

ARTICLE

The Gasparian method as a critical perspective of didactic qualification in higher education: research-action

*Terezinha Lima Pereira*¹ 

*Valdilene Wagner*¹ 

*João Luiz Gasparin*¹ 

ABSTRACT

This article criticized the reproductivist model of uncritical transmission of knowledge centered on the figure of the teacher and investigates the potential of the didactic teaching action, in higher education, when supported by the Gasparian method. This is a qualitative study of the action-research type and formative evaluation, elaborated under the voice of professors who co-participated in the intervention project. Data were treated by content analysis. Results showed professors' engagement in relation to the method, a favorable climate for student learning, good adaptation, overcoming of difficulties, and commitment to the intervention. The didactic teaching action, based on the method, brought students closer to the political and social discussions and actions of everyday life, providing academic protagonism. It provided insights that dialectically challenged the situated social issues, indicating a propitious scenario for future implementation.

KEYWORDS

critical historical pedagogy; cultural-historical theory; Gasparian method.

¹Universidade Estadual de Maringá, Maringá, PR, Brazil.

O MÉTODO GASPARIANO COMO PERSPECTIVA CRÍTICA DE QUALIFICAÇÃO DIDÁTICA NO ENSINO SUPERIOR: PESQUISA-AÇÃO

RESUMO

Este artigo critica o modelo reprodutivista acrítico de transmissão do conhecimento centrado na figura do professor e investiga o potencial da ação didática docente, no ensino superior, quando amparada pelo método Gaspariano. Estudo de método qualitativo do tipo pesquisa-ação e avaliação formativa elaborado sob a voz dos docentes coparticipantes do projeto de intervenção. Os dados foram tratados por meio de análise de conteúdo. Os resultados mostraram engajamento dos docentes em relação ao método, clima favorável à aprendizagem dos discentes, boa adaptação, superação das dificuldades e compromisso com a intervenção. A ação didática docente, a partir do método, aproximou os acadêmicos das discussões e ações políticas e sociais do cotidiano, proporcionando o protagonismo acadêmico, além de fornecer *insights* que desafiaram dialeticamente as questões sociais situadas, indicando um cenário propício de implementação futura.

PALAVRAS-CHAVE

pedagogia histórico-crítica; teoria histórico-cultural; método Gaspariano.

EL MÉTODO GASPARIANO COMO PERSPECTIVA CRÍTICA DE LA CUALIFICACIÓN DIDÁCTICA EN EDUCACIÓN SUPERIOR: INVESTIGACIÓN-ACCIÓN

RESUMEN

Este artículo critica el modelo reproductivista de transmisión acrítica del conocimiento centrado en la figura del profesor e investiga el potencial de la didáctica docente, en la enseñanza superior, cuando se apoya en el método Gaspariano. Un estudio de método cualitativo del tipo investigación-acción y evaluación formativa elaborado bajo la voz de los profesores. Los datos se trataron mediante un análisis de contenido. Los resultados mostraron el compromiso de los profesores en relación con el método, el clima favorable para el aprendizaje de los alumnos, la buena adaptación, la superación de las dificultades y el compromiso con la intervención. La acción didáctica de la enseñanza, basada en el método, acercó a los alumnos a las discusiones y a las acciones políticas y sociales de la vida cotidiana, aportando protagonismo académico. Aportó conocimientos que cuestionaron dialécticamente las cuestiones sociales situadas, indicando un escenario propicio para su futura aplicación.

PALABRAS CLAVE

pedagogía histórico-crítica; teoría histórico-cultural; método Gaspariano.

INTRODUCTION

The number of students enrolled in graduate courses has increased in recent decades. Despite this, since the year 2000, national data and international evaluations have shown low quality in the teaching at Brazilian public schools (Brasil, 2020). Although to a lesser extent, this scenario extends to private institutions. The Programme for International Student Assessment (PISA) showed that Brazilian students from the richest groups achieved lower positions than students from other countries belonging to poorer groups (OECD, 2019). In an attempt to improve the democratization and qualitative universalization of schooling, scholars of the field (Saviani, 2012; Gadoti, 2017; Nóvoa, 2017) defend the implementation of critical and reflective perspectives in educational contexts. In view of this, the Gasparian method was verified in some contexts of basic education and presented satisfactory results (Xavier and Gasparin, 2018). Hence, this study investigated the potential for action and foundation of teaching didactics, also in higher education, when supported by the Gasparian theoretical-practical method based on the Historical-Cultural Psychology and Historical-Critical Pedagogy (Gasparin, 2012).

