

BNCC and the Portuguese Language in High School: Perspectives, Interfaces and Human Law

Rosana Helena NUNES*
Kleber Aparecido DA SILVA**

* Ph.D. in Portuguese Language and Semiotics (PUC/SP). Post-doctorate in Education (UNICAMP) and in Linguistics (UnB).

** Ph.D. in Linguistics Studies (Applied Linguistics) by Universidade Estadual Paulista (UNESP). Post-Doctorate in Applied Linguist (UNICAMP), Applied Linguistics and Language Studies (PUC-SP), Linguistics (UFSC).

Abstract:

The article discusses the BNCC for Secondary Education in Portuguese, with regard to the guidelines for the development of teaching material in line with the National Program for Education in Human Rights (PNEDH) in an attempt to think about teaching in the mother tongue, not just for through guidelines, but rather as a human right. Two textbook reviews, approved by the PNLD in 2021, by the Brazilian publishers, FTD and Moderna, were chosen for analysis. The first entitled Thinking, Feeling and Acting and the second, Education for Life. The analysis is based on guiding principles of Critical Freirian Pedagogy (FREIRE, 1987; 1992; 1997) and Critical Applied Linguistics (hereinafter LAC) (PENNYCOOK, 1990; 1998; 1999; 2001; 2006; 2007; PENNYCOOK; MAKONI, 2020) in relation to PNEDH and BNCC guidelines. In section 1, the basic foundations of LDB/71, LDB/96, the 1988 Legislation and the PNEDH are privileged, in order to better contextualize the teaching of Portuguese, in line with the Freirian Critical Pedagogy and the Critical Applied Linguistics. In section 2, the guiding principles of the BNCC and the analysis of two reviews referring to the two books approved in PNLD/2021 for High School of Portuguese Language.

Keywords:

BNCC; Portuguese language; High School.

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Rosana Helena Nunes; Kleber Aparecido da Silva

INTRODUCTION

The purpose of this article is to discuss the official document of the Common National Curriculum Base (BNCC) for High School in Portuguese, regarding the guidelines for the development of teaching material in line with the National Program for Education in Human Rights (PNEDH) in an attempt to consolidate mother tongue teaching through guidelines as a human right. From this point of view, the intention is to analyze two textbook reviews, approved by the PNLD in 2021, by two Brazilian publishers, FTD and Moderna. The first entitled Thinking, Feeling and Acting and the second, Education for Life.

This choice is due to the fact that the two approved books, presented in the PNLD/2021 Guide, bring constructs that envision a teaching based on the BNCC proposal. The analysis is based on guiding principles of Freire's Critical Pedagogy (FREIRE, 1987; 1992; 1997) and of Critical Applied Linguistics (PENNYCOOK, 1998; 2001; 2006; 2007; PENNYCOOK; MAKONI, 2020), as well as on the guidelines of PNEDH and BNCC, since these are pedagogical proposals for an emancipatory and humanizing education in Portuguese.

Freire (1987), in studies carried out on emancipatory education, recognizes the importance of an education in which there is an egalitarian situation in relation to freedom, in the sense of becoming an overcoming and not an oppression. Dialogue, for Freire, is the condition for the practice of freedom, since it begins with a "restlessness" around the schools' programmatic content.

From this Freirian conception, the reading of the world reveals itself as a driving force for the transformation of the being, as it adopts a humanizing and emancipatory posture to the students' learning, that is, the school has the role of humanizing by educating and transforming spaces in knowledge production, with regard to the educational process and human formation.

The article has two sections. In the first section, some official documents are privileged to better contextualize the teaching of Portuguese Language, considering the guidelines that guided studies in the mother tongue, among these guidelines, the basic foundations of LDB/71, LDB/96, 1988 and the PNEDH, in line with the Freirian Critical Pedagogy and the Critical Applied Linguistics. In the second section, the guiding principles of the BNCC and the analysis of two reviews referring to the two books approved by PNLD/2021 for Portuguese High School are highlighted.

EDUCATION AND HUMAN RIGHTS

Throughout the history of education, the teaching of the mother tongue was directed towards certain guidelines that considered the context in which Brazil was located. Education went through different phases until it established itself in a more consolidated education to non-oppressive and more humanizing language teaching practices. In official documents that establish the norms for teaching, they refer to the Basic Directives Law of 1971 (LDB/71), when the obligation of the national language for teaching 1st and 2nd grades was considered in art. (Elementary and High School).

Art. 1 The teaching of 1st and 2nd degrees has the general objective of providing the student with the necessary training to develop their potential as an element of self-fulfillment, qualification for work and preparation for the conscious exercise of citizenship.

At that time, the military government of Emílio Médici instituted the Reform of Elementary and High School Education, after a summary procedure in Congress. Law 5692 changed the organization of education in Brazil, and high school, today High School, started to have professionalization as its basic foundation and public and private schools had to adapt to these guidelines determined by LDB/71.

