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Studies on historical-critical pedagogical practice: an overview of the last decade

Estudos sobre a prática pedagógica histórico-crítica: um balanço da última década

Estudios sobre la práctica pedagógica histórico-crítica: un balance de la última década

Carolina Nozella Gama ^[a] 

Maceió, AL, Brasil

Universidade Federal de Alagoas (UFAL)

Celi Nelza Zülke Taffarel ^[b] 

Salvador, BA, Brasil

Universidade Federal da Bahia (UFBA)

Joelma de Oliveira Albuquerque ^[c] 

Maceió, AL, Brasil

Universidade Federal de Alagoas (UFAL)

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Abstract

This study aims to systematize the problematics addressed in doctoral theses concerning historical-critical pedagogical practice in the initial years of primary education, seeking to identify contributions committed to the elevation of the formation of the working class. To this end, the specific objectives are: to map the doctoral theses on pedagogical practice guided by historical-critical pedagogy in the initial years of primary education; to identify themes, institutions, authors, and supervisors

^[a] Doutora em Educação, e-mail: carolina.gama@cedu.ufal.br

^[b] Doutora em Educação, e-mail: celi.taffarel@gmail.com

^[c] Doutora em Educação, e-mail: joelma.albuquerque@arapiraca.ufal.br

of these doctoral theses; and to synthesize and discuss objectives, problematics, and main results indicated by the doctoral theses, considering the approach to knowledge in the initial years of primary education. Adopting dialectical historical materialism and historical-critical pedagogy as theoretical-methodological parameters, the study undertakes: identification of sources; definition of criteria for sample selection; collection of selected sources and development of an analysis tool; and analysis and production of syntheses regarding the problematics studied in the doctoral theses. It is observed that the discipline of physical education has the highest number of studies (seven), followed by natural sciences (five), Portuguese language (five), art (four), and geography (two). No doctoral theses were found involving the teaching of mathematics and history in the initial years, representing a gap. It concludes by highlighting the importance of delimiting the object of knowledge and the respective contents to be taught to students for the expansion of the apprehension of reality. That is, it is necessary to understand the connections between the specific contents of each discipline and the broader social purposes.

Keywords: Historical-critical pedagogy. Doctoral theses. Approach to knowledge. Teaching.

Resumo

Este artigo objetiva sistematizar as problemáticas abordadas em teses sobre a prática pedagógica histórico-crítica nos anos iniciais do ensino fundamental, visando identificar contribuições comprometidas com a elevação da formação da classe trabalhadora. Nessa direção, definiram-se como objetivos específicos: o mapeamento das teses sobre a prática pedagógica orientada por tal perspectiva; a identificação de temas, instituições, autores e orientadores das referidas obras; e a síntese e discussão de objetivos, problemáticas e resultados, tendo em vista o trato com o conhecimento nessa etapa escolar. Fundamentado no materialismo histórico-dialético e na pedagogia histórico-crítica como parâmetros teórico-metodológicos, o estudo realiza a identificação das fontes e a definição dos critérios de seleção da amostra, além da reunião das fontes, elaboração de instrumento de análise e realização de sínteses acerca das problemáticas estudadas. Os resultados demonstram que a disciplina educação física detém o maior número de estudos (sete), seguida por ciências da natureza (cinco), língua portuguesa (cinco), arte (quatro) e geografia (dois). Em contrapartida, não foram localizadas teses envolvendo o ensino de matemática e história, o que caracteriza uma lacuna na produção acadêmica. Conclui-se, portanto, salientando a importância da delimitação do objeto do conhecimento e dos respectivos conteúdos para a ampliação da apreensão da realidade pelos alunos. Ou seja, torna-se necessário compreender os vínculos entre os conteúdos específicos de cada disciplina e as finalidades sociais mais amplas.

Palavras-chave: Pedagogia histórico-crítica. Teses. Trato com o conhecimento. Ensino.