The improvement of didactic action involving professional training has been discussed for decades in the Brazilian educational sphere by several scholars (Gasparin, 1994; 2012; Pimenta, 2001; 2008; Scalcon, 2002; Marsiglia, 2007; Libâneo, 2010; Duarte, 2013; Mancebo *et al.*, 2015). Yet, the question has been sparsely debated without a specific direction, resulting in legislations in the form of laws and decrees that, although fundamental, are far removed from teaching praxis.

Thus, the improvement of the teaching didactic action has become a condition *sine qua non* due to the high rates of school failure and dropout in both basic and higher education. These indices represent the need to rethink professional training, since the evaluations carried out in these spheres evidence the unsatisfactory results. Moreover, quantitative assessment instruments are often unable to measure the student's abilities and competencies in an integral way, thus generating exclusions that also culminate in school dropout (Brasil, 2015; Hoffmann, 2013).

In view of this, this study pointed to the possibilities of theoretical and practical interventions with the Gasparian method, which is based on Historical-Cultural Psychology and Historical-Critical Pedagogy, verifying its possibility to be implemented in higher education, as knowledge moves dialectically in it in five moments interconnected in a spiral in a nonlinear way through the path of syncretism, analysis, and synthesis, even allowing to approach dimensions of the contents in an interdisciplinary way (Gasparin, 2012; Gasparin and Petenucci, 2015). Also, this study is justified by the need for solid teacher training generating approaches to the pedagogical praxis of professional training of the various subject areas, by the attempt to reduce the rates of failure and dropout, and by the qualification of teaching by overcoming students' difficulties. Therefore, identifying the potential for action and didactic foundation of the Gasparian theoretical-practical method in university contexts may become an opportunity to generate human emancipation within these educational spheres.

METHODOLOGY

STUDY DESIGN

The study was developed through the qualitative method of action research and formative assessment (Lewin, 1946). It was built under co-participation and narrative of teachers working in a public higher education institution in the state of Paraná. It was justified by the scarcity of interventional studies involving the didactics of Historical-Critical Pedagogy linked to Historical-Cultural Psychology in higher education.

STUDY CO-PARTICIPANTS

After due consideration regarding the research procedures, objectives and methods of the present study, professors of a public institution of higher education were invited to participate in the intervention project with the Gasparian method. Five professors of the Programs in Accounting Sciences, Design and Fashion teaching, respectively, Corporate Accounting, Commercial and Industrial Accounting, Geometry applied to Design II, Drawing II and Pattern Making for Women's wear and Men's wear, of a State University in the north of the state of Paraná, accepted the invitation to participate in the interventional project. The professors are permanent professors from different regions of Brazil and who entered the institution through civil service competitive examination.

INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION

The research was conducted in 5 interventional cycles. In the first cycle, dialogs were held with the director of education and with the research co-participants. These dialogs arose in a collective construction and the synthesis of the raised theses revealed weaknesses derived from the conduct of the teaching and learning process and which, according to the professors themselves, occurred at the undergraduate level. The possibility of examining a methodology of critical perspective more deeply motivated the professors, who understood the moment as a possibility of professional training to which they did not have access in their undergraduate studies due to the superficiality with which the didactic-methodological procedures were approached in their respective courses.

In the second cycle, the training processes were conducted. In order to do so, communication networks with teachers and an atmosphere of collaboration favorable to learning were established. To examine the Gasparian method more carefully, a collective planning was developed respecting the routine and availability of each professor. An operationalization schedule of teacher training was developed to understand the five stages of the proposed methodology, which are: Social practice; Problem Posing; Instrumentation; Catharsis and Social Practice. The entire training process had a total workload of 32 hours, carried out in person, in lectures, and in practices.

Intervention took place in the third cycle, which consisted in the collective elaboration and application of plans based on the didactic path of the historical-crit-

ical pedagogy proposed by Gasparin (2012). Co-participating professors applied the method in a block of 8 class hours taught to their respective undergraduate classes in higher education. It is important to note that all cycles were carried out and monitored by the researcher with training in Languages, with experience in teaching in Basic Education and Higher Education, pedagogical coordination, continuing professional education, *lato sensu* graduate course, and pedagogical technical production.