In relation to the study of the mother tongue, the LDB/71 determines that “§ 2 In the teaching of 1st and 2nd grades, special emphasis will be given to the study of the national language, as an instrument of communication and as an expression of Brazilian culture”. The law provides for “communication and expression” as a determinant for the teaching of the Portuguese language, since it starts to conceive of it in the school curriculum as the subject of “Communication and Expression”.

When LDB/71 refers to the curriculum, it subdivides it into two parts: the first, general training and the second, special training. This training presented two possibilities: classical or scientific. The first, turned to the area of human sciences, the second, to the area of exact sciences. At the end of high school, the student would receive a certificate of professional qualification, and this professional training served the interests of the labor market and not exactly the human formation of the individual. So, the law prescribes:

§ 1 Subject to the norms of each education system, the full curriculum will have a general education part and a special training part, being organized in such a way that:

- a) In primary education, the part of general education is exclusive in the initial grades and predominant in the final grades;
- b) In secondary education, the special training part predominates.

§ 2 The special training part of the curriculum:

- a) It will have the objective of surveying skills and initiation into work, in primary education, and professional qualification, in secondary education;
- b) The needs of the local or regional labor market, in view of periodically renewed surveys.

The 1988 Constitution, with regard to the national language, in Article 1, provides for the right to education and corresponds to the fact that this is also seen as a linguistic right, since it preserves the citizen's right to education as citizenship and dignity of the human person.

Art. 1. The Federative Republic of Brazil, formed by the indissoluble union of the States and Municipalities and the Federal District, constitutes itself as a democratic State of law and has as its foundations: I - sovereignty; II - citizenship; III - the dignity of the human person; IV - the social values of work and free enterprise; V - political pluralism.

Added to this is the Basic Education Guidelines Law of December 20, 1996 and its respective parliamentary amendments to education as a right, already in art. 1:

Art. 1 Education encompasses the formative processes that develop in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations, and in cultural manifestations.

(...) § 2 School education should be linked to the world of work and social practice.

With respect to paragraph 2, the law provides that education is linked to the world of work and social practice.

With respect to paragraph 2, the law provides that education is linked to the world of work and social practice. Here, language teaching comes in, which must necessarily be at the service of the world of work and social practice. This implies public policies and language policies that provide language teaching for the individuals insertion into the world of work and the right to quality education. As advocated by LDB/1996/2017, the right to education and education as a human right represents a field of studies that is concerned with the right to life, citizenship, the issue of gender, the minority classes.

In studies carried out on Education and Human Rights, Nunes (2019) points out that the school corresponds to a basic institution of society, born of social practice and reflects the contradictions of class society. There is a political function of the school that, so to speak, becomes contradictory, which leads to the conservation and reproduction of dominant social practices, hegemonic spaces of school practice aimed at the interests, not properly of the minority classes, but rather the preservation of the status quo as colonialist practices.

Nunes (2019) asserts that a proposal for a school practice that privileges education as a human right is announced through the proposal for Education in Human Rights (National Plan for Education in Human Rights, 2003). According to the author,

(...) it is a new horizon posed by new conceptions aimed at Education and School. The understanding of Education as a process of humanization, that is, the constitution of the properly human character of our ontological need challenges us to think about the need to insert the platform of content and practices that are recognized as Human Rights within this project and this social process and cultural (NUNES, 2019, p.35-36).

The scholar emphasizes the sense of humanization to refer to an education that seeks the purpose of awareness, construction of meaning, the significant appropriation of information, knowledge, disciplines or thematic areas of projection of human characteristics in the reality of society and from nature. For Nunes (2019, p. 36),

Humanizing here means giving new meaning to knowledge, permeating all school knowledge, practices and learning experiences at school, based on the recognition of the philosophical and legal premises of Human Rights. It is about returning to the guiding thesis: by virtue of an authoritarian, excluding and imposing cultural tradition, we are heirs of cultural and political matrices, of socially valued feelings marked by exclusion, competition, selfishness, narcissism, greed, by violence and domination, by labor exploitation, by the superficiality of laws, by the zeal of intersubjective dealings and by the bankruptcy of collective agreements, to stay in some of these political and cultural landmarks.

The PNEDH is a document organized by the Ministry of Human Rights and launched in 2003.

