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SERTÃO DENTRO: A memorial of life and silences

João Vitor de Castro Vilanova¹

Abstract

This work presents a descriptive memorial of formative trajectory, focusing on the teaching and philosophical constitution of the author, a master's student in the Professional Master's Program in Philosophy (PROFFILO/IF Sertão). The objective is to reflect on the formative processes experienced by a subject from the popular strata of the Piauí hinterland, evidencing the intertwining between spirituality, community experience, educational practice and intellectual development. The methodology adopted is of an autobiographical-narrative nature, supported by references from the Philosophy of Education and critical pedagogy, especially in the contributions

¹ Student of the Professional Master's Degree in Philosophy - PROFFILO (2025-2027) at IfSertão Campus Petrolina Zona Rural. <https://orcid.org/0000-0003-1518-8248>

of Freire (1996), Chauí (2000) and Libâneo (1994). The reports point to an ethical and critical construction of teaching, with emphasis on the articulation between the teaching of Philosophy and black literature as an insurgent and decolonizing pedagogical strategy. It is concluded that teacher training, anchored in lived experiences and popular knowledge, is configured as a field of resistance and production of situated knowledge, opening paths for educational practices more committed to the social reality of the subjects.

Keywords: teacher training; philosophy of education; critical pedagogy; intellectual autobiography; black literature.

I. THE BEGINNING

My academic and intellectual trajectory is deeply rooted in my life story, marked by contact with school, the church, and the challenges of moving between different learning spaces. My name is João Vítor de Castro Vilanova, I am 26 years old and I am from São Lourenço do Piauí. Currently, I live in São Raimundo Nonato, Piauí. My education cannot be dissociated from the family context in which I grew up. I come from a simple and hardworking family: my mother is a school cleaner and my father is a farmer and electrician. I have a brother and, together, we were raised under the influence of the values of effort, dedication and faith.

Since childhood, school has been a central space in my life. I have always been a dedicated student, interested in studies and with an intellectual curiosity that pushed me to go

beyond the syllabus. My mother, because she works at the school, always reinforced at home the importance of knowledge and commitment to education. The constant presence in this environment made me see the school not only as a place of teaching, but as a space of possibilities and personal growth.

Parallel to my school career, the church played a decisive role in my formation. From an early age, I actively participated in religious life, being an altar boy and involved in community activities. The church not only offered me an environment of faith, but also a space for reflection and learning. The religious experience awakened me to philosophical and existential questions that would later become central to my academic training. It was this relationship with spirituality that led me, at the age of 17, to enter the seminary.

My personality, from childhood to adolescence, was shaped by this experience between school and church, two spaces that offered me both learning and a sense of belonging. I have always been a shy, introspective child, someone who preferred observation to protagonism in social interactions. This shyness often made me withdraw at certain times, avoiding major exposures and seeking refuge in books and studies. The silence and introspection allowed me to dive deep into knowledge, becoming an avid reader and a dedicated student. However, even with this more reserved nature, I never let my shyness stop me from moving forward. I have always sought to challenge myself, facing my difficulties and trying, little by little, to expand my horizons. Whether it was participating in church activities or taking on

academic responsibilities, I found ways to overcome my insecurities and get moving. This constant search for personal and intellectual improvement was one of the aspects that accompanied me throughout my life and helped build the person I am today.

II. THE ENVIRONMENT

At the seminary, located in Teresina - PI, my journey was profoundly transformative. During the period from 2016 to 2022, I dedicated myself to the study of philosophy and theology. My philosophical training took place in contact with the Catholic Institute of Higher Studies of Piauí and the Federal University of Piauí. It was at the university that I had my first contact with academic research, through scientific initiation², an experience that broadened my view of philosophical thought and its relationship with different fields of knowledge. I also started the theology course, completing half of my undergraduate degree, which provided me with a solid theoretical basis to understand fundamental questions about

² Held at the Federal University of Piauí, Torquato Neto Campus, Teresina - PI. The supervision was under the supervision of Professor Helder Buenos Aires, the research focused on Philosophy of Technology - work developed from the work Technology and the World of Life: from the Garden to the Earth, Don Ihde. The final work was not published because the peak of the research was in the pandemic period and the review produced was not evaluated by the advisor, which led to non-publication.

ethics, metaphysics and the relationship between faith and reason.