In the fourth cycle, data were collected through observation scripts and semi-structured interviews (Gasparin, 2012) with the co-participating professors. The semi-structured questionnaire included questions of discourse direction aimed at understanding the five moments of the Gasparian didactic path. Data were organized into five categories and interpreted through content analysis (Bardin, 2010), based on the theoretical elements of Historical-Cultural Psychology and Historical-Critical Pedagogy, both with roots in Historical-Dialectical Materialism.

In the fifth cycle, evaluations and reflections on the future possibilities of implementation of the action were carried out based on the information collected, verifying, from the obtained results with the professors' co-participation, whether the Gasparian method, sometimes applied in Basic Education, can also be inserted in the pedagogical practice of Higher Education.

ETHICAL PROCEDURES

This study was approved by the research ethics committee of *Universidade Estadual de Maringá* (UEM), Paraná, Brazil, protocol n. 10273012.1.0000.0104. Participants were informed about the objectives of the research and authorized the handling of the data for academic-scientific purposes.

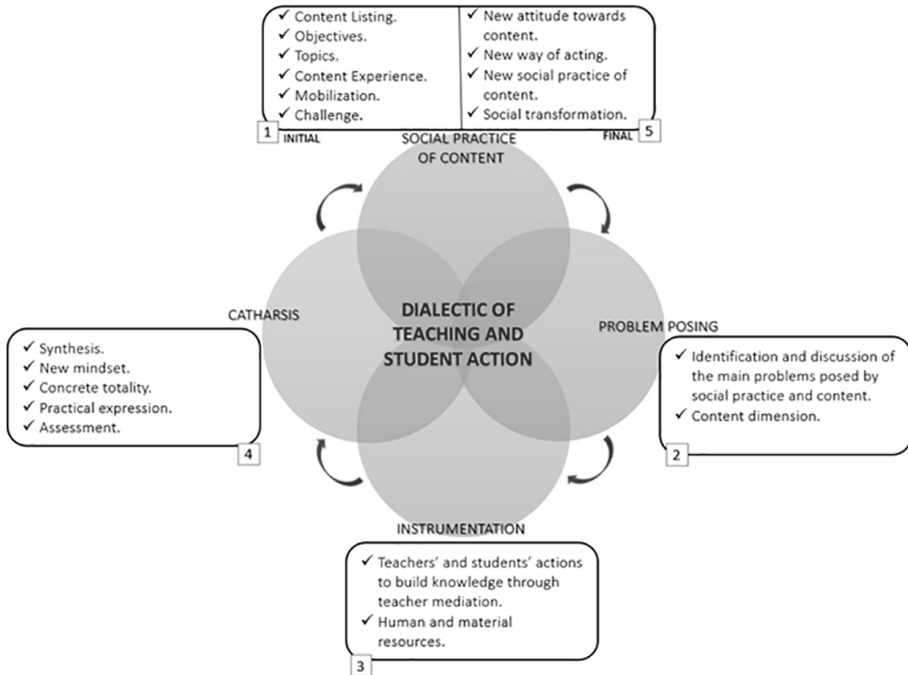
RESULTS

The five professors who conducted the experiment and were subsequently interviewed were given fictitious names (WDA, WDE, WDI, WDO, WDU).

In order to better visualize and interpret the data, they were presented in figures and Charts. The research work began with the elaboration of the Teacher's and Student's Action Plan in the perspective of the Historical-Critical Pedagogy.¹ The following Figure shows the moments of the plan and its execution in class. Both the work plan — the starting point of all teaching work, as well as its execution — the class — cater to the dialectic that evidences the interdependence of the various moments of the didactic-pedagogical process, avoiding linearity, as everything is in interconnection since each moment of the process contains, conflictingly, in itself, all the others.

1 This theme was also discussed in the doctoral dissertation: *The Historical-Cultural Theory and Historical-Critical Pedagogy in Higher Education: a theoretical-methodological articulation between teaching and learning* by Pereira (2015).

Figure 1 presented the five categories of analysis in detail, named according to the moments and the didactic elements of the Gasparian method: Social Practice; Problem Posing; Instrumentation; Catharsis; and Social Practice.



Source: Prepared by the authors, 2022.

Picture 1 – Gasparian Method - Higher Education.

