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PHILOSOPHICAL MEMORIAL: Conceptions, life and professional career

Waneska Silva Marins¹

1 INTRODUCTION

*"Philosophy is not a set of ready-made answers,
but an invitation to reflection and constant
questioning of the reality that surrounds us."
— Jean-Paul Sartre*

¹ Master's student in Philosophy at the Federal Institute Sertão Pernambucano E-mail: waneska.silva@aluno.ifsertao-pe.edu.br
ORCID: <https://orcid.org/0009-0009-1710-5670> Lattes Link :
<https://lattes.cnpq.br/6708259250104076>

In this memorial, I present a description of the most important facts of my academic trajectory since the phase of teaching, undergraduate and graduate students and also my entire professional trajectory. The aforementioned academic memorial aims to present my academic and professional experience, as a master's student of the PROF-FILO-Professional Master's Degree in Philosophy, at the Federal Institute of the Sertão Pernambucano. Throughout this trajectory, I had the opportunity to deepen my knowledge in Philosophy, a field of study that constantly provides me with new challenges and learning. During my training, I sought not only to absorb the classic concepts of this area, but also to contribute with new perspectives and interpretations, enriching my understanding of Philosophy and its relations with reality.

This memorial aims not only to report on my training and experiences, but also to reflect on how the study of Philosophy, particularly Political Philosophy, can provide a critical and transformative view of the world, while offering tools for the exercise of citizenship and the promotion of a deeper and more reflective dialogue on the social and political issues that involve us.

2 IDENTIFICATION

My name is Waneska Silva Marins, I was born in the city of Salgueiro -PE, I am married and mother of 3 daughters: Vitória Lívy, Virgínia Laíssa, Vivya Mariana and a granddaughter, Maria Ísis. From an early age, I always showed a passion for education and I remember playing at being a



teacher. I feel fulfilled in my chosen profession, I have faced and face many challenges, especially with regard to constant learning, that is, the constant search for knowledge, thus being able to adapt my pedagogical practice. I have learned throughout my professional career that teachers will not be able to develop critical and reflective awareness in their students if they do not exercise this practice themselves, which is essential for the teaching-learning process. As Dermeval Saviani states: "Education, as a social practice, is mediated by history, culture, ideology and the interests of society." (Saviani, 2009, p. 112). I believe that, for the educator to be able to develop these aspects in his students, he also needs to be in constant evolution.

In addition, reading Paulo Freire's *Pedagogy of Autonomy* was fundamental for my training as an educator. Freire teaches us that the teacher must be in constant dialogue with the students, starting from their experiences, knowledge and realities to build knowledge together. As he says in his book: "Teaching requires the ability to learn from students and to educate oneself together with them" (Freire, 1996, p. 72). This thought has echoed deeply in my pedagogical practice, as I believe that teaching should be a process of mutual exchange, where both the student and the educator learn and grow together.

According to Paulo Freire: "Education is not a simple transmission of knowledge, but a social practice that aims to form human beings capable of transforming reality". (Freire, 1996, p. 87). This reflection has been fundamental in my career, as I believe that the true role of the educator is to help form

conscious, critical citizens capable of actively acting in the transformation of society.

These reflections, both by Paulo Freire and Dermeval Saviani, have been guides for my journey in education, reinforcing my commitment to the formation of critical citizens capable of transforming society through knowledge and conscious action. This reflection also echoes the ideas of Plato, in his Myth of the Cave, which suggests that education should free individuals from the limitations imposed by a distorted view of reality. The educator, therefore, has the mission of leading his students beyond the "shadows" of ignorance, in search of a deeper and truer knowledge. In addition, the Stoic philosophy of thinkers such as Seneca and Marcus Aurelius teaches us that education should also strengthen the ability to act ethically, even in the face of life's adversities.

Michel Foucault's work, in turn, challenges us to rethink the power relations that permeate the educational process. Foucault argues that education is not only a transmission of knowledge, but also a mechanism by which power is exercised and social relations are shaped. He points out that educational institutions, such as schools and universities, function as spaces of "disciplining", where individuals are formed according to social and behavioral norms. In his work *Discipline and Punish*, Foucault discusses how the educational system, together with other institutions, contributes to the construction of the "subjectivity" of individuals, that is, how people internalize the norms and expectations of society. This makes us reflect on the role of the educator: not only to transmit knowledge, but also to

help deconstruct these norms and allow students to become more aware of the power dynamics in which they are inserted.

This reflection has been fundamental in my career, as I believe that the true role of the educator is to help form conscious, critical citizens capable of actively acting in the transformation of society.

