

## ORIGINAL ARTICLE

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## SUMMARY

The elaboration of this article aims to show how public policies in Brazilian education had a primary advance in ensuring quality education. However, this advance only occurred on paper, not being verified in its praxi in the national context. This is due to the old policy of interests in not promoting a quality education. This is a retrograde policy that does not meet the Laws in relation to the continued training of basic education teachers for the promotion of knowledge and understanding, aiming to innovate educational methodological practices in order to strengthen the nation, preventing it from being manipulated by those who hold the socio-economic power. Its line of bibliographic qualitative research is, with emphasis on the field of theorists that address such contents and themes. The aim of this article are educators and curious about Brazilian educational public policies and their history of the past that



reflects on the present.

**Key Words:** Public policies, educational practice, continuing education.

## 1. INTRODUCTION

The history of education over time, both in the world, continental and national issue, has been the cause of retaliation, alienation and deception in order to favor the less favored and what needs it most, education. We are based on the world question, when the emergence in ancient, medieval, modern and contemporary Europe in which favored a gender, in this case, the male, the most fortunate class, where the clergy, the noble class and those who had ties with royal and noble families, then came modern education where it continued to meet the interest of the bourgeoisie and nobles, with access to universities and lyceums, in the contemporary age where the most interesting question was that he spoke in philosophy, sociology, the search for reason and humanisticity and that only attended who could afford or have a privilege to have the money.

This also does not scare the education of the American continent, in which to obtain knowledge and learning they would have to go beyond the sea and study in the great European centres and when this individual could form, he would return to the New Earth and go back to the New Earth and be tutor, pre-monitor or even an elite teacher, of the mill masters, planters and coffee and cattle breeders. , miners or relatives of the nobility he had in each country or region of the American Continent. The caste of education that could still count on those who were lucky and could be graced with the good help of those who were in condition. Then education came to be classified according to its training for men and women. Medicine, the law school, the engineering and other courses were for the male class and then created the standard schools, the high schools and the chamberhouses where women studied and had a degree in teaching (normal), cooking, administration and some professions related to the art of the home.

It can also be seen that during these periods, the school units were in places where they met the needs of the social fortunate and political. Not every place and not everyone had the right to have a school near home or have access to it, the school was a cause for class



support. The national school policy, after the fall of the monarchy, with the emergence of the republic, began to think of a school for all, where they could enter the entire social layer, where they could more cover the population in general throughout the country and that would facilitate access to knowledge and learning for all. It was a utopia without any shame, because the country has a dimension in which it would make it difficult everywhere to have schools, teachers and conditions for the support of these schools in the farthest corners of this huge country. Education continued to be in the most developed places, better conditions to meet those more socially favored and unfortunately could not serve the entire population. You can still understand the interest of politicians and regional leaders in having a rudimentary and archaic education, where they could get some people who had a little knowledge to train and copy, the people inside the country to be able to vote for the chiefs, the name and make perpetuate the support of those who had more cleverness in power.

It is not only today that education is manipulated in the name of something that could have ended in previous times and that today still plague the less favored in this country who are the poorest layers and what sustains the base of the age pyramid are stairs of those who have more cleverness and conditions to promote alienation, subjugation, direction, the empowerment of a nation that depended on and depends on the goodwill of those who should promote freedom, equality and the right of all to have a systematic or asystematic learning or knowledge of a directed knowledge within a teaching unit. To see a machine within four walls, which alienates, that humiliates, that causes injustices to be seen in every parameter of the daily life of a subject who thinks of being graced with a kindness, of government agencies, of social political bodies, of a demand for a whole, to be a plurality and not a singularity and for all having a conjuncture in which he can develop not only a minority, but a whole that has a real and concrete educational public policy.

He knows that public policies, in their general context, should have a popular character, where it has a more comprehensive approach to the disadvantaged social layers and that its purpose is to give opportunity to those who do not. This would be a *dadiva* of God if it were so on paper and in his practice, but unfortunately see who needs the margins of public policies and who does not need it, is inserted up to the neck being benefited, being favored and struggling to have more privileges. It was so at the time of Colonial Brazil, at the time when Brazil was a Monarchy, at the time of Brazil Republic, at the time of Brazil within a shameful and cruel dictatorship, to see when Brazil went through a wild policy of



neoliberalism, to see this within twelve years of a socialist government, where it had an improvement and today we are within a recession of a wide-open public policy in which it is in the face of strengthening the administrative machine and having cut where it should not in the social bode of a government biased to strengthen the foreign market and the imperialist.