Resumen

Este artículo tiene como objetivo sistematizar las problemáticas abordadas en tesis doctorales sobre la práctica pedagógica histórico-crítica en los años iniciales de la enseñanza fundamental, con miras a identificar contribuciones comprometidas con la elevación de la formación de la clase trabajadora. En este sentido, se definieron como objetivos específicos: el mapeo de las tesis sobre la práctica pedagógica orientada por tal perspectiva; la identificación de temas, instituciones, autores y directores de dichas obras; y la síntesis y discusión de objetivos, problemáticas y resultados, teniendo en cuenta el trato con el conocimiento en esta etapa escolar. Fundamentado en el materialismo histórico-dialéctico y en la pedagogía histórico-crítica como parámetros teórico-metodológicos, el estudio realiza la identificación de fuentes y la definición de los criterios de selección de la muestra, además de la reunión de las fuentes, la elaboración de un instrumento de análisis y la realización de síntesis acerca de las problemáticas estudiadas. Los resultados demuestran que la disciplina Educación Física posee el mayor número de estudios (siete), seguida por Ciencias de la Naturaleza (cinco), Lengua Portuguesa (cinco), Arte (cuatro) y Geografía (dos). En contrapartida, no se localizaron tesis que involucren la enseñanza de Matemáticas e Historia, lo que caracteriza un vacío en la producción académica. Se concluye, por tanto, resaltando la importancia de la delimitación del objeto del conocimiento y de los respectivos contenidos para la ampliación de la comprensión de la realidad por parte de los alumnos. En otros términos, resulta indispensable comprender los vínculos entre los contenidos específicos de cada disciplina y las finalidades sociales más amplias.

Palabras clave: Pedagogía histórico-crítica. Tesis doctorales. Trato con el conocimiento. Enseñanza.

1. Introduction

This article aims to systematize the problematics addressed in doctoral theses on historical-critical pedagogical practice in the initial years of primary education, seeking to identify contributions committed to the elevation of working-class formation. It presents a synthesis of the degree of knowledge development and the challenges posed for the continuity of studies linked to the struggle for the democratization of the country. The research was conducted in a context of intensification of the class struggle and deepening of the contradictions of capitalism, which, to maintain its profit rates, imposes fiscal adjustments and austerity plans on workers (Montoro, 2023). Worldwide, attacks on rights, unemployment, the precarization and pauperization of labor, environmental degradation, and wars – such as the massacre in Palestine – are advancing. In Brazil, the intensification of the world crisis manifests itself in a political crisis and a wave of coup-mongering and conservatism, exemplified by the massacre that occurred on October 28, 2025, in Rio de Janeiro, which mainly targeted Black people. In 2022, workers elected President Lula da Silva (PT), betting on a popular mandate that would meet their aspirations. However, they confront a conservative national congress representing capital, which pressures the elected government to impose an economic fiscal adjustment plan serving financial capital, bankers, and speculators. These groups demand cuts in social investments to pay debt interest, transferring billions to financial speculation.

The chronic crisis of capital deepens barbarism (Montoro, 2023), having profound repercussions in all spheres of life, including the 'battle of ideas' and the search for alternatives for human formation. In the educational sphere, the working class faces the advance of the business reform of education, which privatizes public education while simultaneously relying on the precarization of the teaching profession (Freitas, 2018). Nationally, this movement articulates the reform of secondary education; the National Common Curricular Base; external and large-scale assessments; the platformization of education; and the privatization and standardization of curricula and pedagogical work.

It is not by chance, nor for minor reasons, that in times of absolute intensification of the class struggle, of the resurgence of neoliberal ideologies, and of advances in the savagery of capital in the attack on the rights of the working class, the school emerges as a 'battlefield'. Imposing obstacles to the formation of critical consciousness, which grasps physical and social phenomena radically, is a premise for maintaining the established order. Attacking and steering public schools toward dismantling is a strategy to maintain "clouded consciousness" [...]. Moreover, it represents eliminating education as a social right and a public good, converting it into a commodity and the school, consequently, into a market niche (Galvão et al., 2019, p. 2-3).

In this scenario, it is necessary to contribute to the collective development of historical-critical pedagogy, and this involves tracking advances in studies regarding its implementation through pedagogical practice. By defending the publicly managed public school and the central role of teachers in the development of a historical-critical pedagogical practice – which, even when challenged, wages the struggle for the socialization of systematized knowledge among workers – historical-critical pedagogy becomes a point of support in defense of the historical and formative project linked to the interests of the working class. It is a pedagogical theory that allows one to understand pedagogical processes dialectically, gathering fundamental elements for the critique of the bourgeois project, but, above all, for outlining propositions that indicate possibilities to confront it under current historical conditions.