SOCIAL PRACTICE

According to Saviani (2017), global social practice is the starting and arriving point of educational practice. Thus, the school content of each subject area is located within the totality, with its economic, political, social, ideological dimensions. These are the background of educational theory and practice, in a broad sense, which are explained in school educational practice, specified in a pedagogy that is sustained by didactics, in this case, the didactics of Historical-Critical Pedagogy. At this point, the specific curricular content of the professor's work plan is located. This plan, in each of the five moments of Historical-Critical Pedagogy, is drawn up from the most developed scientific, philosophical, and artistic knowledge. When carried out in the classroom, the five moments are interconnected and interdependent; they do not have a formal logical sequence. They interpenetrate permanently. However, in the didactic process, an organizational sequence is necessary so as not to confuse students' minds. In this sense, the knowledge that students already have about the specific content of

the unit in question must be respected. Hence, it is possible to speak of the initial social practice of content, situated within each one's perception of the world in a broader totality. Chart 1 shows the professors' narrative regarding social practice.

Chart 1 – Narratives of co-participant teachers with representative and contrasting quotations.

Category	Description of Representative Quotations
Practice Social (Initial)	<p><i>WDA</i> – First you aim at learning what they already know, then you aim at showing them something that they brought, and we still learn because they bring more than what we bring. It was even an incentive for me to research more on the subject, to take on new approaches. [...]. During the execution of the plan, I realized that it was not like the normal dynamics. [...] The Gasparian plan made me realize the complexity of the matter. [...] When I brought this method to the classroom, the participation was much higher.</p>
	<p><i>WDE</i> – There was no initial survey, that is, the class was not prepared. It was conducted as it happened. [...]. I missed a model ready for execution. Despite following the model in the course booklet provided by the researcher, I think there could be a clearer and more explanatory model. It was also difficult for me to elaborate the objectives of the unit [...]. I find it feasible because it does not take much time to prepare if the teacher has already mastered the content [...]. This can increase the scope of lesson content, making it more dynamic and complete [...] For sure. Participation was much higher.</p>
	<p><i>WDI</i> – And the teacher starts their class by capturing what the students already know or are familiar with regarding the content and, from this, introduces the scientific knowledge, with greater depth and quality of discussion, deconstructing a value judgment or common sense. [...] After participating in the experiment, I internalized the methodology, and began to apply it in other contents and disciplines [...] in general, participation increased, generating enrichment during class.</p>
	<p><i>WDO</i> – The scheduled time for the discipline was not enough for the application of the theory. It was necessary to use a little more time [...]. The students wanted to express their opinion on the subjects addressed [...] It helps to raise the awareness of the subject, both on the part of the teacher and the student.</p>
	<p><i>WDU</i> – Students participate in several ways. Some do not ask questions, but pay attention all the time, they are more auditory and visual. Others ask more questions and clarify their doubts [...]. Some questions are solved with other inquiries, in an attempt to revive the already appropriated knowledge and to encourage them to realize their own capacity so that they do not become dependent only on my clarifications. Especially because, in the world of work, the teacher will no longer be with them to answer.</p>

Source: Prepared by the authors, 2022.

The starting point of the professors' work, in the classroom, should be the level of the knowledge students have on that content. This does not mean, under any circumstances, that students should decide what to learn or not, as happened, in a way, in the new school. Gradually, they must dialectically reclaim the most developed content.

From this, the professors were asked about the introduction of content dimensions addressing the teaching units from the perspective of the Gasparian method. Thus, the reports showed the feasibility and validity of the method in the planning process, encompassing the difficulties, the need for adaptations and changes, and motivation and interest of the students for the systematized method.

PROBLEM POSING

This moment, like the others, is about contextualizing the content within the totality. Thus, one can question content in relation to the economic, political, social, educational, pedagogical, and didactic systems, but also, in relation to educational policies, the political-pedagogical projects, the curriculum, the working conditions of the school and professors, as well as the social purpose of studying the content in question. It is time to tell students that every piece of content, dialectically, has many dimensions that constitute it socially within a historical context and respond to it educationally. Chart 2 presents the professors' narratives regarding the problem posing stage.

Chart 2 – Categories and narratives of professors with representative and contrasting quotations.