They can experience this clearly within the educational sphere, where they make innovative laws, in order to promote educational actions that will facilitate in a cohesive and concrete way in the education of the nation as a whole, which reformulations are made to each mandate of a ruler, saying that it will improve the conditions of education of the people of the country, where equality, ease in school progressions will be for everyone without distinction , say that the government plan serves to reduce the gap in the age series, facilitate access for young people and the population in universities, regardless of social, ethnic-cultural and regional layer, where it says that education is for everyone and everyone in the country.

But what is really on paper, runs away from being a reality in its practice, can enumerate various actions over time that practice never comes to be a reality, from the ancient times of history to contemporary times, the utopias of the role continue utopia n. in its practice, being maneuver of bargaining, favoring, alienation and a perpetuation of what is said to be a real practice. We have as an example the Manifestos of the Pioneers of Education in 1932, led by Lourenço Filho and Anísio Teixeira, the latter had its knowledge and social formation in the United States, where the structure of education has a huge difference and that wanted to implement in Brazil, education continued to be elite, utopian and with a slight character of hypocrisy. I'm sorry for the sincerity.

In 1961, in an eminence of a socialist government, where the will of the rulers led by Jânio Quadros and João Goulart, who wanted to reduce the number of illiteracy by zero in a period of four years, for this was called the educator Paulo Freire and his pedagogies for this feat, thus was implemented law number 4024/61 and which were interrupted when Brazil passed to have the "GOLDEN YEARS OF LEAD", breaking all the desire to have an educational development along the lines of socialist and popular countries.



## 2. EDUCATIONAL LAWS AND THEIR GUIDELINES

Then the educational setback came in full swing with Law number 5,692/71, with reformulations of curricula, extinctions of subjects in elementary school II and high school, a technical and repetitive education in which they did not favor the student to think, analyze and be critical, a shallow board. And in your penultimate attempt to make an education, which began in the Constituent Assembly of 1988, where he began to think of a libertarian, critical, analytical education that would be an important milestone in Brazilian education, valuing the student, teachers and their educational agents, where he looked at a decentralization, still timid, of the large centers and that brought many important things for educational evolution of the country, which was Law number 9,394/96, which establishes the Guidelines and National Base of Education.

Some measures were implemented that favored in an almost democratic way to discuss what was good for the country, for the nation, for students, for the entire educational community that were the achievements of conferences to understand what is good or bad for national education. One of the first Conferences was the I CONEB, held in Brasilia in 2008, where the other Conferences to be held were approved, the transformation of FUNDEF into FUNDEB, where the regulations for the creation of school councils and resources for the FNDE were implemented, the valorization of resources according to the needs of each region and other programs that provide the development of the school and the student in the educational sector and the most important was the ratification of the National Education Forum.

The educational field, from primary school to graduate school, within the framework of the global adjustment, is then directed to a productivist conception, whose role is to develop knowledge skills, values and attitudes and quality management, defined in the labor market, whose objective is to form, in each individual, a bank or reserve of skills that ensure employability. (FRIGOTTO, 1998, p. 224).

According to the citation above, it is perceived that education still lives in a character of preparing its students in yet another tool to sustain the reproductive workforce of an elitist economy and that it will not leave the archaic dogmas in which school and education have always been tied to the support that it was or is in power according to the moment where the



precept is being employed.

Today there is an uncertainty within education, when you do not know what can come with this new Common National Curriculum Base, where on paper has a wonder, seeking goals, practices and skill of both the student and the teacher, what worries most is that when it comes to something that is notorious to know the teacher, where he has the security to guide what he knows, understands and feels security in what he can do to strengthen this Common Base, comes the concern and the questioning, is the teacher prepared to put into practice what proposes these new parameters? Then he recalls the old premise where education in today's times goes back and forth to that elitist character, where the preparation of new advisors or teachers is not being consistent with what the blessed law says. Do MEC, CAPES, INEP know that the number of teachers at the municipal, state level of basic education, almost in its entirety does not have a continuous training to adapt what BNCC says? Will it no longer be a utopia or hypocrisy what governments want to impose on the educational clientele and for the Brazilian nation? That's what you're questioning.

It is at this point that you can be concerned with the public policy that is within Law number 9.394 / 96 IN YOUR Article 62, paragraph III, which deals with the continuing education of the teacher in order to have the new forms of knowledge to use in new methodologies in doing with the student learns within this new Curricular Parameter. See the obstacles that the Basic Education educator encounters.

