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THE REVERBERATION OF LIFE: Memorial of the Self

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José Weverton de Melo, I am Brazilian, born in Palmeira dos Índios, on January 6, 1996, Alagoan by birth and heart, of Brazilian nationality. My progenitor to whom I owe all respect and admiration for the reading, reading and experience of a significant existence in my life, is called José Hailton de Melo. My progenitor and mistress of all ethical and moral greatness of a home rooted in wisdom and teachings of the obstacles and obstacles of life, Edineuza Carlos da Silva Melo, to whom I masterfully owe the desire and yearning to embark on the educational path.

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I am the youngest of the sons, but the second fruit of my parents' love. Being my siblings, José Wellington de Melo, Erika Vitória de Melo and Ellen Nathaly de Melo.

The philosophical memorial is, for my part, a moment of hard reflection and analysis of a whole life and a process of education trodden. Like the inscription found in the portico of the temple of Apollo at Delphi, Greece, "Know thyself!", I am led back to an analysis and meditation of a whole course in existence.

In 2003, at the age of 7, I started my school life at the then Professor Luciano Jorge Peixoto Municipal School (EMPLJP), located in the city of Dois Riachos, Alagoas. School not far from my parents' house. The journey to school was 250 meters, approximately 5 minutes, which according to my parents was a desire and desire on my part. In the first grades of elementary school, I was a student with normalities and desires like any other classmate.

At the beginning of the 5th grade, in 2008, at the São Sebastião Municipal School, in Dois Riachos, I was showing interest in studies and a taste for the deeper knowledge of things. It was in the aforementioned year that I read the work, *The Little Prince* by Antoine de Saint-Exupéry, and it made me think a lot about the phrase: "We only see well with the heart, the essential is invisible to the eye" (Saint-Exupéry, 2016, p.74). This work led me to the first discussions to understand what is essential and invisible.

At the beginning of my high school journey, a strong year of knowledge in my life, which forced me to learn and make life decisions. It was while in high school that the importance of curiosity and the search for knowledge, the responsibility we must have in relation to the consequences of our actions and decisions, the courage to do things differently

stand out. I attended high school at the Cônego José Bulhões State School (EECJB), also in Dois Riachos, Alagoas.

At the age of 6, I nurtured in my chest great admiration and respect for an unpolluted figure with such an eloquent life that the figure of the parish priest had stood out. Father Ronaldo Aluísio da Silva, parish priest of the Mother Church of Our Lady of Health and Saint Sebastian, in Dois Riachos, installed in 1999, was admired by me for such a great following. As I grew up and passed the years, the great desire to follow the same path came to me. Soon, I dedicated my life to treading in the vision of being a priest.

In 2015 I entered the Diocesan Seminary of St. John Mary Vianney, the Curé of Ars, in the city of Palmeira dos Índios. It was there that I was introduced to the São Tomás de Aquino Catholic College - FACESTA, also in Palmeira dos Índios. As the first academic step of priestly formation, I went to study philosophy.

In 2016, at the age of 20, I embarked on the academic journey that changed my thinking and existence. The beginning of this stage was wonderful and fascinating! My graduation took place in parallel with my seminary life, in which I met great people who became my friends. The coexistence broadened the horizon of academic and personal vision, challenging my conceptions and driving me to question and reflect on social and educational life and the conception of human freedom in the acts practiced.

During the undergraduate period I had great masters. The whole process of graduation in philosophy was not easy, as it often became bitter and painful from the conceptions, contradictions and misunderstanding of the students in the classroom. Many of the professors seemed to me that they were not enchanted or glimpsed by the teaching of philosophy, I,

however, was enchanted by the questions and methods of reflection of many philosophers.

I decided to do the final work of the course talking about human freedom, since I was confronted with some thoughts, especially the reading of the book *Being a Christian in the Neopagan Era* by Joseph Ratzinger, because in one of his speeches he asserted that "The thirst for freedom is the way in which the desire for liberation and the awareness of not being free are experienced today, of being alienated." (Ratzinger, 2014, p.56). The questions in me were born trying to understand how freedom can make me alienated or if I am free in everything?

