



"A professora sempre chegou com conteúdo pronto": uma reflexão sobre o currículo de Biologia na EJA e suas interfaces com os pressupostos freirianos [

2021

text (article)

Análítica

Based on Freire's pedagogy and its assumptions, the article aimed to undertake some reflections on the movement of "choice" of biology contents worked on in the classroom, signaling the dynamics of curriculum construction. These reflections are supported by interviews carried out with students of Youth and Adult Education (EJA) in the state of Goiás. Paulo Freire's theoretical legacy demonstrates the potential and relevance of his pedagogy to collectively and dialogically think and build the EJA curriculum, having as a premise that the student is the center of the entire teaching-learning process. Preliminary data from the research indicate that the banking transmission of "ready content" from biology is still rooted in the pedagogical practice of teachers. Dialogue, when it exists, is still restricted to superficiality, deviating from the true Freirian dialogue. Organizing a curriculum for teaching biology at EJA, based on Freirian pedagogy, considers that the contents, although essential, are not static and that they are responsible for serving the interests of students, valuing their knowledge and promoting the transition from prior knowledge to systematized scientific knowledge.

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