### 3. THE SCHOOL AND THE CONTINUED TRAINING OF TEACHERS FOR AN INNOVATIVE METHODOLOGY

A theme that is always in evidence in the educational area is the continued training of educational agents for pedagogical practice within a school unit. He knows that the school has been undergoing changes within its educational proposals, such as within the school system and when it speaks in an education outside it. Today it puts a lot the so-called home education system, you can observe that the body that manages public education in the country wants once and for all to make sure that anyone can have the right to teach and teach outside the school education system.

They know that there is a Law that makes the educator who is active have a bachelor's



degree or bachelor's degree that has a complementation to exercise the right of teaching, other educational units have been making up the educational system with the employment within the faculties or even universities the use of the tutor as a bias to supply the function of the teacher. The word "tutor", according to the Aurélio dictionary, says that the word tutor means the one who keeps, the one who receives the function of guarding and guardianship power of something, but never refers as a teacher who employs the art of the magister. It realizes that the dreamed continuing education of those who are active, may lose the space for the new guidelines that will make it increasingly difficult to learn quality and to be able to see a country that depends on the school knowledge and training of many thoughtful beings, to provide a quality of technological development and qualification for the expansion of a technological area, return to rudimentary education and without a condition to compete with countries that are at the forefront of education.

Another situation that still permeates the departments of CAPES-Coordination for the Improvement of Higher Education Personnel, an agency linked to the Ministry of Education and Culture of Brazil, limit vacancies for teachers to attend a quality course within free public universities, often by people who are not in the classroom, people who have a stimulus or co-participation of projects and get vacancies without being in the active public education of the Brazilian educational systems that are the municipal network, state and federal. Continuing education opens up fans for both teachers who have been in the classroom for a long time and for new players who always need to be updating methods for their professional practice. The continued training within the public school for its educators could be more easily, with a greater number of vacancies and without patronized clientele. Mainly professionals from risk schools, difficult to access for the large centers and quilombola schools, the field and the EJA-Coordination for the Improvement of Higher Education Personnel.

It is necessary to work towards the diversification of models and training practices, establishing new relationships of teachers with pedagogical and scientific knowledge. Training involves experimentation, innovation, the testing of new modes of pedagogical work. And for a critical reflection on its use. Training goes through research processes, directly articulated with educational practices. (NÓVOA, 1995, p.28)

According to Nóvoa (1995), it is necessary to work on the diversity of methodological



practices to obtain new relationships with pedagogical knowledge, the scientific knowledge and with the knowledge innate experience for what can be acquired or employed within the training academies for the practice of the magister. It can often be considered that knowledge allows the researcher and reader educator to have more ease of “playing” within the teaching form, having a variety of methodological employment for each type of class, students and schools.

Education must be liberating, without dogma or paradigm, without linking the knowledge of theorists or a tendency that is rooted to the old without trying to seek the new, so you can say that education needs to innovate, transform its agents and acquire a knowledge or a continuous formation that allows the educator to fly without having wings in what it is about relating his new knowledge with a pedagogy or fascinating method and that can motivate his clientele perpetively.

It is necessary to enrich learning with the most stimulating sciences of the 21st century. The pedagogy and work of the professor are still very closed in the psychologies of development, in the psychologies of Piaget, in certain sociologies of the twentieth century. Pedagogy needs to breathe. Teachers need to appropriate a set of new scientific areas that are much more stimulating than those that served as the basis and foundation for modern pedagogy. Like, for example, all the discoveries of neurosciences, about the functioning of the brain, the questions of feelings and learning, about how to produce memory, about the issues of consciousness. This is a set of themes that we have misintegrated with pedagogy. I speak of cognitive psychology, of the ories of complexity – which say, contrary to our convictions, that one does not always learn in a linear way, one does not always learn from the simplest to the most difficult, from the most concrete to the most abstract, that learning is of enormous complexity. The teaching profession is still very much a prisoner of modern pedagogy, based on the psychological and sociological sciences of the twentieth century, it cannot be enriched by the contributions, which are, in the 21st century, the most interesting of contemporary sciences. (NÓVOA, 2007, p. 07).