As a Christian and seminarian, he understood that "[...] if God is the only source of truth, it is not possible that the principles that reason naturally knows should be contradictory to those of the truth of faith [...]". (Paulo Faitanin, 2011, p.20). Therefore, I could not understand actions carried out in the name of freedom, or as a pretext that we are free and do such a thing. Thus, I concentrated my effort on understanding freedom as the fundamental design for the construction of a social body. Bearing in mind that the human being "[...] it is also capable of making itself and its world, of choosing what it wants to be and make it be [...]" (Nascimento, 2004, p. 268). Undoubtedly, human development is related to several sectors such as social, intellectual, body and of course to feelings and emotions.

In 2019 I presented my Final Paper with the title: The conception of human freedom in Thomas Aquinas: a philosophical perspective to understand the end of human action. The whole work was a success mediated by the efforts of each reading and comprehension. In the struggle for the development of the TCC, he guided me and helped Darlan do Nascimento LOURENÇO, Advisor Professor, Master's student in Brazilian Education in the Graduate Program in Education of

the Education Center of the Federal University of Alagoas and Coordinator of the Degree Course in Philosophy at the Catholic Faculty São Tomás de Aquino - FACESTA.

After a turbulent period in my life, I decided to do the first *lato senso* specialization in higher education teaching, at Faculdade Batista de Minas Gerais - FBMG, Belo Horizonte - MG, in 2020. I searched, followed the teaching methods and formalized the research with the theme: Analysis of the teaching and learning methods in higher education courses. Well, I wanted to verify the logic of the teaching and learning techniques of higher education and the reception of the content by undergraduate students. Thus verifying the usable methods and the most pertinent and innovative for the class.

The second *lato senso* specialization was in 2021, by Faculdade Católica São Tomás de Aquino - FACESTA, in Methodology of Teaching Philosophy and Sociology.

It was during the seminar period that I had the first taste of a professional life. During my internship in 2019, at the Sagrada Família Diocesan College in the city of Palmeira dos Índios, Alagoas, the philosophy professor had to be absent due to a serious accident, so, at the request of the director of the institution, I was teaching classes to meet the need.

My second job as a philosophy teacher was at the Professor Darcy de Amorim Educational Center - CEDDU, in Cacimbinhas, Alagoas, between the years 2021 and 2022. It was here that I developed a love and taste for education. From then on, I embarked on the paths of education.

My third job was as a pedagogical coordinator, between 2021 and the current year, in the city of Olivença, Alagoas. Where I worked as pedagogical coordinator at the Nossa Senhora do Carmo Municipal School and Professor Divaldo Suruagy Municipal School of Basic Education. The first is

located in the center of the city itself, the second in the village of Fazenda Nova.

Already on the path of philosophy, I made the selection for Professor and I work as a professor in philosophy in the State Network of Alagoas, from the year 2022 to the present moment, at the Desembargador Augusto Costa School, in Olivença. School in which I develop all my philosophical path and see how pleasurable it is for students to nurture the taste and restlessness in the inquiries of daily life.

Since 2022 as a philosophy professional in high school, I have come across classes that have a diverse audience in teaching-learning issues. Non-literate students (do not read or write), with a diagnosis of autism spectrum disorder (ASD), some with noticeable cases with social phobia or psychological disorders with shyness, others with a diagnosis of epilepsy with moderate mental retardation with agitation, and several who demonstrate at certain times triggering suicidal thoughts and others with anxiety that leave them with a rigid body.

As the teacher has a fundamental role in the construction of the teaching-learning process, being a teacher assigns a great weight. I decided to follow the paths of the master's degree to help my students on the learning path and myself learn to work with such a varied audience.

It is notorious to realize that the teacher has a fundamental role in the construction of the teaching-learning process in the classroom, because speaking and acting tend to be combined in the essence of their practice. However, "to make the philosophical community look at the teaching of philosophy as an authentic field of research [...] It's not that simple." (Rodrigues, Gelano, 2021, p. 820).