[...] is supported by international and national documents, marking the insertion of the Brazilian State in the history of the affirmation of human rights and in the Decade of Education in Human Rights, foreseen in the World Program for Education in Human Rights (PMEDH) and its Plan Action. These are the guiding objectives of the PMEDH as established in article 2: a) strengthen respect for human rights and fundamental freedoms; b) promote the full development of human personality and dignity; c) foster understanding, tolerance, gender equality and friendship among nations, indigenous peoples and

racial, national, ethnic, religious and linguistic groups; d) encourage the effective participation of people in a free and democratic society governed by the rule of law; e) build, promote and maintain peace. (BRASIL, 2018, p. 10)

This document was based on the Universal Declaration of Human Rights of the United Nations (UN). This 1948 declaration aimed to change social behavior in relation to the production of international human rights instruments and mechanisms as a process that resulted in systems for the protection of human rights. However, a series of concerns about human rights, in different spheres of society, surface when these rights are violated, in the field of civil and political rights.

This violation of rights is mainly related to conflicts arising from the growth of ethnic-racial, religious, cultural, generational, territorial, physical-individual, gender, sexual orientation, nationality, political choice, among others, intolerance. even in societies historically considered more tolerant, as revealed by the barriers and discrimination against immigrants and refugees all over the world.

Given these apparent needs of society and the non-violation of human rights, the PNEDH corresponds to a document that emphasizes reporting on human rights education present in a democratic culture, in the understanding of national and international contexts, as well as in the values of tolerance, solidarity, social justice, sustainability, inclusion and plurality.

Freire (1987; 1992; 1997), in studies about oppressive practices arising from banking education, considers that thinking about the world is participating in a critical way, and writing should be related not properly to repetition, but to different forms of express yourself through the written word. By conceiving the possibility of thinking education as a practice of freedom, Freire proposes a pedagogy that escapes the molds of banking education, stuck to traditional dictates and repetition and memorization of content for teaching. The author admits that the act of teaching requires a methodological rigor and, at the same time, liberating in relation to the banking discourse, since

Without physically hitting the student, the teacher can strike him, impose dislikes on him and harm him in the process of his learning. The resistance of the teacher, for example in respecting the «reading of the world» with which the student arrives at school, obviously conditioned by their class culture and revealed in their language, also of class, constitutes an obstacle to their experience of knowledge. [...] Respecting the students reading of the world is also not a tactical game with which the educator or educator tries to become sympathetic to the student. It is the correct way for the educator, with the student and not on him, to try to overcome a naiver way by a more critical way of understanding the world. [...] Disrespect for the students reading of the world reveals the elitist taste, therefore anti-democratic, of the educator who, in this way, not listening to the student, does not speak with him. In it deposit your communications. (FREIRE, 1997, p.138-139)

For scholars of Critical Applied Linguistics (PENNYCOOK, 1990; 1998; 1999; 2001, 2006, 2007; PENNYCOOK; MAKONI, 2020), the colonial and Eurocentric vision for the study of language/ language is considered as practices of oppression. Hence the emphasis on language decolonization as a way of “decolonizing” linguistics and applied linguistics. Language, according to scholars, must be seen locally and not just globally, that is, the autonomy of the language due to its own autonomy for the individual who uses it in characteristic cultural and social contexts. Hence the emphasis on language decolonization as a way of “decolonizing” linguistics and applied linguistics, that is, the importance of LAC for the understanding of a linguistic education that fulfills the role of being emancipatory, libertarian and transgressive.

This way of thinking about research, developed until then, as a focus of the Global North, which privileges colonialist research aimed at systematizing the language as maintaining the hegemony arising from colonialism, preserving the status quo, without taking into account the reality of languages in different cultural and social contexts as a linguistic right to preserve languages and their own characteristics.

In other words, Pennycook and Makoni (2020) emphasize the need to decolonize language, to decouple language from Northern thought. For the authors, the proposal is to look critically at linguistic rights and language revitalization, in order to maintain productive paths for alliances between linguists, applied linguists, languages and communities.

The PNEDH introduces human rights education not only to cognitive learning, but also to social and emotional development. As established in the document,

Human rights education should be promoted in three dimensions: a) knowledge and skills: understanding human rights and existing mechanisms for their protection, as well as encouraging the exercise of skills in everyday life; b) values, attitudes and behaviors: developing values and strengthening attitudes and behaviors that respect human rights; c) actions: to initiate activities for the promotion, defense and reparation of human rights violations. (BRAZIL, 2018, 19)

In relation to the fundamental principles of human rights education established for Basic Education, the following must be considered:

- [...] • education must have the function of developing a culture of human rights in all social spaces;
- the school, as a privileged space for the construction and consolidation of a culture of human rights, must ensure that the objectives and practices to be adopted are coherent with the values and principles of human rights education;
- education in human rights, due to its collective, democratic and participatory nature, must take place in spaces marked by mutual understanding, respect and responsibility;
- human rights education must be structured in cultural and environmental diversity, guaranteeing citizenship, access to education, permanence and completion, equity (ethnic-racial, religious, cultural, territorial, physical-individual, generational, gender, sexual orientation, political choice, nationality, among others) and the quality of education;
- human rights education should be one of the fundamental pillars of basic education and permeate the curriculum, the initial and continuing training of education professionals, the schools pedagogical political project, the didactic-pedagogical materials, the management model and the evaluation;
- school practice must be oriented towards human rights education, ensuring its transversal character and the dialogic relationship between the various social actors. (BRAZIL, 2018, 19-20)