Considering the most recent debate on the "Foundations of historical-critical didactics" (Galvão et al., 2019), we inquire: in view of the approach to knowledge in the initial years of primary education committed to the elevation of working-class formation, what problematics have been investigated in doctoral theses dealing with historical-critical pedagogical practice, and what possibilities are being developed? From this, the specific objectives unfold: to map the works on pedagogical practice guided by historical-critical pedagogy in the initial years of primary education; to identify themes, institutions, authors, and supervisors associated with them; and to discuss objectives, problematics, and main results indicated by these studies. To this end, we begin with an exposition of the theoretical-methodological

parameters of the research; next, we present a general characterization of what was mapped, as a first approximation to the selected material; finally, we synthesize the problematics addressed in the theses, signaling limits and possibilities.

2. Theoretical-methodological parameters of the investigation

Accompanying changes in the sphere of production, pedagogical propositions are developed within the educational field aiming to form the worker necessary to sustain capital. Frigotto (1998) explains that, in the face of the structural crisis of unemployment and uneven development, the insertion and adjustment of “undeveloped” or “developing” countries to the process of globalization and productive restructuring – under a new scientific and technological base – depend on basic education, professional training, qualification, and requalification. This concerns a formation that develops basic skills, producing competencies for quality management, productivity, competitiveness, and “employability”. Thus, the wage earner must be available for all changes, remaining flexible and resilient to all “whims of fate” (read: of employers).

This shift underpins the widespread acceptance of pedagogical propositions centered on the individual, or rather, on the fetishized conception of the individual. Subscribing to the idea that new technologies have definitively altered the structural base of society from work to knowledge, such propositions – even if they indicate differences in procedures – are identical in conception and can be grouped under the denomination of learning to learn pedagogies (Duarte, 2003). In opposition to this dilution, Saviani (2012, p. 55) defends the improvement of teaching aimed at workers:

[...] the mastery of culture constitutes an indispensable instrument for the political mastery and participation of the masses. If members of the popular strata do not master cultural contents, they cannot assert their interests, because they remain disarmed against the dominators, who make use of exactly these cultural contents to legitimize and consolidate their domination. [...] the dominated does not liberate himself if he does not come to master what the dominators master. Therefore, mastering what the dominators master is a condition for liberation.

Taking historical-critical pedagogical practice as an object of analysis, and supported by the dialectical historical materialist method, Galvão et al. (2019) propose the core elements conceived as foundations of historical-critical didactics. Revisiting the critique of the process of “didacticization and demethodization of the historical-critical pedagogy method”, the authors emphasize the need to return to the philosophical foundations of this pedagogical theory (Lavoura & Martins, 2017, p. 532).

[...] the method is not identified with the adopted procedures, presupposing internal articulations between theory of knowledge and actions oriented by it. Thus, expressing the human capacity to conceive a project and act under its guidance, the method is realized indirectly and through methodical actions – that is, systematized and oriented on the basis of methodological presuppositions. Within the scope of school education, didactic expedients materialize as instituting and constitutive of the method and, therefore, must be subordinated to it (Galvão et al., 2019, p. 4).

Thus, one cannot confuse pedagogical method with teaching procedures, for the pedagogical method is “an articulated set of logical foundations that underpin the entire organization and development of educational work with a view to guiding the teacher’s action in the apprehension of the multiple constitutive determinations of the dynamics, processuality, and contradictions of the relationship between teaching and learning” (Galvão et al., 2019, p. 138-139). Accordingly, the authors highlight that there is no historical-critical didactics, but “a concrete didactics for each concrete teaching situation” (Galvão et al., 2019, p. 116). As a field of knowledge that studies the phenomenon of teaching (Pimenta et al., 2013 apud Galvão et al., 2019), didactics focuses on

[...] the foundations that sustain it and are articulated with it, providing conditions for the teaching activity, demanding its understanding according to four fundamental themes: educational objectives, contents, methods, and evaluation. Therefore, didactics is grounded in a pedagogical theory that establishes for its subjects (teacher and student) the necessary actions to attain a given knowledge in its historical determinations (Galvão et al., 2019, p. 11, authors' emphasis).

Consistent with the pedagogical theory grounded in the dialectical historical materialist method, the first foundation of historical-critical didactics explicitly stated by the authors is that “historical-critical didactics is characterized by an activity whose ontological dimension cannot be disregarded”, since questions regarding “What to teach?” and “What is the educational act?” precede the inquiry into “How to teach?”. It is necessary to understand educational work and the act of teaching as “a human activity, therefore something that human beings perform within the ontological sphere of all human social practice” (Galvão et al., 2019, p. 139). As an unfolding, the second foundation “dialectically assumes the transmission of knowledge as the essential core of the pedagogical method”, for the humanization of individuals depends on this. For the production of the human to occur through educational work, there must be “teachers with full mastery of the object of knowledge to be taught to students”, which is the third foundation of historical-critical didactics. As the fourth foundation, the authors point to the historical-critical didactic determination “by an expanded conception of axis and teaching dynamics based on dialectical logic”, without which educational work does not satisfactorily fulfill its social function. Finally, and no less importantly, the fifth foundation recognizes “teaching and learning as contradictory and inverse logical-methodological paths, within a single and undivided movement” (Galvão et al., 2019, p. 139-153).

