

REFLECTIONS, QUESTIONS, CONCERNS IN DANCE: A THEORETICAL ESSAY ON EDUCATION AS A DISCURSIVE AXIS

Igor Barbosa Marques¹

ABSTRACT: This essay was prepared based on studies carried out on the foundations of education and aims to bring discussions about teaching methods and tools applied to dance, whether inside or outside the classroom, focusing on teaching and learning and its developments.

KEYWORDS: Education. Dance. Tools. Teaching and learning.

Imagine a house. In this house live two people, but they don't get along. They don't talk to each other; they don't even try to solve their problems together.

One day, in the middle of winter, a lightning bolt strikes the foundation of the house. The house was about to collapse and there was only one chance for it to remain uplifted: the two residents would have to unite and work together for their abode. The house was already swaying and none of them could understand what another was saying. Afraid of dying, they ran out of the house and saw the last breaths of this dwelling. The house collapsed and took all the years' effort dedicated to it.

The teacher's mission is not to leave the house, which is education, to collapse. We need to maintain a continuous dialogue between content and didactics (our residents of history), otherwise the house will not be able to remain consolidated and intact.

Based on this illustration, we can see that it would be a mistake to talk about education and not talk about the curricular and evaluative training of dance teachers, considering that the curriculum does not place so much emphasis on these areas of pedagogical training. Therefore, deepening the discussions on educational instruments, whether formal or informal, is the starting point for understanding the epistemological, pedagogical, psychological and sociocultural issues of curriculum

¹ PhD student in Educational Sciences in Universidad San Carlos/Paraguay, Vice-president of the Campinas section of the International Dance Council - CID/UNESCO, Maker Room at the Municipal Elementary School José Leôncio Ferreira de Siqueira/Benevides-Brazil)
E-mail: sr.marques91@yahoo.com.br

application and evaluation, because only then can we realize how important it is to create a space of experimentation, whether of educational problems, working hypotheses, learning possibilities, deepening strategies and problem solving, so that we can adapt classes to each peculiarity that appears in the school environment.

Cláudia Fernandes (2007) tells us that

Considering that the educational process is complex and strongly marked by pedagogical and social variables, we understand that this cannot be analyzed outside of dialogical interaction between school and life, considering human development, knowledge and culture (FERNANDES, 2007, p. 06).

We can see that society has grown technologically, and our students, members of that same society, have also strongly embraced these technologies, but dance schools and their teachers have not been able to keep up with the technological wave that invades all social spheres.

Composing a curriculum that includes technological resources is a challenge, as we must take into account the social situation of the school, the precariousness of the environment, the teacher's unpreparedness and the student's reality.

We must understand that the teacher's role has changed with each passing day, and that the student's permanence in the classroom has become a challenge. Therefore, measures must be taken to make teaching an attractive and interactive way of learning. Thus, Lacruz Alcocer (2002) states that education in the technological society is synonymous with messing with the lives of our students, as it affects (or should reach) all social classes, religions, interests and specificities of each member that makes up the student body. society, promoting a significant impact on students, making them more motivated for the disciplines applied in the classroom or outside of it.

Joni Ocaño (2015), in discussion of *La escuela en tiempos de despolitización*, informs us that

Algunas expresiones propuestas para comprender nuestras sociedades actuales como "nueva realidad" o "realidad distinta", obturan el potencial de categorías teóricas universales del pasado: "sociedades posmodernas", "sociedades de riesgo", "sociedades postindustriales", "sociedades de la información", etc. (OCAÑO, 2015, p. 05).

Therefore, we understand that society has changed, that is, the reality of the people who inhabit it has also changed. We cannot keep these students as slaves of an environment without reflection, highly mechanized and concrete, because we know that knowledge is abstract and varies from multiple aspects, be it social, familiar, religious... making the school environment a field of experimentation.

Reaffirming this position, Zizek (1994) tells us that "the apartamiento of (what he experiences as) the ideology is the precise way in which we become his slaves" (p. 13).

Ocaño (2015) illustrates a habitat that we can witness/experience in many places, whether in Athens or in Brazil, since the school has become a politicized and strongly economic place.

Este nuevo escenario contemporáneo se constituye en un hábitat cuyas condiciones hacen de la vieja escuela pública liberal (laica, gratuita, obligatoria) una entidad en extinción, o sea, aunque aún posible, cada vez menos necesaria y menos funcional al camaleónico sistema capitalista (OCAÑO, 2015, p. 07).

Regardless of the politicized system, we need to believe more in the potential of our students, showing them the path they should follow, guiding and guiding them whenever necessary, just as we were guided one day. The student of today, if guided, will be the professional of tomorrow. Therefore, we must take ownership of the eagle's vision and diagnose students with possible expanded development skills, and encourage other students to develop their skills, making them students of the future.

In this perspective, the person not only lives in the world, or makes numbers at school or in the classroom, but also interacts and participates in it, thus building the relationship between education, technology and citizenship. Thus, it is possible to conclude that the articulation between education, dance and technological resources is part of the formative process of the human being, which in turn guide teaching and learning practices in the contemporary educational field.

REFERENCES

ALCOCER, Miguel Lacruz. **Nuevas tecnologías para futuros docentes.** Universidade de Castilla La Mancha, 2002.

FERNANDES, Cláudia de Oliveira. **Indagações sobre currículo: currículo e avaliação.** Brasília: Ministério da Educação, Secretaria de Educação Básica, 2007.

OCAÑO, Joni. **La escuela en tiempos de despolitización.** 2015. Em: <https://prezi.com/tczs0nwzkzzo/untitled-prezi/>. Acesso em: 04 de setembro de 2017, às 00:32.

_____. **La escuela en el escenario discursivo crítico de la sospecha.** Revista Interdisciplinaria de Reflexión y Experiencia Educativa. 2015.

ZIZEK, Slavoj. **Ideología: un mapa de la cuestión.** Buenos Aires: Fondo de Cultura Económica, 1994.