From this perspective, the PNEDH corresponds to pedagogical procedures and agendas that favor an awareness-raising and liberating pedagogical action, which guarantees respect and appreciation for diversity, concepts of sustainability and the formation of active citizenship. Nunes (2019, p.36-37), by stating that education should be seen as humanization, recognizes that the school should

[...] educating children and young people to a new ethics and a new aesthetic, marked by respect for diversity, self-care, equal respect and care for nature, for the adoption of sustainability practices for the preservation of biodiversity, for tolerance, for the experience and defense of the deep sense of solidarity, for the full recognition of the dignity of the human person. Recognize the tenuous, albeit incipient, but already present process or social practice of «empowerment» of new subjects, of affirming new

civil rights, of legitimizing flags and words of inspiration, previously denied, present in social projects, programs and political, social and public, each day with greater visibility and affirmation is our intention or hopeful announcement.

When referring to the recognition of new subjects who seek emancipation through educational practice, Nunes (2019, p. 37) emphasizes that guidance in Human Rights consists in determining a new configuration of diversity, whether in the legal, social, cultural and educational, aimed at the formation of a society and a culture based on the equality and solidarity of all men. [...] “This dialectic between the formation of subjectivity in the meaningful contact with society constitutes a new ontology of social practice: *humanization and citizenship!*”.

The author reinforces that the PNEDH is not a mere reproduction of legal laws, institutional representation, presupposed in administrative and curricular provisions, but political principles that correspond to the recognition of the world, of the action of man in nature and society, above above all, it refers to the social and political function of the school, the university, the state, culture as a condition for the dignity of the human person, as well as the freedom and autonomy of each individual.

[...] It is about seeking another way of looking at the world, science and politics, capable of constituting new structures of coexistence, work and production of knowledge. The National Human Rights Plan can constitute Ariadne threads to help us out of this inhuman and violent labyrinth that has devastated our lives and torn our youth. (BRASIL, 2019, p.51-52)

Thinking about Brazilian education with the purpose of humanization and citizenship comprises a different form of educational praxis, an education for emancipation and humanization from basic school to university. In the second section, the aim is to develop a dialogue between the BNCC document in line with the analysis of two textbook reviews, approved in the National Textbook Program (PNLD), to better elucidate the teaching of mother tongue in High School.

BCC AND PNLD: GUIDELINES AND REVIEWS OF APPROVED BOOKS

In this section, the intention is to analyze two textbooks, approved by PNLD/2021 – Pensar, Sentir e Agir by Editora FTD and Educação para a Vida by Editora Moderna. The analysis is based on two workshop documents: BNCC and PNLD.

The BNCC refers to a document, prepared by the Ministry of Education, which aims to guide Basic Education in the country and is divided into an introduction, structure and proposal for Secondary Education. In other words, the BNCC defines itself as a plural and contemporary document and aims to prepare curricula and pedagogical proposals for the promotion of quality education, seeking equity and autonomy with regard to regional and local individuals. It's about

[...] a normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education, so that they have their rights to learning and development ensured, in accordance with the precepts of the National Education Plan (PNE). This normative document applies exclusively to school education, as defined in § 1 of Article 1 of the Law of Guidelines and Bases of National Education (LDB, Law No. 9394/1996), and is guided by ethical, political and aesthetic principles that aim at the integral human formation and the construction of a fair, democratic and inclusive society, as based on the National Curriculum Guidelines for Basic Education (DCN). (BRASIL, 2017, p.7)

This document provides a more in-depth analysis of languages and their functioning, from an analytical and critical perspective of reading, listening and producing verbal and multisemiotic texts. According to the BNCC, it is expected that the teaching of the mother tongue, within the area of Languages and its Technologies, plays a role of leading the student to the construction and production of knowledge through critical understanding and intervention in reality, in the sense of an effective participation that contributes to the construction of citizenship, work and studies.

It should be remembered that the student is in contact with digital media and the school must correspond to a space for learning, interaction through different language practices, since digital culture requires contact with new literacies and multiliteracies, processes circulation of information and hybridization.

The document also emphasizes the importance of advancing the studies directed to the BNCC of Portuguese Language for High School compared to Elementary School. According to the progression of learning and skills that correspond to High School, BNCC presents general criteria according to the field of action (personal life field, artistic-literary field, field of study and research practices, journalistic-media field and field of public life). These guidelines seek to provide a more contextualized teaching through integrative projects that lead to the development of skills and abilities given the demands of a contemporary society.