The experience at the seminar was remarkable and full of learning, both academic and personal. It was a period of intense discipline, deepening of studies and the development of critical and reflective skills. However, it was also a time of challenges. Leaving the countryside to study abroad required adaptation, autonomy and resilience. Dealing with new academic demands, reconciling the study routine with community life and facing uncertainties about the future were issues that marked this phase of my life.

Throughout this trajectory, I realized that philosophy was not just an academic discipline for me, but a tool for understanding the world and my own history. "Education is a continuous process of human formation, which allows the individual to understand and transform the reality in which he is inserted." (Freire, 1996, p. 25). Philosophical reflection helped me make sense of my experiences, the changes, and the challenges I faced. This realization strengthened my decision to continue in the area of philosophy, seeking to deepen my studies and contribute to the field of knowledge.

III. NOT THE END, BUT THE CONTINUITY OF THE MIDDLE

Since I left the seminary in 2022, my professional career has been marked by challenges and achievements that have reinforced my vocation for teaching. Three months after my departure, I was approved in a selection process by the Department of Education of the State of Piauí and began my work as a Philosophy teacher in the state education system. This process made me realize that "philosophy is not just a field of knowledge, but a practice that invites us to question and make sense of our everyday experiences." (Chauí, 2000, p. 15). Entering the teaching profession was an important milestone for me, as it represented the fulfillment of a desire that had been cultivated throughout my training: to share knowledge and contribute to education.

Still in 2022, driven by curiosity and the interest I have always had in the area of language, I decided to start a new academic path. I joined the 2nd Degree in Letters – Portuguese, completing it in 2023. This experience expanded my professional possibilities and allowed me to expand my teaching career. So, in addition to Philosophy, I started teaching Portuguese in the state network. This new field of work brought not only an intellectual enrichment, but also a deep identification with the teaching of the language, which made me realize that my vocation transited between these two areas of knowledge.

In early 2024, I was approved in another selection process, this time to teach Philosophy at the Federal Institute of Piauí (IFPI), São Raimundo Nonato campus. This new professional experience represented a

significant advance in my teaching career, as it placed me in front of new challenges and opportunities. Teaching in a federal institution brought new academic and methodological demands, requiring me to continuously adapt and take an even more reflective stance on pedagogical practice. Working at IFPI has been an innovative experience, as I deal with diverse student profiles and have the opportunity to explore philosophical approaches in a more in-depth way.

Despite my professional achievements, I have always nurtured the desire to continue in graduate school and deepen my academic training. In 2022, I tried to get a master's degree in Languages at the Federal University of Tocantins and was approved. However, as it is an academic master's degree, I was unable to take it due to financial difficulties and the need to reconcile study and work. In 2023, I made a new attempt, this time for the academic master's degree in Philosophy at the Federal University of Piauí. Once again, I was approved, but the same socioeconomic conditions prevented me from continuing with my studies.

When the opportunity arose to enter the professional master's degree in Philosophy at IFSertão, Petrolina - PE, I saw a real possibility of finally achieving this goal. This master's format, more focused on teaching practice, allowed me to reconcile academic requirements with my work routine. Even in the face of difficulties – whether it was the intense workload, moving between cities or financial challenges – I decided to face this challenge and, to my happiness, I was approved.

The master's degree in philosophy represents, for me, the continuity of this intellectual journey. My current interest is in the relationship between the teaching of philosophy and black literature, seeking ways to make teaching more accessible and connected to the social and cultural realities of students. I believe that my personal and academic trajectory prepared me for this stage, as Socrates says: "Know yourself and you will know the universe and the gods." (Socrates *apud* Plato, 2000, p. 45).providing me with the theoretical and practical tools necessary to develop a significant and relevant research.

Currently, I am living this new stage, which is both challenging and enriching. The master's degree requires effort, discipline and a great organizational capacity to balance work and study, but I believe that this experience will contribute directly to my professional trajectory and to my future projects. According to Libâneo (1994), the teacher plays an essential role in stimulating students' ability to think critically about the contents and reality. My journey so far has been marked by persistence and dedication, and I hope that this training will allow me to further deepen my knowledge and expand my work in education.

Thus, this memorial is not only an account of my formation, but also a testimony of the path I have traveled to get here and a prelude to what is yet to come. My commitment to the study of philosophy is, first and foremost, a commitment to critical thinking, to education, and to the possibility of transforming lives through knowledge. As Clarice says: "I don't get along with conformed people, who buy all

the packages. I also hate those who say they are revolted, but they are so stupid that they accept any challenge." (Lispector, 1999, p. 120).

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Re(senhas)

