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A philosophical perspective for the movie Avatar

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INTRODUCTION

Despite the different social contexts in which the young people of the New High School are inserted, one element connects them, technology. This technology present in the daily lives of these young people promotes, most of the time, distractions in the classroom. When reflecting on which didactic situation to use, to awaken a critical philosophical reflection, technology is a path that can be explored positively, then, in this scenario, the choice of the fiction film *Avatar: the water path*, contemplates the curricular proposal.

This film portrays technological advances, science, family relationships, conflicts between natives and colonizers, their connections with the environment. All these elements reverberate and contextualize the changes that occur in contemporary society, its analysis proposes to the young New High School a critical perception of the reality that surrounds him.

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THEORETICAL AND METHODOLOGICAL FOUNDATION

With the implementation of the Pernambuco Curriculum for the New High School in 2021, as a result of the unfolding of Law No. 13,415/2017, which established changes in its structure, extending the minimum time of the student in school, the reorganization of curricular components and the reduction of the number of Philosophy classes.

This new conjuncture has directly impacted the didactic planning of Philosophy classes, according to Silva (2019), when Education becomes an instrument for political purposes, as has currently been revealed with the last reform, we can expect many aberrations, such as the attempt to suppress differences in the name of equality, thus, seeking new ways to materialize the expectations and skills proposed for these young people is a great challenge.

Seeking to provide a proximity between the objects of knowledge for the Teaching of Philosophy and the perspectives for the intellectual development of young students, the Pernambuco Curriculum proposes,

Thinking about Philosophy and, particularly, its teaching is fully justified in the formation of young high school students, as its main object of study is the condition of human existence, through the understanding of a critical and situated worldview. (Pernambuco Curriculum (2021, p. 234).

These views should be considered when choosing the didactic situation, with a view to the development of critical thinking. In fact, when thinking about situations that develop significant learning, didactic planning in the classroom space, within a school context that meets, on the one hand, the curricular proposals for the New High School and, on the other, the real learning of our students, seeking to understand through field research the commitment, performance and methodological preparation of education professionals, that act within the different educational spaces.

With this, it enables the experience of the Pernambuco Curriculum and the Teaching of Philosophy, its objects of knowledge to be studied, such as culture, values and social exclusion; identity, autonomy and ancestry, enchantments; capitalism: the new productive processes and social inequalities; having the ability to recognize the importance of the role of culture in the formation of values and its implications in social processes as guides of the dynamics of social inclusion/exclusion.

These objects of knowledge also unfold in understanding the importance of ancestry, respect, appreciation between living beings, the planet and the connections that emanate from it, leading them to realize that the differences between peoples should not separate them, but unite them, because these differences complement each other. This relationship with the different is the seed that promotes new challenges when the goals become common, its overcoming promotes

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achievements that reverberate throughout the community. In this perspective, Vergolino argues,

Philosophy as a discipline must seek to understand and know the social and conceptual spaces of different peoples without seeking the implementation of a structure to the conceptual universe different from that established by society considered as conventional. (Vergolino, 2019, p.189).

Based on these assumptions, the Teaching of Philosophy must create instruments that enable students to understand the importance of building a just and egalitarian society. However, the film allows us to see the duality that distances us, in the globalized era the engine that promotes the relationship with the other is consumption, capitalism dictates the rules, control over the other, domination, power.

Based on these concepts, the didactic planning was elaborated in three stages, each stage unfolds into two fifty-minute classes. The first stage consists of watching the film, recording scenes, at the student's discretion, which contextualize with situations of their daily life, also identifying the concepts addressed. The second moment, a conversation circle of the records, followed by debates and critical analysis of the scenes presented, seeking to build a relationship between the identified concepts and the philosophical literatures. Finally, the third moment was the making of interactive mind maps and the

socialization among the classes of the first year of the New High School, of their impressions, criticisms, comparisons and conclusions.

It is noteworthy that the questions presented permeate the entire unfolding of the plot, unfolded into concerns, among them, what is my role in the world? What am I, as a young student, conscious, heir to today's actions doing to promote a different world? These problematizations are fundamental for these adolescents to realize their importance in the construction of a more just and egalitarian society, strengthening their commitment to the political, social, and environmental issues that permeate contemporary society.

RESULTS AND CONCLUSIONS

The didactic planning elaborated from the analysis of the movie *Avatar: The Way of Water* provided an experience that is close to the students' reality, contributing not only to the understanding of concepts, but also to the construction of connections with various philosophical currents.

It is essential to highlight that the teaching of Philosophy represents a great challenge in the classroom. Creating tools that enable a significant pedagogical practice, capable of enhancing criticality and learning, is the goal of the teacher of this discipline.

Finally, by organizing the analysis of the film in stages, it was possible to provide students with a greater depth, encouraging the construction of new perspectives and valuing individual experiences.

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This approach favored the contextualization of the issues presented, contributing to the formation of critical subjects who are aware of their role in the world.

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