Certainly, being a teacher is not an easy job, much less teaching philosophy. Our students with difficulties in education already suffer in the teaching-learning process,

which today with a lot of limitations in teaching, proposed me to research playful forms and analyze the classroom as a continuation of learning. Because in the classroom, from philosophy, the student "[...] must be able to plant seeds in order to propose a reflection that allows [it] to rebuild society [...]" (Ghedin, 2009. p.24-25).

O REVÉRBERO DA VIDA: memorial de si

A trajetória de toda uma existência trilhada e reinventado no transcorrer dos fatos e momentos de seus acontecimentos, geram aprendizado e memória de tão grande importância, que é capaz de mudar e impulsionar gerações. Caminhar, trilhar, refletir, questionar, elucidar, amadurecer e se reinventar, são passos que não se apartam do homem. Outrossim, o homem buscar traçar seu caminho e nele confronta-se com os tantos eu que o permeiam em volta, levando-o a uma construção e mudança no processo de ensino-aprendizado. Assim, este presente memorial tem como objetivo relatar a trajetória acadêmica e profissional construída ao longo dos últimos anos, destacando as principais experiências formativas, os caminhos percorridos no campo do conhecimento, caminho vocacional e mestrado, mas também, é parte integrante do processo de carreira no Mestrado Profissional em Filosofia. Uma contribuição para o desenvolvimento acadêmico de tantos quantos a ele recorrerem. Com efeito, fazer-se viver e/ou mergulhar na historicidade de outrem, é sem dúvidas uma atitude racional de escolha. Dessa forma, a contribuição a

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formação de outrem terá forma significativa no desenvolvimento da área e da transformação social através da educação.

Palavras-chave: Formação acadêmica, caminho vocacional, trajetória profissional, mestrado

THE REVERBERATION OF LIFE: Memorial of self

The trajectory of an entire existence, traced and reinvented throughout the events and moments of its events, generates learning and memory of such great importance that it is capable of changing and driving generations. Walking, treading, reflecting, questioning, elucidating, maturing and reinventing oneself are steps that are inseparable from man. Furthermore, man seeks to trace his path and in it he confronts the many selves that permeate him around him, leading him to a construction and change in the teaching-learning process. Thus, this present memorial aims to report the academic and professional trajectory built over the last few years, highlighting the main formative experiences, the paths taken in the field of knowledge, vocational path and master's degree, but also, it is an integral part of the career process in the Professional Master's Degree in Philosophy. A contribution to the academic development of as many as resort to it. Indeed, making oneself live and/or immersing oneself in the history of others is undoubtedly a rational choice. In this way, the contribution to the training of others will have a significant impact on the

development of the area and social transformation through education.

Keywords: Academic background, vocational path, professional trajectory, master's degree

EL REVERBERBER DE LA VIDA: auto memorial

La trayectoria de toda una existencia, seguida y reinventada en el transcurso de los hechos y momentos de sus acontecimientos, genera aprendizajes y memoria de tal importancia que es capaz de cambiar e impulsar generaciones. Caminar, seguir, reflexionar, cuestionar, dilucidar, madurar y reinventarse son pasos inseparables del hombre. Además, el hombre busca trazar su camino y en él se confronta con los múltiples yoes que lo rodean, llevándolo a una construcción y cambio en el proceso de enseñanza-aprendizaje. Por lo tanto, este memorial tiene como objetivo dar cuenta de la trayectoria académica y profesional construida a lo largo de los últimos años, destacando las principales experiencias formativas, los caminos recorridos en el campo del conocimiento, la trayectoria vocacional y la maestría, pero también, es parte integral del proceso de carrera en la Maestría Profesional en Filosofía. Una contribución al desarrollo académico de cuantos acuden a él. De hecho, hacerse vivir y/o sumergirse en la historicidad de los demás es, sin duda, una actitud racional de elección. De esta manera, el aporte a la formación de otros tendrá un impacto significativo en el desarrollo de la zona y la transformación social a través de la educación.

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Palabras chave: Formação acadêmica, trajetória vocacional, trajetória profissional, maestria.

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