According to the author of the citation above, pedagogy is being stifled by the psychological science of development, the structuring of how to learn Piaget’s theory and not focus on the



need of the educator, focus on other sciences that make the student leave the educational daily life and that make understood the need for new knowledge with the school unit, a learning that seeks the real of the unreal , of practice along with theory, formality over informality and thus the student will seek a pleasure in what goes and what he wants to learn. The educator has to detach many ready-made formulas, research and read to develop new knowledge and to develop new methodologies.

#### 4. THE ACCOUNT OF THE CONTINUING TRAINING PROCESS IN THE ACADEMIC CENTER

When he says that education can be transformative in the life of a person, who takes it from a state of inertia, making a participatory, critical and libertarian being within a society in which at every moment makes this citizen need the knowledge, social rules, an ability to expand development for him and the other members of that society can have comfort freedom and the need to be independent. Today see an unprepared school, teachers in need of continued training, not only for their methodological employment, but to obtain knowledge to be able to diversify their methodology in necessary situations within the classroom according to the needs of each student or students in general.

Thus, it can be said that the performance of each professional, of the school within a society, makes necessary the training of each teacher, of a training that has tact regarding the preparation of the Pedagogical Political Plan, the commitment of society to the school and especially the participation of the parents of the students in the formation of this document. The school that has a social partnership, which seeks to be democratic and egalitarian without distinguishing clientele, without having a conjuncture to only prepare its students for professional life in which they will continue to be victims of a process that in most countries, governments and systems, wants students with the ability to have an intellectual expansion in being a mere brick of a wall that will imprison for their entire lives. The school is the transforming path when it is well managed, when it is well connected to the community and when it causes its students to jump the wall of educational prison to seek their freedom, their way of being an agent of social transformation. Today's schools, most of the time, do not employ what the theoretical practice is learned in academies and that are charged in academic activities in which teachers are required to employ in their practice of academic learning, within a practical and necessary reality within the universe called school.



When one says the knowledge that bears the pillars of education, they often read and do not see what they really mean in their practice, they feel an emotion when they read and do not feel the obligation to employ within the school reality. What's the point of knowing, studying, putting into practice within academies and not putting into practice in reality after being graduated, prepared to feel in the reality of these knowledge for an student. See what these knowledge says: Learning to Be, Learning to learn, Learning to know, Learning to live, Learning to value, Learning to preserve, Learning to start over and Learning to transform (DELORS, 2012), Universities and Colleges make teachers understand this legacy for education and when they leave these institutions it seems that they forget and return to practice acts that remind the old education , the traditional way of getting students to make "bricks" to sustain elites and be exploited.

The school with a program aimed at following a libertarian pedagogical political plan needs its teacher advisors to be practitioners of continuing training to better practice, through their knowledge, innovative methodologies. The 21st century school in its minority practices a way in which it employs the main need for skills that students need to perform their perfect citizenship, in addition to having an ability to proactise amid many factors that makes him, the citizen student, compared to those who are luckier in their job economically. The libertarian school for the 21st century needs libertarian guiding teachers, democratic guiding teachers, sociable teachers and to make sure that its leaders can be able to compete equally in society. Living education needs motivational effort, needs commitment, needs resilience and above all a good methodology. Another important point within education and that the school unit can be egalitarian is that there is a merciless game to register these pedagogical units for the national higher educational body according to the modality of each educational institution. Because it is a rural school, it is registered as a country school, knowing that this country school is protected by different laws, by different administrative and methodological functional employment.

The issue that the school is inserted within an economic sphere is humiliating and shameful, we have as an example the issue of linking the transfer of the Union to the municipalities according to the number of students, the linking of resources per school, linked to the number of students and put everything the issue of salaries of the education professional also linked to the number of students who should be linked by need , for performance and for everything for the sake of spatial geographical need. Poorer regions or schools that are



inserted in areas of social risk, in which the community, members who are within these factors require more financial incentive, competence and ability of methodologies and knowledge to develop their social role as transforming agents of social practices.

[...] teaching by competencies is represented by the plans for which functionality is the goal of all education, so that the learned can be used as a resource or training acquired in the performance of any human action, not only in those of annual character, also in the consultation (exercise behaviors), intellectual (use a theory to interpret an event or phenomenon) , expressive or communication (sending messages) of relationship with others (dialogue). To ask for competence in these cases is simply to charge for effectiveness of what is intended in education (SACRISTÁN, 1995).

According to Sacristan (1995), education and its agents always need to be promoted through knowledge and that this knowledge can develop such skills and competencies to educators agents of transformations such as the incentive in their training, in valuing their work, being financial or class promotion or in a way that motivates those who are being the interlocutor or messenger of knowledge , or who is receiving the knowledge that the student in his final stage that is the school.

