion about the application of certain categories as the basis of teaching procedures in mathematics.

6 FINAL CONSIDERATIONS

The authors of the Northern and Northeastern journals that discuss HCP present it as a possible path and tool to think about human education and formation, as Historical-

Critical Pedagogy still encounters barriers, obstacles and difficulties to establish itself as a philosophical approach that directly affects pedagogical practice in basic education (COSTA, 2018, p. 337).

Historical-Critical Pedagogy constitutes a transformative, counter-hegemonic pedagogical concept, considered by its initial formulator, Dermeval Saviani, as an expression of Marxist theory in the field of education, which is still in the process of construction/elaboration, in need of new experiences for its consolidation as counter-hegemonic pedagogy, despite the limits that are placed within capitalist relations of production and reproduction of life.

The articles have the most diverse themes represented, ranging from critical discussions about multiculturalism to sex education, Historical-Critical Pedagogy and social movements, reflections on the challenges of teacher practice at different education levels and fields of knowledge, as well as explanations of the experience of continuing teacher training and the interweaving between Historical-Critical Pedagogy and Historical-Cultural Psychology.

Based on the dialogue with the theoretical framework, the articles emphasize that the socialization of classical knowledge in the form of school subjects, through education work, is a primary condition for teaching to materialize from the historical-critical perspective, presenting the defense of the public school, the relevance of historically constructed knowledge, the role of school and teachers in this context to contribute to the formation of the social awareness of education as a political action.

Thus, the defense of the historical and social development of the individual is evidenced in the search for humanizing education and transformative social practice, considering the role of the teacher in this context and the need for didactic and intentional organization to counteract social impositions, as a challenge for the real institutionalization of HCP in education systems.

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
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