97 - THE REFLECTION ON THE ASSISTANCE OF QUANTIFIER AND QUALIFIER'S STEP ON EDUCATION

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The Brazilian's public educational system has demonstrated, unhappily, in its history inefficiency indications, remaining, many times, as consequence the school's failure. It's necessary that the “exacerbated” ideology to be discussed and reviewed by the teachers and that they have more certainty when they appear with the reality. From the education the human being will have clearness on their thoughts, they will be critical, putting their potentialities on a higher level. It's lamentable that education, that can do a lot to the men, has been many times not much considered and attended by politician. On this crisis' moment where the Brazilian society lives, the teacher is an indispensable part, because he is “a powerful person”, giving the concept of citizenship to the students. The educational inexistence of Philosophy on 1st and 2nd grades courses was prejudicial for all students at 70's, and today they are citizens who could participate more actively in the our country's life, if they had a solid base on philosophy on their formation, whereas this way their critical spirit and logical reasoning are developed, on its plenitude. In 1996 we had the “Lei de Diretrizes e Bases” - LDB promulgated, effectively it was when the Philosophy resurged like component of schools curriculums, on a very insipient way. There is no doubt that it was a big advancement, but the lacuna omitted in the logical thought construction of our youth will let some time to disappear. The men need to have a clear knowledge of to be or not to be, about goodness and badness, about duty and obligation, to have conditions to judge, rationally all occurrences around them. This is obtained efficiency with the structure of a good philosophical base, by letting the men elaborate concepts about the way they live, essentially, to have conditions to meet themselves, on a critical process of introspection and based on a logical ratiocination.

The Brazilian public educational system has shown, unfortunately, in the course of its history, signs of inefficiency, and often as a result the school's failure.

It is necessary that the "exacerbated" ideologies to be questioned and criticized by teachers so that they have more security when they meet with reality. Therefore, the Political Education Project should be well planned and exploited.

Professor cold runs the risk of becoming the victim of an excessive number of teaching approaches. In the social context, the school has an important share of contribution, it will happens because the school will give a great improvement to men so they become able to judge, to discern, to understand better the world where they live, and as a consequence improve their own reality . This improvement is necessity to the human being, because he is not a finished product and the development of his potential is, first of all, a right. And it will be through education that he may find its personal achievement.

The need for a continuing reflection can be seen in the quotation:

It was also from this practice that experiencing the autonomy, freedom, brotherhood in our thoughts, that helped me overcome the authoritarian pedagogic, while an ingenuous imposition of contents not linked from the real conditions to experience the teaching from Freire (FÁVERI, 2006, p.15).

Education will make the men have more reflection. Through it they will have more clearness in their thoughts, they will be more critical, putting its potential at a higher level and, as a result, they will have more power to modify and improve their values.

It is regrettable that such education, which can make a lot to the men, is often little considered and answered by the politicians, even before concern of the whole society with the decadence of the school as a social institution, but nothing is done with objectivity to change that reality so painful, which is demonstrated by the results of programs that assess Education.

From nothing will be used the speeches ideologically empty, weak, without being a change in the basic attitudes of the political and educational system.

The clientele school can not remain oppressed, unknowing their own reality. In a moment of crisis present in Brazilian society, the participation of the teacher is essential, because he is a "powerful person" (DEMO 1993), awakening the concept of citizenship in educating.

Noting the evolution of Education, we will see that the reform of education at the 1st and 2nd grades, standardized by Law 5.692/71 had a focus all directed to the professionalization. This educational ideology has as a consequence, among others, the exclusion of the philosophy's discipline from the school's curriculum.

Let's see what the teacher Franco Montoro says, in his book Studies of the Philosophy of Law:

Would it be useless philosophy at the current Brazilian reality? Are the philosophers and scholars of philosophy a specie in extinction in our cultural way? Is the philosophy of the meaning of a refinement of culture, for the spiritual delight of some privileged? Or are the philosophy's methods of teaching and study failing? (1995, p. 10)

We can say that the lack of teaching of philosophy courses in the 1st and 2nd Degrees was harmful to all students of the 70s, which today are citizens and could participate more actively in the life our country, if they had their training in a solid basis with Philosophy, because in that way the critical and the reasoning are developed logically, in its fullness. . "Teaching Philosophy means, above all, building a look problematizer "(Underlined by us). (Gallo, 2003, p. 65).