3 ACADEMIC AND PROFESSIONAL CAREER

3.1 EDUCATION

My academic training began with the choice of Teaching, where I studied at the Carlos Pena Filho School, in Salgueiro-PE, completing the course in 1997. Then, I took the entrance exam for Pedagogy and started my studies, expanding my training to teaching. In 2001, he completed his degree in Pedagogy at the Faculty of Human Sciences of the Central Sertão (FACHUSC), in Salgueiro-PE. Later, in 2024, I completed my degree in Geography at the International University Center (UNINTER), in the distance learning modality. The title of my final paper was "Exploring biogeochemical dynamics: an Interdisciplinary Lesson Plan for the Açude Velho in Salgueiro-PE", under the guidance of Professor Otacílio Lopes de Souza da Paz. In addition, I completed a postgraduate degree in Psychopedagogy at the University of Pernambuco, at the Faculty of Teacher Training of Petrolina, between 2006 and 2007. The title of my work was "The Etiquette / School Dropout in the Initial Grades of Elementary School", supervised by

teacher Fernanda Griz de Góes Cavalcanti. Currently, I am a master's student in the PROF-FILO course - Professional Master's Degree in Philosophy, offered by the Federal Institute of the Sertão Pernambucano (IFSERTÃO-PE). The research I am developing is entitled: "Playfulness in the Teaching of Philosophy: Arousing the Interest and Participation of High School Students", under the guidance of Professor Dr. Francisco Sebastião Almeida Filho. The master's period runs from 2025 to 2027. This has been a year of great challenges and achievements, as I am reconciling an intense workload in High School with the requirements of the master's degree. However, the purpose of continuing my studies and achieving the title of Master in Philosophy is a constant motivation. After completing my master's degree, my intention is to continue my studies in the area, with the aim of pursuing a degree in Philosophy. My research seeks to offer theoretical and methodological subsidies for pedagogical practice in the teaching of Philosophy, especially in High School. The focus is on providing tools and strategies that use playfulness as an approach adapted to the students' reality, thus contributing to the development of innovative pedagogical practices and the awakening of students' interest and participation.

3.2 PROFESSIONAL

- Still during the teaching course, I was invited to do a paid internship in Early Childhood Education in the private network, in the period 1997-1998. In this same period, I taught

as a substitute teacher in a state school for six months at the age of 18, reconciling studies with pedagogical practice.

- From 2002 to 2009, I worked as a Social Educator in the Child Labor Eradication Program (PETI) in the municipality of Salgueiro-PE, an enriching experience that allowed me to work with children and adolescents in situations of social vulnerability, promoting their inclusion and development.
- In 2008, I was approved in the public exam for the position of teacher in the State of Pernambuco, becoming a public servant. I started teaching the didactics of Natural Sciences, History and Arts in the city of Parmamirim-PE. In 2009, I requested removal to the Professor Manuel Leite State School, in Salgueiro-PE, where I taught Geography from the 6th grade of Elementary School to High School until September 2017.
- Also in 2017, I was invited to act as pedagogical coordinator at the José Vitorino de Barros State School. I accepted the challenge, believing that I had the profile for the role and, in addition, I saw coordination as an opportunity to broaden my vision of the educational process in a more global and strategic way. However, I soon realized that my principles and values were not aligned with those of the principal, especially in relation to my pedagogical projects. This experience provided me with a broader view of the administrative and school management dynamics, but it also made me realize that I could not continue in a position where my principles did not correspond to those of leadership. For

this reason, I decided to give up the coordination and resume the classroom.

- In 2019, I participated in a selection for the Salgueiro High School (EREMSAL), where I teach until now in the discipline of Philosophy. Over the years, I had the opportunity to work with all grades of High School: 1st, 2nd and 3rd years. In addition, I am also responsible for the Elective "Philosophical Talk", a space designed to promote debates, reflections and the development of critical thinking. In the Elective, we seek to deepen contemporary themes such as human rights, with an emphasis on issues of freedom, democracy and citizenship. The proposal is to foster philosophical discussions that help students better understand the social and political context in which they are inserted. The goal is to broaden their understanding of these essential concepts, relating them to the current reality. In addition, I work with areas of knowledge 2 (Philosophy) and with themes related to Digital Culture and Popular Culture, providing students with an interdisciplinary learning space that connects philosophy to the digital and cultural reality in which we live.

4 SUCCESSFUL PRACTICES

Participation in the V Sertão Central Youth Science Fair- 2024 with the participation of high school students from the EREMSAL school Logbook: Throughout the process, students recorded their reflections and progress in the Logbook, which was used as an evaluation tool. This record was essential to

monitor the development of the project and ensure the continuous monitoring of activities.