Corroborating the authors' points, we conceive the approach to knowledge as the necessity to create conditions for teaching and the appropriation of knowledge to occur, which is linked to a scientific direction of universal knowledge that guides its selection, organization, and logical and methodological systematization (Coletivo de Autores, 1992). Escobar (1997, p. 67-68) summarizes this as follows:

The process of systematization, directed at the formation of the students' scientific thinking, fundamentally involves the way of placing them in contact with knowledge, the way of treating the constitutive stages of generalization, from direct perception or representations of the real – in which substantial and non-substantial data are found – passing through the mental analysis of the relations and connections of this knowledge, to the formation of the concept or explanatory systematization of the diverse particular manifestations, of the qualities and internal relations that come to be reflected in this systematization. Systematization or “systems of conceptual generalizations that provide the distinctive, univocal, and precise traits of one or another general classes of objects and situations”, explains Davidov (1982), is what allows for the explanation of regularities and internal links of knowledge, in opposition to the reading of reality through “representations”, that is, general notions about things, which enable, merely, explanations of external characteristics, those that meet the eye, but not explanations of the essential traits of objects, of phenomena.

To understand the problematics addressed and what is being defended in doctoral theses on historical-critical pedagogical practice in the initial years of primary education, we draw upon Sánchez Gamboa and Silva (2012), as they reinforce the necessity, for the development of knowledge, of analyzing the scientific production of *stricto sensu* graduate programs. To this end, they advocate the articulation between logical (internal) and historical (external) elements, proposed in a Paradigmatic Matrix, taken here as a reference to retrieve relevant information for this research. Considering the type of delimited source, we sought criteria for analysis in “epistemological research”, since this type of investigation “seeks its principles in philosophy and its object in science” (Sánchez Gamboa & Silva, 2012, p. 54), taking into account that “the problem of knowledge is necessarily of an ontological, epistemological, and axiological nature” (Sánchez Gamboa & Silva, 2012, p. 57).

Thus, once the historical aspects were exposed, we added the logical ones, considering the “Epistemological Matrix”, in which the construction of the question (problematic, problem, objective) and the construction of the answer

(at the technical, theoretical, methodological, and epistemological levels, as well as ontological and gnoseological pre-suppositions) are articulated (Sánchez Gamboa & Silva, 2012). Specifically in this research, regarding the elaboration of the question, the objectives delimited in the surveyed doctoral theses were synthesized to understand what the authors consider central to be investigated and discussed. Regarding the construction of the answer, the main results presented by the studies were synthesized, expressing the movement given to the investigated problem.

In view of such elements, we developed a research protocol, from which we identified and organized the sources, arriving at the definition of criteria for selecting the sample to be analyzed. The identification of sources started from the survey of doctoral theses referring to the theme, produced in the last decade (2015-2024), using the Digital Library of Theses and Dissertations (BDTD) as a database. This is a national electronic database that gathers and gives visibility to Brazilian theses and dissertations, provided they have been defended in Brazilian institutions or by Brazilians abroad. The productions can be accessed in full; access is free and done via the internet.

We opted for a simple search, selecting the “all fields” option (title, year of publication, author, subject, abstract); we used the Boolean operator resources available in the BDTD, which allow terms to be combined as logical operators (AND, +, OR, NOT, and -). In this process, we used the search terms: “pedagogical practice AND historical-critical”; “pedagogical work AND historical-critical”; “historical-critical teaching”; “primary education AND historical-critical”; “pedagogical method AND historical-critical”; “historical-critical didactics”; “approach to knowledge AND historical-critical” and “approach to knowledge”. The inclusion criterion established for selecting the productions encompassed doctoral theses discussing pedagogical practice, didactics, teaching, or the approach to knowledge, provided they were grounded in historical-critical pedagogy. Conversely, the adopted exclusion criteria were: works not grounded in the aforementioned theory; research focused on stages of schooling other than the initial years of primary education; and investigations regarding themes unrelated to pedagogical practice. Furthermore, doctoral theses developed in fields other than school education – such as psychology and social work – were excluded, thus ensuring the specificity of the analyzed corpus.