We conclude, unfortunately, that the absence of Philosophy in the curriculum of elementary education, had a negative result in the training of teachers who have become mere transmitters of content, exercising an activity scheduled, automatically, without the active participation of the subject of learning, the student.

The worst is that this practice, resulted in students without the habit of thinking without thinking themselves, thus creating a vicious circle of harmful consequence for development of our society, contrary to the affirmation that [...]" one of the education's purpose, the most inherent, is to make the men critical. " (O'CONNOR, 1977, p.19).

The teacher Demerval Saviani detaches the role of the Philosophy of Education, detaching its importance, making the following statement:

Its function will follow reflectly the educational activity in order to explain their basis, clarifying the task and the contribution of many educational disciplines evaluating the significance of the solutions chosen. With this, the pedagogical action results more consistent, more lucid, and fairer. (1986, p. 30).

We live in a society reactionary, where criticism about the powerful are rare and the population is always on the sidelines of the debates surrounding the issues of population's great interest.

The lack of philosophical knowledge in the intellectual training of our students, usually brings ethical and social distortions, precisely by the difficulty of reasoning what is vital to a critical analysis of the facts. It is because of the lack of criticality

that nowadays' young people are unable to discuss, maintain positions, elect appropriate behaviors, until in the most simple situation.

About the importance of the philosophical practice, we can say:

[...] The philosophical practice in the classroom should leave, then, from the interests and concerns that emerge from their own experience, to transform them into reflecting and questioning that experience ... (CELETTI & KOHAN, 1999, p. 13 and 14)

In 1996 we had promulgated the Law of Guidelines and Bases-current, Lei de diretrizes de Base - LDB, where the Philosophy rose again as part of school's curriculum, but in a very limited way. There is no doubt that it was a major breakthrough, but the gap left in the construction of logical thinking of our youth take time to disappear.

It is in the public domain that our students do not have a good school performance. Note that there is great difficulty in understanding the new knowledge. This phenomenon is caused, among other reasons, with the lack of logical reasoning, which prevents the relationship of the new knowledge with the one already acquired, slowing down the learning process.

We found in the philosophy a guiding principle between the school and the teacher, to do a holistic review of the duty of the school.

Both the teacher and the student that presents a reflection exercise more improved, have better conditions for the seizure of knowledge, setting the content through relationships with their personal experiences, a process that facilitates the achievement, particularly, the learning.

The man must have knowledge of the "to be or not to be", of the good and the evil, the duty and obligation, to be able to judge, rationally, all the events that occur around them. This is achieved most effectively with the structure of the philosophical basis, which allows a man to prepare concepts on the environment which they live and, above all, to be able to know themselves, a process of critical introspection, based on logical reasoning. This is affirmed in the text:

[...] The task of philosophy is to help us interpret our strength indefinited and thus avoid wrong plans for the acquisition of happiness (MEREGE, 2003, p.19)

The struggle for the transformation of societies must be in a collective manner, awakining man for reflection, developing their reasoning and their criticality, as affirmed in Paviani (1986):

"The thinking is the mental attitude that becomes available to examine the use and development of the concepts of the enunciations, their relationship with each other and their relations with the facts. The critical reflection therefore seeks to examine the origin, how to be and the purpose of knowledge, as a representation of reality (Introduction).

We live in a society where the philosophical apathy makes difficult the formation of complete men. The lack of Philosophy brings the absence of the reflection process, so necessary for the men to situate themselves as living beings, in their environment and in their transcendence. "A sensible analysis quiets the mind." (BOTTON, 2001, p. 73)

It is necessary for the Philosophy to come back to its place as a discipline in the school's curriculum, with due appreciation that it should have as a trainer of human thought.

