

Re(senhas)

ISSN: 3085-6434

DOI: <https://doi.org/10.71263/550w7k11>

From Rousseau's theory to Freitet's pedagogy:

An inspiration for the teaching of Philosophy from the perspective of inclusive education

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Summary

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This research addresses how the work of *Emile* de Rousseau (1979) influences Freinet's pedagogical practice³ and the teaching of philosophy from the perspective of inclusive education. The problem of this research arises from the manifestation of the Philosophy teachers of the State College of Casa Nova - CECN, who during the Pedagogical Journey affirm that their students with disabilities do not interact in class activities and that they do not know how to promote their performance and interaction in class. In view of this fact, our dissertation, of which this communication presents a summary, aims to develop a pedagogical implementation of the teaching of Philosophy at CECN, which promotes inclusive education. The authors L. Felipetto (2020), M. Chauí (2000), C. Luckesi (1994 and 2014), A. Buzzi (1972), F. Júnior and Í. Vila (2020) enrich the theoretical contribution, conceptualizing the importance of Philosophy in pedagogical practice. We will also make use of the Legislation that implements the teaching of Philosophy and the pedagogical methods of teaching in Brazil, such as Laws 9394/96 (LDB), 11.684/08, which instituted the teaching of Philosophy and other regulations that bring guidelines and guidelines and Decree 7.611 of 2011, which establishes new guidelines for the duty of the State with the education of people who are the target audience of Special Education. As for the methodology, it is a qualitative research proposal, focused on bibliographic analysis, using

³ Freinet (1896-1966), was born in Gars, France. He organized his pedagogy based on four pillars: free expression, autonomy, cooperation and work.

the inductive method and addresses three central points: the work of *Emile* Rousseau and the works of Freinet; the methodologies and the predominant pedagogical practice in the teaching of Philosophy at CECN and the implementation of the teaching of Philosophy in the perspective of inclusive education.

2. Introduction

This research addresses how the work *Emile* de Rousseau (1979) influences Freinet's pedagogical practice⁴ and the contribution of both to the teaching of philosophy, from the perspective of inclusive education. The problem of this research arises from the manifestation of the Philosophy teachers of the State College of Casa Nova - CECN, who during the Pedagogical Journey affirm that their students with disabilities do not interact in class activities and that they do not know how to promote their performance and interaction in class. In view of this fact, our dissertation, of which this communication presents a summary, aims to develop a pedagogical implementation of the teaching of Philosophy at CECN, which promotes inclusive education.

For Costa, Rousseau and Freinet influence the pedagogical practice of today, which aims at an effective pedagogical activities centered on the student. (COSTA, 2006, p. 27). Rabelo states that Freinet "became a revolutionary in the educational area, brought many

⁴ Freinet (1896-1966), was born in Gars, France. He organized his pedagogy based on four pillars: free expression, autonomy, cooperation and work.

significant contributions that made us rethink the roles that teachers, students and pedagogical practices play in schools" (RABELO, 2016, p. 33). He highlights that Freinet proposes a school as a space that centers its actions on students, with different types of materials and work techniques, which seek to build a meaningful education, through real experiences (ibidem, p. 36).

Like Freinet's pedagogy, the current regulations, which establish the guidelines for education in Brazil, determine that the educational system is inclusive at all levels, that learning is throughout life and that measures are adopted for individualized support, with effective actions that enable the learning of all students, respecting the specificities and potentialities of each student.

3. Theoretical Foundation

The focus of the analysis is to identify in the work *Emilio*⁵ of Rousseau (1979) and in the main works of Freinet (*Work Education*, 1998; *The Freinet Techniques of the Modern School*, 1975; *Pedagogy of Common Sense*, 2004; *Para uma Escola do Povo*, 1996; *Birth of a Popular Pedagogy*,

⁵ Written between the years 1757 and 1760 and published in 1762. In the same year, the work was confiscated and burned at the stake, first in France and later in Holland and Geneva. Rousseau receives a threat of arrest because of the work. Some thinkers, such as Voltaire and Diderot, feeling affected by the criticism implicit in the book, also censure the work.

1978) inspiration and theoretical basis in views of the *Inclusive education* in the teaching of Philosophy.

The authors L. Felipetto (2020), M. Chauí (2000), C. Luckesi (1994 and 2014), A. Buzzi (1972), F. Júnior and Í. Vila (2020) enrich the theoretical contribution, conceptualizing the importance of Philosophy in pedagogical practice. We will also make use of the Legislation that implements the teaching of Philosophy and the pedagogical methods of teaching in Brazil, such as Laws 9394/96 (LDB), 11.684/08, which instituted the teaching of Philosophy and other regulations that bring guidelines and guidelines, such as Decree 7.611 of 2011, which establishes new guidelines for the duty of the State with the education of people who are the target audience of Special Education.

According to Cabral (1978, p. 34), there is a common point between Rousseau and Freinet, as they seek to develop autonomy in students. "The importance of the 'favorable environment', and the 'teacher's part', which harmonizes with the initiative part of each student, Freinet's propositions, are equivalent to the 'artificial' situations created by Emile's preceptor". On the other hand, the student's autonomy in the teaching-learning process represents one of the objectives of special and inclusive education.

For C. Sampaio and S. Sampaio, "inclusive education is a field that is marked by imperatives that must be analyzed from various perspectives, as its innovative proposal presupposes a relocation and restructuring... in the dynamics of the school" (2009, p. 57). The

Re(senhas)

authors state that "the proposal of inclusive education is a way, therefore, to undo some misconceptions promoted by day-to-day school practices" (2009, p.90). Like Rousseau and Freinet, the authors defend the valorization of the student's uniqueness as fundamental in education. "... A fundamental point of inclusive education is the valorization of the student's uniqueness, which implies seeing that there is a child, a subject, who has a disability, but who is not to be confused with it" (2009, p. 97).

4. Methodology

This is a qualitative research, which seeks to deepen the understanding of the influence of Rousseau and Freinet on the teaching of Philosophy from the perspective of inclusive education, based on the contributions of several authors who analyze the theme. Another method used is the bibliographic review, which allows a deep dive into the theories and concepts proposed by these authors, enabling the construction of a solid theoretical framework for the investigation. It also makes use of the inductive method, with research that analyzes theories and observes experiences, with an approach to three central points: the work of Emile de Rousseau and the works of Freinet; the methodologies and pedagogical practice predominant in the teaching of Philosophy at CECN and the implementation of the teaching of Philosophy from the perspective of inclusive education. The research was limited to the study of the teaching of Philosophy from the

perspective of inclusive education, focusing on the contributions of Rousseau's theory and Freinet's pedagogical practice.

5. Keywords

Inclusive Education. Teaching of Philosophy. Freinet. Rousseau.

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Re(senhas)



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Re(senhas)



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