In line with the BNCC guidelines, the Guide to the National Book and Teaching Material Program (PNLD/2021) is a document prepared by the Ministry of Education to support the pedagogical work through criteria for choosing the book and teaching material to be used by high school students.

Under this guideline, PNLD/21,

[...] is a public policy implemented by the FNDE and the Ministry of Education, aimed at evaluating and making available didactic, pedagogical and literary works in a systematic, regular and free manner. PNLD is one of the largest book distribution programs in the world. [...] With the publication of Decree No. 9,099, of 07/18/2017, the Book Programs were unified. Thus, the actions of acquisition and distribution of textbooks and literary books, previously contemplated by the National Textbook Program (PNLD) and by the National Library at School Program (PNBE), were consolidated into a single Program, called the National Book and Book Program. Didactic Material – PNLD. (BRASIL, 2021, p.19)

This program includes four levels of basic education: Kindergarten, Early Years of Elementary School (1st to 5th year), Final Years of Elementary School (6th to 9th year) and High School and Youth and Adult Education (EJA). The choice of books is carried out through a call notice in which publishers apply, within deadlines defined by FNDE. After this step, the teaching material is made available for consultation and choice by educational networks, since

from a normative point of view, the didactic works follow a set of ethical principles and legal frameworks for Education determined by the Call Notice No. 03/2019 - CGPLI, among which the Federal Constitution of 1988, the Law of Guidelines and Bases of Education National - LDB (Law 9394/1996), the Secondary Education Reform (Law No. 13.415/17), the National Education Plan PNE - 2014-2024 (Law 13.005/2014), the National Human Rights Program PNDH-3 (Decree 7037/2009), the Child and Adolescent Statute (Law 8069/1990), the General National Curriculum Guidelines for Basic Education (Opinion CNE/CEB n° 7/2010 and Resolution CNE/CEB n° 4/2010) and the Resolution which institutes and guides the implementation of the Common National Curriculum Base (CNE/CP No. 02/2017). (BRASIL, 2021, p.17)

The works are analyzed by specialists before making them available to schools enrolled in the program. These specialists are responsible for the critical reviews to compose the Guide to the Book, material that is made available to help teachers in their analysis. To this end, the program presents a series of works reviews of Integrating Projects and Life Projects, approved for High School, with the purpose of an interdisciplinary work, which aims to improve the teaching and learning processes to promote development of students' skills and competences. According to this program,

The works of Integrating Projects and Life Projects were elaborated based on the guidelines of the High School reform, whose objective is to promote a school trajectory that makes sense for young people, capable of engaging them in transformative actions, establishing effective dialogue with their plans and achievements, while developing knowledge, skills, attitudes and values with the potential to empower them to deal with the challenges of contemporary society. (BRASIL, 2021, p.17)

When considering the didactic material of Life Projects, prepared with the aim of training high school students, the PNLD/2021 has three dimensions:

[...] (1) the personal dimension, which is intended to encourage students' self-knowledge, so that they discover their personal aspirations, interests, potentials and challenges; (2) the citizen dimension, which aims to encourage, in young people, the expansion of their interpersonal relationships and the adoption of respectful and ethical behavior, from the perspective of the rules of good coexistence; (3) the professional dimension, in which the aim is to open paths so that young people can find themselves as professionals and citizens. (BRASIL, 2021, p.18)

The dimension 1 corresponds to the students' development in their own potential and interests; in dimension 2, it deals with forms of behavior in relation to acting in society. Finally, dimension 3 refers to professional performance and the path to be taken in the world of work. It is considered a work of relevance and consistency, when it allows the high school student to develop projects that allow their development in different dimensions, that is, working with language enables the exercise of their citizenship in relation to self-knowledge, to acting as a citizen and professional performance.

In the BNCC document, the Portuguese Language component - offered in the three years of high school (Law No. 13.415/2017) - emphasizes the organization through fields of social action, without the indication of ranking, to better scale the curricula and pedagogical proposals of each school. As provided in the document,

To guide an integrated approach to these languages and their practices, the area defines the fields of social action as one of its main organizing axes. According to this option, the area proposes that students can have significant experiences with language practices in different media (print, digital, analog), located in different fields of social action, linked to their own cultural enrichment, citizen practices, work and the continuation of studies. (BRASIL, 2017, p.477)

Thus, of these dimensions presented by the PNLD/2021, as well as the BNCC guidelines, the analysis of two book reviews approved by the program for high school students is presented.

ANALYSIS OF TWO PNLD TEXTBOOK REVIEWS

This part refers to the analysis of two reviews about the presentation of two textbooks, approved by PNLD/2021 and produced by Brazilian publishers, recognized in the market: FTD and Moderna. For the approval of books by the PNLD, a call notice is opened for schools to choose the books recommended by the program.