The importance of the philosophy in the educational process can be measured by the following statement:

[...] The philosophy should be a collective exercise of critical thinking among students and teachers. The classes must be a space where it intensifies the critical sense about each other {...] (RICOEUR, 1993).

Key words: education, philosophy, reflection

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THE REFLECTION ON THE ASSISTANCE OF QUANTIFIER AND QUALIFIER'S STEP ON EDUCATION

ABSTRACT

The Brazilian's public educational system has demonstrated, unhappily, in its history inefficiency indications, remaining, many times, as consequence the school's failure. It's necessary that the “exacerbated” ideology to be discussed and reviewed by the teachers and that they have more certainty when they appear with the reality. From the education the human being will have clearness on their thoughts, they will be critical, putting their potentialities on a higher level. It's lamentable that education, that can do a lot to the men, has been many times not much considered and attended by politician. On this crisis' moment where the Brazilian society lives, the teacher is an indispensable part, because he is “a powerful person”, giving the concept of citizenship to the students. The educational inexistence of Philosophy on 1st and 2nd grades courses was prejudicial for all students at 70's, and today they are citizens who could participate more actively in the our country's life, if they had a solid base on philosophy on their formation, whereas this way their critical spirit and logical reasoning are developed, on its plenitude. In 1996 we had the “Lei de Diretrizes e Bases” - LDB promulgated, effectively it was when the Philosophy resurged like component of schools curriculums, on a very insipient way. There is no doubt that it was a big advancement, but the lacuna omitted in the logical thought construction of our youth will let some time to disappear. The men need to have a clear knowledge of to be or not to

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KEY WORDS: education, philosophy, reflection

LA RÉFLEXION DANS L'AIDE D'UNE ÉTAPE QUANTITATIVE ET QUALITATIVE DANS L'EDUCATION

RESUMÉ

Le système scolaire public brésilien a démontré pendant son histoire, signe d'inefficacité, ayant beaucoup de fois comme conséquence les échecs scolaires. Il est nécessaire que les idéologies "exacerbadas" soient interrogées et critiquées par les enseignants pour que les mêmes aient plus de sécurité à la rencontre avec la réalité. À travers de l'éducation, l'homme aura plus de clarté dans ses pensées, plus de criticité, plaçant leurs potentiels dans une plate-forme plus haute. C´est lamentable que cette éducation, qui peut beaucoup faire pour l'homme, soit si peu considérée et qu'elle ne prenne pas l'attention des hommes politiques.

Au moment de la crise dans laquelle vit la société brésilienne, le rôle de l'enseignant est indispensable, donc c'est une "personne puissante", réveillant le concept de citoyenneté dans l'élève. L'inexistence de l'enseignement de philosophie dans les cours du 1er et 2ème degrés a été néfaste avec tous les étudiants des années 70, qui aujourd'hui sont des citoyens qui pourraient participer plus activement à la vie dans notre pays, s'ils avaient eu dans leur formation une base solide dans les études philosophiques. C'est à travers de celui-là que l'esprit critique et le raisonnement logique sont développés dans sa plénitude. En 1996 nous avons eu la promulgation de la Loi de Directives et des Bases - LDB, où la Philosophie a resurgi encore comme composante des curriculums vitae scolaires, mais de forme très naissante. Il ne reste aucun doute que cela a été un progrès, mais la lacune laissée dans la construction de la pensée logique de nos jeunes, prendra quelques temps pour disparaître. L'homme a besoin d'avoir connaissance de l'être et ne pas être, du bien et du mal, le devoir et de l'obligation, pour avoir des conditions de juger, rationnellement, tous les événements qui se produisent autour de lui. Cela est atteint de manière plus efficace avec la structuration d'une bonne base philosophique. Cette base permettra à l'homme d'élaborer des concepts sur le moyen dans lequel il vit et, principalement, d'avoir des conditions de se connaître soi-même, dans un processus critique d'introspection, fondé dans le raisonnement logique.