4.1 PROPOSED ACTIVITIES

- 1- Registration in the Logbook for evaluation by the advisor teacher;
- 2- Scientific Research: To investigate political experiences and the exercise of citizenship, applying basic political concepts (State, power, forms, systems and political regimes. (Philosophical conceptions of several philosophers);
- 3- Dialogic exposition with registration in the Logbook: Politics in the main story philosophical reflections;
- 4- Production of texts, infographics, photos and current and old images, etc. Here are some records:



(Marins, 2024)



(Marins, 2024)

Papo filosófico: Concepções políticas dos principais teóricos

Waneska Silva Marins,¹ Maria Geovana Moreira Santos², Giovana Nunes Monteiro², Evelyn Nicole da Silva Santos²

¹Professora de Filosofia, Escola de Referência em Ensino Médio de Salgueiro (EREMSAL), Salgueiro-PE

²Discentes 1º ano do Ensino Médio, Escola de Referência em Ensino Médio de Salgueiro (EREMSAL), Salgueiro-PE

Introdução

Através da filosofia política é possível aprender novos conceitos ou até inserir novas mudanças na vida cotidiana. Debater e refletir sobre questionamentos ajuda o estudante a desenvolver um pensamento crítico. A abordagem de temáticas filosóficas nas aulas instigará o discente a ter uma percepção mais ampla diante dos fatos, aguçando o senso político em todas as relações humanas. Desta forma, este trabalho visa contribuir para a compreensão dos elementos que constrói o ser social, através do esclarecimento dos universos que tecem a existência humana nas relações sociais e políticas.

Resultados e Conclusão

Os discentes expuseram pesquisas de forma dialógica, além de produções com registros em infográficos, fotos e imagens dos principais filósofos e suas ideias sobre a política. Alguns exemplos trabalhados foram: Platão, Aristóteles, Locke, Rousseau, T. Hobbes, Maquiavel, Hegel, Montesquieu, Bodin, Marx e Engels. Ademais, foi possível compreender a verdadeira essência da política, os conceitos de democracia, cidadania e liberdade.

Metodologia

A metodologia deste trabalho seguiu as seguintes etapas:

ETAPA I - Conversa inicial sobre o surgimento da política e levantamento de dados para prover conhecimentos investigativos sobre o alvo da área de estudo.

ETAPA II - Formação de equipes; pesquisas bibliográficas para investigar experiências políticas e de exercício da cidadania aplicando conceitos políticos básicos; concepções filosóficas de diversos filósofos; produção de textos, infográficos, fotos e imagens atuais e antigas sobre o tema.

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GOVERNO DO
PERNAMBUCO
ESTADO DE PERNAMBUCO

(Marins, 2024)

5 FINAL CONSIDERATIONS AND FUTURE PERSPECTIVES

According to the aspects highlighted in the lines above about the most significant moments of my academic and professional career, I can say that I have always shown interest and commitment to education, from Early Childhood

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Education to Elementary and High School. This memorial, despite being a complex task, provided me with the opportunity to reflect on the most remarkable moments of my professional life, in addition to the pedagogical practices developed with my students, which resulted in excellent results. Through the constant search for knowledge and permanent effort, I have dedicated myself to improving my educational practice and contributing to the development of my students, promoting a quality and reflective education. I wish to remain active in my academic and professional journey, maintaining the same dedication and passion for teaching, with the aim of continuing to learn and, thus, always providing the best for the students who entrust me with their training process.

Reflection on education, as Schiller said, requires a constant tension between reason and emotion, between intellect and sensibility. He believed that true education should go beyond the simple transmission of knowledge, seeking the integral development of the human being. As Schiller stated: "Education must form the free man, one who is able to harmonize his inner forces and engage in the world in a reflective way." (Schiller, 1998, p. 45). It is this perspective that guides me in the search for the formation of students who are not only informed, but capable of questioning and transforming the world around them.

In addition, the conception of play and playfulness, as approached by Roger Caillois, is also deeply reflected in my pedagogical practice. Caillois, in his work *Les Jeux et les Hommes*, argues that "the game not only allows the expression of the

human being, but also teaches us, in a playful way, to face challenges and develop creativity." (Caillois, 2001, p. 62). He states that gaming is a form of learning through experimentation with new worlds and possibilities. Incorporating this vision, I seek to offer my students experiences that go beyond the traditional classroom, encouraging them to learn in a dynamic, creative and pleasurable way, which I consider essential for the development of their cognitive and social skills.

Therefore, based on these thoughts of Schiller and Caillois, my educational journey remains committed to the constant search for improvement and deepening of pedagogical practices. By reflecting on these theoretical perspectives, I feel motivated to innovate and provide my students with an education that not only prepares them for the challenges of the future, but also makes them critical and reflective subjects, capable of transforming the reality around them.

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