In the PNLD, the work through integrative projects and life projects is highlighted, also highlighted in the BNCC. The PNLD/2021 Guide emphasizes this work, highlighting that

The didactic works of Integrating Projects are made up of six projects, which promote the development of nine general competences of BNCC. Four projects address mandatory integrative themes (STEAM, Youth Protagonism, Media Education and Conflict Mediation) and two are freely chosen by the authors. In addition to the mandatory themes, projects must address at least one contemporary transversal theme (TCT). Regarding the general competences of BNCC, the projects emphasize the general competence 7, “arguing based on facts, data and reliable information, to formulate negotiate and defend ideas”. This competency related to argumentation must be worked on as a priority in all six Integrating Projects. (BRASIL, 2021, p.15)

From this perspective, High School starts to have a new way of conceiving learning in the Portuguese Language, since working with projects in itself refers to a path for research and, so to speak, moves towards construction of knowledge. This construction takes place through a collective action that allows the student to report on their life story and the world of work.

In this sense, young people come to occupy a strategic place in the educational process, becoming the center of the pedagogical work. In the new high school, it is expected that the school will organize itself to accommodate current youth cultures and consider the different profiles of its students, respecting their rights, singularities, interests and aspirations. It is also expected that the school can promote the integral development of students, which means not only contemplating intellectual training, but also stimulating the physical, social, emotional and cultural dimensions of learning, in order to prepare students to solve common situations, from the simplest to the most complex, acting in the world of work and exercising full citizenship. (BRASIL, 2021, p.15)

Here, the importance of working with the mother tongue is resumed as a human right, enabling the student to fully exercise citizenship. Freire (1997, p.28) highlights the epistemological error of “banking”, that is, the practice of banking education and warns:

What is necessary is that, subordinated, although, to the “banking” practice, the student keeps alive in him the taste for rebellion which, sharpening his curiosity and stimulating his ability to take risks, to venture, in a way, the “immunizes” against the passive power of “banking”. In this case, it is the creative force of learning that includes comparison, repetition, verification, rebellious doubt, curiosity not easily satisfied, which awaits the negative effects of human beings - that of having become able to go further. in addition to its conditions. This does not mean, however, that we are indifferent to being a “banking” educator or a “problematizing” educator.

Freire (1997) reinforces the fact that there is no teaching without teaching, that is, the author emphasizes teaching as a two-way street in which educator and student are constituted by educational

practice, that is, the different ways in which the educator develops the task to teach with methodological rigor with respect to the knowledge of the students.

This task of teaching requires criticality in the pedagogical and didactic work, as well as aesthetics and ethics. In this dynamic of the act of teaching, the educators commitment to accepting that “taking risk” comprises the learning process in the search for “acceptance of the new” and “rejection” of the various forms of discrimination. It is recognized, therefore, that there are still certain oppressive practices in the school context, when in contact with cultural and linguistic diversity.

This is confirmed when the PNEDH reinforces that

Human rights education goes beyond cognitive learning, including the social and emotional development of those involved in the teaching-learning process (World Program on Human Rights Education, PMEDH, 2005). Education, in this understanding, must take place in the school community in interaction with the local community. Thus, human rights education must encompass issues concerning the fields of formal education, the school, pedagogical procedures, agendas and instruments that enable an awareness-raising and liberating pedagogical action, aimed at respecting and valuing diversity, the concepts of sustainability and the formation of active citizenship. (BRASIL, 2018, p.18)

At BNCC, the approach with regard to languages comprises the fields of social action, with the purpose of taking the student to live different experiences in contact with language practices, whether printed, digital or analog. Given this new reality that emerges in relation to the different multimodal resources present in the spheres of communication, it is of fundamental importance

[...] work proposals that enable students to access knowledge about the digital world and practices of digital culture should also be prioritized, as they impact their daily lives in the various fields of social action. Its use at school not only allows for greater technical and critical appropriation of these resources, but it is also crucial for a meaningful and autonomous learning by students. (BRASIL, 2017, p. 478)

In order to bring up the BNCC guidelines, the first book chosen for analysis is by Publisher FTD and is entitled *Thinking, Feeling and Acting*. As already pointed out, this work was approved in PNLD/2021 and is included in the Textbook Guide, being available for adoption by schools that offer secondary education. The review of the 1st book presents three criteria for working with the mother tongue: overview, analysis and classroom. In the overview, the work is organized by the students book (LE), the teachers manual (MP) and the teachers didactic material (MDP) with three video tutorials. Regarding the Portuguese language, the review highlights the work with textual genres and multimodal resources, in addition to the perspective for the construction of the life project, the language of the LE and the general part in relation to the BNCC.

Regarding the diversity of textual genres and multimodal resources, the PNLD Guide emphasizes not only the presentation of the book in relation to graphic design, illustrations, as well as the diversity of textual genres (reports, cartoons, news, etc.) and also reinforces the importance of contemporary themes in relation to the training of medical education students, which includes skills related to the humanities language areas.