Faced with the multiple challenges of the future, education emerges as an indispensable asset to humanity in its construction of the ideals of peace, freedom and social justice. At the end of its work, the Commission therefore makes a point of affirming its faith in the essential role of education in the continuous development of both people and societies. Not as a “miracle remedy”, not as a “sesame open” of a world that has achieved the realization of all its ideals but, among other paths and beyond, as a path that leads to a more harmonious, more authentic human development, in order to push back poverty, social exclusion, misunderstandings, oppressions, wars... (DELORS, 2003, p. 11)

According to the citation in an analysis, to achieve such development, it is up to the agencies that are part of the educational process, which enable their transforming agents capable of being transformative and for this it is up to a concrete education and continuing education, which is not only in the projects and that is not only in the projects, and that it has



a plural efficiency in the federative units of the country and among the municipalities that make up all the states of the federation.

From the perspective of an education system that still has methodologies consisting of prejudices implemented at the time of traditional teaching, where the act of learning is based on banking knowledge, and knowledge is characterized in the limitation of learning contents that satisfy an education system linked to four walls, without any contextualization of a previous knowledge for traditional systematic knowledge; an education that has as primacy the ostentatious status, in a chain that teaches, coordinates and manages, treating as less importance the teaching process learning, students.

In an education in which there is the importance of the use of methodologies and content for the professional question of those who are learning without worrying about rational, social, collective and critical thinking of the one who needs to become a critical, participatory being, capable of transforming dogmas and stigmas throughout their personal development, as a living and social being.

Education always presents a fallacious ideology in accordance with what is proposed by the rulers and educational leaders regarding the development of modern, progressive and transformative education. It is a deceptive and non-practical concealment, where schools are alienated to a range of content that is often transmitted incompletely and erroneously, without a plurality of mechanism at the regional, state and national levels, prevailing what we can call an elitist and singular education.

## 5. CONTINUING EDUCATION AS AN ACT OF KNOWLEDGE, TO FORMULATE NEW METHODOLOGIES AND UNDERSTANDING OF WORLD FOR THE EDUCATOR

To question the ability to think of an individual who has a cultural background focused on what everything he sees and understands, what he is seeing and feels and the need to communicate what is perceptible with the other. That's how it started, the human being talking. It can also take as a basis, the evolution of erectus man to man sapiens. With the transformation of the head into the current shape and the elongation of the neck. In the course of this development, man has not stopped talking and culturally transmitting what he



thinks, what he feels, what bothers him, what afflicts him, what he understands of what is right and what is wrong.

This ability was able to formulate the emergence of several sciences that study the issue of speech, how man speaks, how to speak, languages in the speaking world with their origins, linguistic grammar. Thus came sociolinguistics. Many of these theorists came to make the social universe of the language be studied historically according to the achievements through the wars of the power of sustaining cultures and economy, made appear the new multicultures of language as language and as customs of experience and survival worldwide.

The mechanism that makes the thinking human being transmit in voice form is the air and displacement of the epiglottis that is able to cause the air to emit the sound that enables us to communicate with speech. The linguistic branching around the world is of such a proportion that there is no way to know the amount of languages (languages) spoken. They estimate that there are more than 3,000 languages in the world and that so far you are not sure what the “mother” language is. Some scholars in some publications comment that there may be an equal time to define what was the first language spoken, because they tend to say that several languages can arise at the same time in different places and another already casts doubt on this theory because there are several words in different languages that coincident or not resemble. This is the case of the Indo-European ready, The Sanskrit and the Indo-European.

The speech that came into the world through the evolution of the skull and the parts that make the phonator apparatus to emit the voice, was able to create to man the most certifying power that can exist in the human understanding that was the speech. With speech and his sets of words, he made man to obtain the greatest instrument he has to mobilize various minds, ideologies and skepticism. This instrument has been used throughout the history of mankind, in the four corners of the world. A tool of manipulation, subjugation and even punishment that was speech. This discourse led to man with the power of oratory to be a subject capable of dominating various layers of society in various places, cultures and a powerful economy. We can enumerate several characters who used oratory to manipulate masses, reigns, parliaments, refute and oppress cultures and religions, and separate the world by economic, racist, and suffering ideologies.