Category	Description of Representative Quotations
Problem Posing	<i>WDA</i> – They asked questions about the content being worked on, the pants, or about previous content [...]. They realized that they were using mathematics, since the tracing of modeling involves geometry. This model indeed improves learning [...] this model is better to teach because it resonates the interest of students. They become more interested in the subject. And the teacher feels more secure and content to see the interest of students.
	<i>WDE</i> – There was a debate about the problems posed by social practice as well as the content taught.
	<i>WDI</i> – Of liabilities, dependents for greater pro activity, seeking more for themselves, asking questions. This was noticed by the posting of questions about the content through the Moodle platform, where they (the students) collaborated with each other, a colleague answering the question of the other colleague, as well as the personal search for me, as a teacher of the discipline. As for the content, they started to have a sense of the socio-economic function of the company, which is not only profit, but also for the community that it encompasses, especially employees.
	<i>WDO</i> – They also mentioned the techniques of mathematics applied to drawing to more clearly represent three-dimensionality, they speak of the cone of vision-type of human vision, they also mentioned that ophthalmologists need this knowledge and those who work in optics making glasses as well.
	<i>WDU</i> – I was afraid that they might be confused by the fact that initial learning should be abandoned to build a new one. Thus, I booked a special class to review all these contents that the students had to relearn [...] most of them attended with their materials for the presentation. Attendance was not mandatory.

Source: Prepared by the authors, 2022.

When addressing the dimension of the content that involves the problem posing stage, suggested by the Gasparian method, professors reported the participation mode and the greatest difficulties that students faced in relation to the content, especially in relation to the adaptation to the method, since they were used to other pedagogical practices to address the content in which the students remained, apparently, passive. The Gasparian method generated some discomfort because it invited the student to be active in the learning process by removing them from the safety zone.

INSTRUMENTATION

This moment is materialized as professors explain, in a clear and consistent way, the dimension of the scientific content so that students can relate it to their previous knowledge about the subject. This is the space given to students to ascend from their everyday knowledge to the scientific knowledge, in its various dimensions, previously determined, for this content. Chart 3 presents the narrative of professors related to the moment of instrumentation.

Professors also revealed mastery of the instrumentation stage. They described how this step is related to the other steps of the method, how they appropriated the tools used, and how these tools could be enhanced at the time of the didactic action.

Chart 3 – Categories and narratives of professors with representative and contrasting quotations.

Category	Description of Representative Quotations
Instrumentation	<i>WDA</i> – [...] during the problem posing, a survey was requested that eventually confirmed the dimensions raised in the Initial Social Practice. [...]. Only the absence of the head projector prevented the demonstration of the slides with images that should better illustrate the lessons.
	<i>WDE</i> – Concepts, characteristics, and properties of polymers were studied to help understand this material. [...] I just think that some illustrative images or objects could have been used in some moments of the class, for example, when talking about texture, transparency, opacity, relation with humankind.
	<i>WDI</i> – Greater or lesser closeness to the content was established, explaining why this topic was more appropriate to the content and why another topic would not be.
	<i>WDO</i> – The main issue of the perspective construction was fully applied (discussions and construction of drawings). Through a practical activity, students applied their knowledge in checking technical items from a perspective with two vanishing points in a practical situation. [...]. Perhaps a three-dimensional model would be useful to demonstrate the construction of perspective that depends on the plane, the object, the projecting rays, and the plane of projection.
	<i>WDU</i> – As the instrumentation developed, the issues and dimensions of the problem posing were clarified [...]. The readings, which consist of background resources for solving the exercises, were not always done. This hindered the practical application of theoretical concepts. The other resources were adequate.

Source: Prepared by the authors, 2022.

CATHARSIS

The manifestation of the new acquired knowledge is evident in each of the moments through the process. But, in catharsis, there is an informal and formal explanation that expresses, with all clarity, the new level of knowledge acquired both in its theoretical dimension and in relation to its possibility of practical execution in social life outside the school. It is the culmination of school teaching and student practice. Learner who have effectively acquired scientific knowledge become capable of uniting the everyday and the empirical, to the scientific, without neglecting either of the two dimensions, since scientific knowledge must become routine. Chart 4 shows the professors' narrative regarding the catharsis of the contents planned through the Gasparian method.

Chart 4 – Categories and narratives of professors with representative and contrasting quotations.