In terms of analysis, the work highlights the formation of the subject in three dimensions: self-knowledge, expansion and exploration, and planning. In this criterion, activities are presented that provide the students personal, citizen and professional reflection, in addition to privileging the

construction of the life project through activities that involve reflection and self-analysis in the sense of greater understanding in relation to the world of work and planning strategic.

In this criterion, the possibility of working with active methodologies in order to develop the autonomy and protagonism of the student is highlighted. Still in the analysis criterion, the PNLD/2021 reinforces the fact that the work under analysis privileges the Brazilian social, cultural and ethnic diversity in relation to the choice of texts and photographs present in the book, but it does not consider the different languages arising from the linguistic diversity present in the country. From this perspective, the respect of the work in relation to the guidelines and norms related to Education provided for in the Legislation is also highlighted.

[...] the work promotes awareness of the relationship with the other, presenting examples of overcoming difficulties, as well as Brazilian social, cultural and ethnic diversity through texts and photographs. There is also the presence of activities whose objective is to develop the students' argumentative skills and others that aim at the transition between the dimensions of work with a life project. [...] The work respects the legislation, guidelines and norms related to Education. With regard to the theoretical-methodological foundation, the essentialist and existentialist philosophies are present, but poorly defined. This is because the work proposes, at the same time, the life project as a construction based on the social aspects of existence, but also affirms the recognition of the human essence as the source of happiness. This aspect deserves the teachers attention for the development of the work. (BRASIL, 2021, 102-103)

From this perspective, the aim is to develop the skills necessary to know, plan and implement the life project of the high school student, in addition to the fundamental importance of working with textual genres and multimodal texts. This guideline dialogues with the BNCC, with regard to the fields of social action and the skills and abilities for student education, however, the theoretical-methodological foundation was not properly explored, although this work corresponds to the guidelines and norms of the legislation. Indeed, it is recognized that this aspect is approached in an in-depth manner.

From this perspective, it is believed that all teaching material requires a teachers work in relation to what is presented. Education, as a form of intervention in the world, must establish a relationship of freedom and autonomy in the act of teaching. If there is freedom and autonomy, awareness of decisions and active listening are required. And yet, if there is autonomy, freedom, awareness and active listening, it will also recognize that education is ideological, that is, it requires the effective participation of the student in dialogue with the educator to recognize himself in society as a thinking and critical being. Therefore, dialogue becomes the driving force that leads the educator to interact with the student with love and respect.

From the classroom criterion, the analysis of PNLD/2021 is that this work presents activities that lead to the autonomy and protagonism of the student, reinforcing the importance of using active methodologies in line with the competences (life project and world of work), as well as working with the cultural, social and economic diversity of the country and the world, which contributes to the critical formation of high school students.

The review of the 2nd book, Education for Life by Publisher Moderna, is also divided into three criteria: overview, analysis and classroom. In the overview criterion, some points of the collection stand out.

The collection comprises the Students Book (LE), Teachers Manual (MP) and Teachers Digital Material (MDP), with three video tutorials. The LE consists of a single volume and, based on some motivations, invites the student to prepare their own Life Project (PV). Students are invited to build purposes: sharpen their eyes for opportunities, welcome the new and make a difference in the world. The PM presents

different possibilities of use through bimonthly, quarterly, biannual or annual schedules. [...] The work adopts an interdisciplinary perspective and considers an active teacher, a path designer, a content curator, an advisor, a facilitator, a helmsman, as described in the work itself, to be desirable. (BRASIL, 2021, p.81)

In the analysis criterion, some points highlighted in the work by PNLD/2021 stand out.

The work opts for active methodologies, through some procedures, such as context analysis, careful listening and observations, the preparation of records that document the paths and reflections. The integration of these strategies offers possibilities for the development of self and other awareness, as well as opportunities to improve interpersonal skills, the ability to solve problems and the attitude towards life. The work also emphasizes the investigation procedures through case studies and images, as well as proposes the development of analyzes through computational thinking, with the strategies of decomposition, pattern recognition, abstraction and algorithmic thinking. [...] (BRASIL, 2021, p. 82)

It is noticed that the work presents an interdisciplinary perspective and enables an effective work of the teacher as an agent of the process, mediator of knowledge and a collaborator with an active posture. Still in this analysis criterion, some fundamental points are also highlighted that are related to the guidelines established by the BNCC.