MOTS-CLES: éducation, philosophie, réflexion

LA REFLEXIÓN EN EL AUXILIO DE UN PASO CUANTITATIVO Y CUALITATIVO EN EDUCACIÓN

RESUMEN

El sistema educacional público brasileño ha demostrado durante su historia, signos de ineficiencia, teniendo muchas veces como consecuencia el fracaso escolar. Es necesario que las ideologías “exacerbadas” sean cuestionadas y criticadas por los profesores para que los mismos tengan más seguridad cuando se enfrenten con la realidad.

A través de la educación el hombre tendrá más claridad en sus pensamientos, será más crítico, poniendo sus potencialidades en un nivel más allá. Es lamentable que esa educación, que tanto puede hacer por el hombre, sea poco considerada y atendida por los políticos. En este momento de crisis que vive la sociedad brasileña, el papel del profesor es indispensable, pues, es una “persona poderosa”, despertando el concepto de ciudadanía en el educando. La insistencia de la enseñanza de Filosofía en la enseñanza básica y media fue dañosa a todos los estudiantes de los años 70, que hoy participan activamente de la vida de nuestro país, ya que sabemos que es a través de los estudios filosóficos que el espíritu crítico y el raciocinio lógico son desarrollados en su plenitud. En 1996 tuvimos la promulgación de la Ley de Directrices y Bases - LDB, donde la Filosofía resurgió nuevamente como componente de los currículos escolares, pero, de manera muy incipiente. No resta duda de que fue un avanzo, pero, la laguna dejada en la construcción del pensamiento lógico de nuestros jóvenes, llevará algún tiempo para desaparecer. El hombre precisa tener conocimiento del ser y no ser, del bien y del mal, del deber y de la obligación, para tener condiciones de juzgar racionalmente, todos los acontecimientos que ocurren en su entorno. Eso es alcanzar de manera más eficaz con la estructuración de una buena base filosófica, que permite al hombre elaborar conceptos acerca del medio y principalmente en que vive y, principalmente, tener condiciones de conocer a si mismo, en un proceso crítico de introspección, basado en el raciocinio lógico.

PALABRAS CLAVES: educación, filosofía reflexión.

A REFLEXÃO NO AUXÍLIO DE UM PASSO QUANTITATIVO E QUALITATIVO NA EDUCAÇÃO

RESUMO

Através da música sentimos que conseguimos liberar a sensibilidade e as emoções do ser humano, que fica sensibilizado, pois através da música a sensibilidade vem à flor da pele.A beleza é a única idéia que resplandece no mundo. Platão afirma isto em seus ensinamentos aos seus discípulos, São Tomás de Aquino define o belo como aquilo que agrada aos olhos. Através da atividade lúdica podemos chegar ao desligamento absoluto de preocupações.Sendo o corpo um produto da sociedade da qual faz parte, as variações dos ritmos de movimentos corporais, mudam conforme o meio, o estímulo e a época, pois, antes mesmo de se comunicar ou expressar-se através da linguagem articulada, o homem utilizou o próprio corpo com padrões rítmicos de movimentos, ao mesmo tempo em que desenvolvia um sentido plástico do espaço.A música fenômeno presente de forma mais ou menos pronunciada na vida da maioria das pessoas está associada a experiências que podem contribuir em larga escala para o nosso bem-estar, através dos seus efeitos fisiológicos emocionais, relacionais de auto-conhecimento e de relacionamento social.É incontestável o valor da música sobre o cérebro humano; e isso tem sido confirmado a cada dia que se passa graças ao próprio avanço tecnológico, que permite cientistas renomados a ampliarem seus estudos sobre o assunto, realizando experiências no tratamento de vários tipos de problemas de saúde, como em casos de pacientes com problemas neurológicos, cardíacos, transtornos mentais, deficiências não só referentes aos aspectos cognitivos, como também ao físico e sensoriais.

PALAVRAS-CHAVE: educação, filosofia e reflexão.