Discourse Analysis does not park in the interpretation, it works its limits, its mechanisms, as part of the processes of meaning. Nor does it seek a true meaning through a key interpretation. There is no such key, there is method, there is construction of a theoretical device. There's no truth behind the text. There are gestures of interpretation that constitute it and that the analyst with his device should be able to understand. (ORLANDI, 2009, p. 26).

You can perceive in the religious history of the origin of man, of the carnal sin that God has placed on man, in the history of the death and resurrection of Christ, in the medieval age, in the modern age and in contemporaneity. The speech, in a man's ability makes it a powerful weapon that transforms a commoner to a *Lord* or even a *premier*. The man in his act of communicating, adopted certain rules to shape speech, speech and oratory that were the rules of language or grammar. So you can reconcile speech with writing. In this context, the writings were created by the Sumerios, through hieroglyphics, giving the sign for each spoken letter and thus the words were created.

The discourse was so significant in modernity that many theorists and philosophers tried to show how powerful what is spoken can be, being transformed as weapons of ideological manipulation and even being a reason for study through discourse analysis. Every discourse can be transformed into a form of power, generating conflicts that permeate a truth or an untruth, will depend on the potential of those who are speaking this discourse. You can see that the discourse itself can be the object of manipulation of everything or everyone about an individual or collective interest.

Thus you can observe in the work of Michel Foucault, Pierre Bourdieu, Mikail Baktin and Saussure. They are scholars in what it comes to discourse, the understanding of communication about what is being spoken and its message to those who listen.

[...] every discourse hides a symbolic network of relations of ideological domination and power. Every word expressed in the organizational environment is somehow being monitored and classified. Every discourse that destoa desofthe organizational symphony is repressed, not necessarily through explicit coercive punishments applied by the central direction of the organization, but through internal groups, psychic control of ideology. There is an imaginary delimitation



[...], in which the individual can venture with the use of his words, dialogues and arguments, and should be, however, attentive so that his discourse does not jeopardize the dominant groups and the ideology prevailing in the organization (FARIA and MENEGHETTI, 2001, p. 1).

According to Faria and Meneghetti (2011), every discourse has the power to “indoctrinate” those who are vulnerable to the perception of the utterance and depending on the situation, even weakened with situations that are adverse, says the authors of the citation, that the discourse can be premeditated according to the ideological interest of those who want to reach the goal of being able to control and change the ideological sense of a large mass. The central discourse can be indirect, through a preliminary utterance to reach the central theme that the real reason where the speaker who determines his dominating oratory.

Many of these speakers study the most vulnerable side, because of a lack of knowledge of what is happening, a finished hope or a frustration of a power that is not working. Speech is a tool for indoctrinating and perpetuating a thought that tends to be something saving. It can relate discourse analysis with a range of knowledge, this knowledge can refute some ideology proposed in the discourse due to the knowledge of those who listen, have a power of concentration and perception of what the discourse is announcing.

[...] in relation to today and to our own condition, I believe that we are facing a new situation in history, because we must be liberated from a rich, powerful society that works relatively well. The problem we face is the need to free ourselves from a society that largely develops the material and cultural needs of man – a society that, to use a slogan, delivers on what it has promised to an increasing part of the population. And that implies that we face the liberation of a society in which liberation apparently does not have a mass base. (MARCUSE, 1973, p. 277).

Thus, you can say that a people who have a power of knowledge will not be manipulated with any discourse, even if they are the skilled speaker in the art of preaching a convincing speech. You can see that there is no discourse without the subject or the subject without an ideology. Thus, he realizes that discourse is united with ideology and that ideology is conceptualized in the subject. The ideological subject may be appropriate to ideological



indoctrination and can be an agent of ideological manipulation through his discourse.

## 6. CONCLUSION

Therefore, talking about Brazilian educational public policies, in its general context, becomes unknown that does not have a concrete answer, knows that it has a strong and firm law on paper, which even has a positive meaning if it puts itself in practice in the spheres of federated entities and does not see this practice being put to the test. When talking on a common basis, do you understand that there must be educational equality in your practice at national level and how should you achieve that equality? How can you have a quality education without having a real investment, not one that only configures the law and the role of continuing education of basic education teachers? He knows that we have a huge cultural diversity, a huge and unequal geographical space in all areas that it says in the cultural, economic, territorial context and not to mention that over the years even the proportionality of investments and development of the regions were disproportionate. So you can't put and expect a positive outcome on what it's about on a common curriculum basis to get quality education at the general level.

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