The work highlights respect for freedom and the fight against forms of discrimination, but a gap is noted in relation to indigenous peoples, as well as a marked lack of bibliographic references of Afro-descendant cultural producers and peoples originating in the Brazilian territory. The work also draws attention to the relationship between the world of work, technological development and social inequality. In proposing this discussion, it emphasizes how technological advances bring about changes in social, economic and political life. It shows young people important issues of digital culture, such as nanotechnology, robotics, artificial intelligence, industry 4.0, without ignoring the growth of social inequality, the collapsing environment and hostilities of various orders spread across the planet. [...] (BRASIL, 2021, p. 82)

In the analysis of PNLD/2021, the non-relevance to indigenous peoples is highlighted, although it claims to deal with forms of discrimination, as well as the absence of literature that addresses the Afro-descendant culture and peoples originating in the Brazilian territory. In the midst of this discussion, it is of fundamental importance that the teaching materials present the commented and updated literature in relation to a rescue of the history of these peoples and their respective cultures

As already highlighted, Pennycook and Makoni (2020), in studies carried out on Eurocentric views for the study of language/language, defend a decolonial posture based on language projects in education, which seek to support local language initiatives, by pointing out to the importance of rethinking the cadres that have been informing the work of preserving the language for so long. And the reflection that permeates the studies carried out by the authors is to consider a more critical and, why not say, decolonial look at the Global South and its epistemologies aimed at teaching language/language.

Finally, in the classroom criterion, work is resumed with active methodologies and the relationship between the world of work, technological development and social inequality is privileged for the construction of the life project through tools that enable work in the context of classroom.

Based on the analysis of the reviews, in the book *Think, Feel and Act* by FTD publishing house, there is a reservation made in relation to the theoretical-methodological foundation of the essentialist and existentialist philosophies, considered as poorly defined. The work, according to the analysis of PNLD/2021, covers the life project as a social aspect of existence and, at the same time, the recognition

of the human essence as a source of happiness. This indicates that these two aspects are approached in a non-deep way, which the educator, when analyzing the work, should pay attention to.

Regarding the second work, *Education for Life*, by Moderna publishing house, the construction of the life project through active methodologies is contemplated, in the sense of valuing the protagonism of students, dialoguing with the guidelines of the BNCC. In this work, the theoretical-methodological foundation corresponds to authors from two areas of knowledge, among these areas, psychology and philosophy. In the specific part, there are guidelines for the classes to be developed. Finally, the work presents an annotated bibliography aimed at the training of teachers with the aim of a more fruitful work in relation to the development of the life project.

Thus, the analysis of two reviews shows that the collections, approved by PNLD/2021, dialogue with the BNCC guidelines, with regard to the criteria adopted for the preparation of works, in Portuguese, intended for high school students. It should be remembered that working with the mother tongue takes place through effective pedagogical practices, from the choice of teaching material to the different methodologies used. Hence the importance of choosing a material, a collection approved by PNLD/2021, which fulfills its role of leading the student to develop skills and abilities in the process of teaching and learning the Portuguese language.

FINAL CONSIDERATIONS

This article aimed to propose a critical linguistic education that seeks to minimize social inequalities, that is, a reformulation of curricular proposals, based on the BNCC document in line with the PNEDH, as well as relying on the PNLD to choose material didactic, in Portuguese, aimed at high school students in an attempt to think the teaching of the mother tongue, not only through guidelines, but as a human right, that is, recognizing the importance of effective work with the mother tongue and this is being seen as a human right.

The article presented two sections. In the first section, the basic foundations of LDB/71, LDB/96, 1988 Legislation and PNEDH were privileged, in line with Freirean Critical Pedagogy and Critical Applied Linguistics. Two textbook reviews, approved by the PNLD in 2021, by the Brazilian publishers, FTD and Moderna, were chosen for analysis. The first entitled *Thinking, Feeling and Acting* and the second, *Education for Life*. Therefore, the analysis was based on guiding principles of Freirean Critical Pedagogy (FREIRE, 1987; 1992; 1997) and Critical Applied Linguistics (hereinafter LAC) (PENNYCOOK, 1990; 1998; 1999; 2001; 2006; 2007; PENNYCOOK; MAKONI, 2020) in relation to the PNEDH and BNCC guidelines.

In section 1, the basic foundations of LDB/71, LDB/96, the 1988 Legislation and the PNEDH are privileged, in order to better contextualize the teaching of Portuguese, in line with the Freirian Critical Pedagogy and the Critical Applied Linguistics. In section 2, the guiding principles of the BNCC and the analysis of two reviews referring to the two books approved in PNLD/2021 for Portuguese High School are highlighted.

From this perspective, the importance of LAC, in dialogue with the Freirian Critical Pedagogy, for the understanding of a linguistic education that fulfills the role of being emancipatory, libertarian and transgressive. Freire (1997, p.15), when insisting on teacher training, recognizes that “(...) training is much more than merely training the student in the performance of skills (...). In this guideline, the basic foundation of educational practice is to credit the educator with the possibility of making the student believe that transformation can happen during the learning process.

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