Category	Description of Representative Quotations
Catharsis	<i>WDA</i> – [...] The assessment consisted of making a pair of pants in the 1:2 scale. In addition, students made a notebook, in which they traced the diagram of the pants by removing the base of the pants from it. All 213 students managed to make a different model of pants. At the end of the assignments, the average was between 8.0 and 9.0 [...]. I had not thought about working with issues of history, religion, math, art, chemistry, etc. I noticed that these dimensions motivated students to identify periods in history when certain models emerged, and how they interfere with people's individuality. Wearing pants has already been a reason for punishment, also because the Bible says that women should dress differently from men, and this is still a dogma in many religions.
	<i>WDE</i> – The exercise posed was, "Write a summary of all the content exposed in this class about polymers." Of the 10 students in class, 6 wrote a satisfactory (S) synthesis, 3 wrote an average (+or-) synthesis, and 1 wrote an unsatisfactory (I) synthesis.
	<i>WDI</i> – Of the students in the class, about 10% wrote a satisfactory synthesis, another 70% the synthesis was regular and for 20% the synthesis was unsatisfactory.
	<i>WDO</i> – Development of a complete simplified representation of a real cellular handset for presentation and manufacturing. The work involved orthogonal views, sections, details, and perspective with two vanishing points. All the attending students were able to do the assignment.
	<i>WDU</i> – Learning was verified through formal evaluation, through the synthesis, through exercises, and through their own doubts they expressed as well [...]. My greatest difficulty was in the catharsis, since the applied evaluation methods do not correctly show the students' learning and the concepts that they truly absorbed about the contents covered.

Source: Prepared by the authors, 2022.

At this stage, the professors narrated how they evaluated the knowledge acquired by the students. The activities described were a writing assignment, production and exposition of mental synthesis of the content in a time of 10 minutes, execution of practical work. All the ways used were interesting and important, as they revealed that most of students learned the content.

SOCIAL PRACTICE

The social practice at the end of the study of the content unit presents itself as a point of arrival, that is, it concludes a stage of school knowledge, so it can be considered the final social practice of the content studied. However, this final content was never outside the overall social practice, but rather was clothed in the educational, school, pedagogical, didactic, and now practical dimension, as it was at the beginning of the school process. Commitment to use new scientific content theoretically and practically outside school shows that the everyday and the scientific go hand in hand. The scientific content acquired implies a commitment to social use for social and collective benefit, so this content is never final, but always a new starting point. This step was described by the professors in the terms presented in Chart 5.

Chart 5 – Categories and narratives of professors with representative and contrasting quotations.

Category	Description of Representative Quotations
Social Practice (Final)	<i>WDA</i> – [...]. They showed great interest in making their own clothes. Also, they showed interest in working in the field of clothing modeling.
	<i>WDE</i> – When asked about this, the students were willing to use aesthetic intuition in their design work and to apply their knowledge of the aesthetic dimension to realistic representations of products made of polymers.
	<i>WDI</i> – In the classroom, students felt more motivated to do the proposed exercises in a way that they sought to understand what they were doing. In their professional life, I believe they have come to understand that accounting is an information tool for society as well, not only for the owner or the State, in its three tax spheres.
	<i>WDO</i> – It was used in other disciplines as a form of assistance in the representation of their projects.
	<i>WDU</i> – They were able to analyze the influence that each cost element exerts on the cost budget; to better know the cost budget process of the business when opening the company, as well as in the course of its activities; to examine the cost management practices in industrial enterprises more carefully; to understand the interaction of the cost budget with the general budget of the company; to verify the interaction of the cost budget with the effective realization of real costs.

Source: Prepared by the authors, 2022.

Final Social Practice refers to the knowledge that students have incorporated and that they have taken into their daily life practices. This stage concludes the entire teaching-learning path by closing the synchresis-analysis-synthesis circle.

DISCUSSION

When we identified the potential for action and foundation of the Gasparian method in higher education, we verified aspects of Historical-Critical Theory already being used by the surveyed professors, though they were not clearly aware

of this. Awareness was important to verify and validate some aspects such as Initial Social Practice of the content and Catharsis.

The experiences, based on the Gasparian method, narrated by the teachers, may be summarized as follows: planning is a tool that allows for the improvement of students' learning performance; it allows to previously assess the contents, from its objectives; it articulates the classes according to the level of learning that students already have; it instigates teachers to know what students already know so as to add to the knowledge they brought in; it allows to recognize that students often bring more than what teachers do; it represents an incentive for research; with it, professors can anticipate the content that will be taught; it can increase the scope of content of the class, making it more dynamic and complete; it promotes dialogue between students and professors, making it more dynamic and complete. It promotes dialogue between teaching and learning because professors start the class investigating what students already know or are aware about the content and, from there, introduce scientific knowledge, with greater depth and quality of discussion, often deconstructing a value judgment or common sense, since it is the only way to understand the content. The theory makes it possible to broaden the view of the subject not only for students, but also for professors, to the extent that professors must relate the subject to other issues and the students stop to think about issues that often come to them ready-made. Therefore, we infer that the critical awareness of professors has become more intense after our intervention work.

Regarding the appropriation of the theoretical knowledge of the Gasparian method, we observed that the student discourse was organized under the conception of historical materialism in education, of Historical-Cultural Psychology and of Historical-Critical Pedagogy, since they were completed in a dialectical logic, of movement and of spiral, corroborating what Lefebvre (1983) defends. No professor has been inconsistent with the assumption of the question that it is necessary to plan classes; both discourse and positioning reveal the ideology internalized by teachers about society, humankind, and education inherent to the theories that underlie the intervention we perform.

By "planning classes", being considered an instrumental act, an abstract action of the symbolic, of the sign, it also dialectically responds to the social need of the men of their time to consciously propose to collaborate to transform reality. It is at this moment, when planning their lessons, that one should present the reasons why they should learn the proposed content, not for their own sake, but according to social needs (Gasparin, 2012). We can say that in all the speeches, philosophical and scientific conceptual dimensions of Historical Materialism, Historical-Cultural Theory and their relationship with Historical-Critical Pedagogy emerge, above all, clear concerns with the Stages of the Gasparian Didactic-pedagogical Pathway.

The answer concerning the difficulties in having a ready-made model to follow (teacher-WDE) deserves some attention, leading us to infer a critical-reproductive teaching practice, not problem posing, not open to reflection. Such fact disturbed us and led us to question rather than to make any more conclusive inference: would professors be revealing their permanence in the syncretic stage of knowledge? Or, at the time of the professors' pedagogical activity, there, in the

empirical situation of planner, even if they wish to develop their work based on an education founded on dialectical Historical Materialism, Historical-Cultural Theory, and Historical-Critical Pedagogy, is it possible that the long years of experience in non-critical or critical-reproductivistic pedagogies still prevail?

On the other hand, dialoguing with Libâneo (1994), Luckesi (1994), Franca (1952) Suchodolski (1978), Gasparin (1994; 2012) and also with Saviani (2003; 2007; 2012), we understand the existence of a student conditioned to listen in order to passively repeat in the face of a liberal pedagogy mixed with a conservative one, which defends this submission, passivity, as it preaches a wild capitalist mode of production in which individualism is superimposed; therefore, no dialogs in the classroom about science, knowledge, and social reality about man. The underlying theory is non-critical, to defend the “*status quo*”. The methodological steps are called “scientific” on the basis of a limiting and not at all emancipating technicism, and are mixed with steps from conservative pedagogy, with a predominance of expositive classes: Preparation, Presentation, Assimilation, Generalization and Application, in an objectivist knowledge model.

Time, stolen in liberal pedagogies, became master in the Gasparian method, since the stages dialogued in frequent rounds, generating reflection in a coming and going in the dialectic of knowledge that is built, in its own way. According to WDO, the scheduled time for the course was not enough to apply the theory. It took a little more time. Of course, the process of teaching and learning in higher education does not dispense with mediation. When students are more interested in systematized content, they become more participants in the process of building their knowledge; therefore, they generate a more intense dialectical movement aiming to know themselves and their social practice associated with interdisciplinary content. We infer that the pedagogical experience lived with the professors interfered and transformed the relations between research-knowledge-action of the teachers, revealing possibilities to transform the pedagogical praxis through teaching didactic action.

Complementing our analysis, we infer, from the professors’ answers, the perception of the students’ prior knowledge as a basic premise for learning. Such perception suggests possibilities to relate the empirical contents to the scientific ones, thus enhancing learning. In this moment of observation of the Initial Social Practice of the content, even though professors and students are faced with more syncretic, chaotic ideas arising from everyday life outside school, somewhat disjointed from intentionally planned pedagogical practices, it is possible to contextualize theory and practice (Gasparin, 2012; Saviani, 2012). Therefore, as empirical knowledge is confronted with scientific knowledge, the former tends to weaken to give way to the strengthening of the latter. It is a dialectical, spiral, uninterrupted logic. During the survey of the initial social practice of the content, professors can work with more specific issues and transcend to universal ones, through mediation.

Critical theories, based on Historical-Dialectical Materialism, are characterized by the assumption of education as emancipation and, at this juncture, in the Gasparian method, professors and students are brought face to face, in the psychological line of learning, in a zone of current development; they searched in

a zone of immediate development and, in a safe direction, because it was aimed at, to a new one of current development, crowning themselves, in turn, in the process of awareness (Vygotsky, 1998; 2000).

This is possible because, in this method, each stage of the didactic path connects to the other almost imperceptibly. During the application of the project, it was possible for the researcher to distinguish each step, but the unity between the steps was inseparable. The time was sufficient for the achievement of the objectives because the professors limited themselves to expand the contents according to the dimensions raised in each discipline. Extensions were made as they complemented and allowed students to understand how the contents dialoged with the other subject areas; therefore, intertextuality was the greatest criterion for expansion. Each professor was careful to follow the development and participation of the students, to maintain the line of reasoning of the content dimensions, assuring them the unity between each stage of the journey.

The Gasparian method in the course of social practice enabled insights from both teachers and students about the existing structures in the educational contexts, in this case Accounting Sciences, Design, and Fashion. Problem posing was fundamental to detect the issues that need to be solved within these social contexts, revealing gaps that need to be mastered. In the instrumentation process some consideration was given on the appropriation of the cultural tools necessary for social action and in catharsis there was awareness. The return to social practice, modified by the dialectical process and transformed into a new thesis, susceptible to new antithesis and synthesis, was, simultaneously, a starting point and a point of arrival, revealing the political dimension of the content that led the teaching action to transformation, to praxis in the sense of transforming social reality, which is its great motivating character. Thus, the method allowed the development of a democratic learning environment created from competing interpretations generating political issues specific to the life of the subjects (teachers and students) involved in the educational process.

The current educational model, in higher education, has its roots in neoliberal conceptions of teaching. This hegemonic system does not produce serious critical thinking and keeps students as relatively passive subjects. In addition, it marginalizes the different identities that are natural to a plural country such as Brazil. From this perspective, students end up severing their connections to the personal world and directing their professions to the private, individual realm, disconnected from a sense of community. The Gasparian method also allows to rescue what is routine in the students' life by establishing, among the contents, a knowledge network capable of producing political formations based on everyday debates such as gender, race, class or sexual orientation issues. It allows for critical reflection, awareness, and the creation of practical solutions for feminist formations, different races, different disabilities, gays, lesbians, indigenous peoples, *quilombolas* (people who lived in communities of runaway slaves/maroons), and other subjects that look to the university for liberation from colonizing structures and, therefore, challenge a curriculum that insists on defining professional expertise in relation to history, theory, and practice from a white, heterosexual, Euro-American, male-conscious perspective.

Thus, the application of the Gasparian method also proved to be recommendable in higher education, because, through it, it was observed that teachers took on the role of mediators in the process, with the students becoming the protagonists. Also, the method required a theoretical-practical deepening of the contents; this led the pedagogical praxis to interdisciplinary dimensions, requiring students and teachers to leave their comfort zones in search of new knowledge. This process, which naturally generates discomfort due to the withdrawal of those involved in the educational process from traditional expository methods in which students are passive subjects and professors are active ones, starts to instigate students in the search for new knowledge, expanding their reading baggage. Reading is an indispensable element for the acquisition of critical thinking, in addition to being one of the fundamental bases in countries that have educational systems of reference. Therefore, the implementation of the Gasparian method in higher education can help in the quality of teaching in Brazilian schools by qualifying a teaching didactics that places students as critical protagonists of their educational trajectory, thus improving the national rates of democratization and universalization of Education.

CONCLUSION

This intervention action research with the Gasparian method in higher education revealed that it was effective in qualifying the teaching didactics of the study co-participants. According to them, the method revealed more qualitative impact on the motivation and teacher-student relationship when compared to traditional, expository methods, previously used by teachers, as they place students in a passive stance in relation to the contents. Student performance in the context of the new pedagogical praxis requalified the teaching-learning process, a factor that can contribute to the quality of education and reduce, in the long term, school dropout in higher education. This study sought to open paths for the possibilities of implementing this method in higher education, but, at the moment, it was limited to the teaching perspective. Future studies on this method also need to be carried out to observe the qualitative impacts on the learning of students of this level of Education.

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ABOUT THE AUTHORS

TEREZINHA LIMA PEREIRA has a doctorate in education from the Universidade Estadual de Maringá (UEM).

E-mail: terezinhalima@hotmail.com

VALDILENE WAGNER is a doctoral student in Physical Education from the Universidade Estadual de Maringá (UEM).

E-mail: valdilenewagner@hotmail.com

JOÃO LUIZ GASPARIN has a doctorate in Education: History and Philosophy of Education from the Pontifícia Universidade Católica de São Paulo (PUC/SP). He is a professor at the Universidade Estadual de Maringá (UEM).

E-mail: joaogasparin@gmail.com

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