Regarding data systematization techniques, we read the abstracts of the doctoral theses and created charts containing: year of publication, title, author, supervisor, institution, graduate program, objective, main results, and area of knowledge or discipline. Next, we grouped the doctoral theses by discipline and theme, analyzing the addressed problematics and synthesizing them.

3. Mapping of doctoral theses addressing historical-critical pedagogical practice in the initial years of primary education

Considering the specific objective of mapping doctoral theses addressing pedagogical practice guided by historical-critical pedagogy in the initial years of primary education, this section presents the results obtained. We gathered the 30 selected doctoral theses, organizing them over the delimited period, as shown in Table 1.

Table 1 - Number of doctoral theses by year

Level	Base Year	Total
Doctorate	2015	1
	2016	0
	2017	4
	2018	4
	2019	3
	2020	1

Level	Base Year	Total
	2021	2
	2022	5
	2023	5
	2024	5
Total by group		30

Source: The authors (2025).

As can be observed, examining the period delimited in this study (2015-2024), we identified only one doctoral thesis in 2015, and no doctoral thesis in 2016; there was an increase in the number of doctoral theses defended in 2017 and 2018; this number decreased slightly in 2019, experienced a setback in 2020, and regained momentum in 2022, with growth in the number of defended doctoral theses, showing certain stability in the years 2023 and 2024.

Another aspect that can be highlighted regarding the identified production concerns the recognition of professors who have supervised studies on pedagogical practice based on historical-critical pedagogy, as well as the location of institutions and graduate programs where the doctoral theses are being developed. Regarding the supervisors, we list them in descending order according to the number of supervisions: Celi Taffarel (5 doctoral theses); Newton Duarte (4 doctoral theses); Lígia Martins (3 doctoral theses); and Claudio Santos Júnior (2 doctoral theses). The others, with one (1) doctoral thesis supervised each, follow in alphabetical order: Adriana Franco; Amone Alves; Ana Carolina Galvão; Antonio Lima; Celso Carvalho; Francisco José Mazzeu; Gilmar Cruz; Jorge Maia; José Claudinei Lombardi; Juliana Pasqualini; Karina Molina; Luciana Campos; Marlene Colesanti; Marta Silene Barros; Rodolfo Langhi; Wilson Alviano Júnior.

Regarding the institutions where the 30 doctoral theses were developed, the following reality is observed: Universidade Estadual Paulista "Júlio de Mesquita Filho" with twelve (12); Universidade Federal da Bahia with seven (7); Universidade Federal de Uberlândia with two (2); and the other institutions – Universidade de São Paulo (1); Universidade Estadual de Campinas (1); Universidade Estadual de Londrina (1); Universidade Estadual de Maringá (1); Universidade Estadual de Ponta Grossa (1); Universidade Federal de Goiás (1); Universidade Federal de Juiz de Fora (1); Universidade Federal do Espírito Santo (1); and Universidade Nove de Julho (1) – account for one doctoral thesis each. We note, based on the data, that there is a concentration of doctoral theses in the Southeast region, followed by the Northeast region, an expression of the still unequal distribution of graduate programs and research funding among the country's regions. Furthermore, we highlight the performance of the research groups Marxist Studies in Education [Estudos Marxistas em Educação], led by Professor Newton Duarte at Universidade Estadual Paulista "Júlio de Mesquita Filho", and the Study and Research Line in Physical Education, Sport and Leisure [Linha de Estudo e Pesquisa em Educação Física, Esporte e Lazer – LEPEL], led by Professor Celi Taffarel at Universidade Federal da Bahia.

An initial synthesis regarding the themes and/or disciplines addressed in the doctoral theses on historical-critical pedagogical practice in the initial years of primary education, located in the last decade, allows us to verify physical education with the highest number of produced doctoral theses; followed by natural sciences and Portuguese language; art; geography; initial years of primary education; foundations of historical-critical pedagogy; didactics and pedagogical work; technique and technology in education.

Table 2 - Distribution of doctoral theses by themes

Themes	Quantity
Physical Education	7
Natural Sciences	5

Themes	Quantity
Portuguese Language	5
Art	4
Geography	2
Initial years of primary education	2
Foundations of historical-critical pedagogy	2
Didactics and pedagogical work	2
Technique and technology in education	1
Total	30

Source: The authors (2025).

Following this initial approximation to the body of production, we proceed to synthesize the problematics investigated in the doctoral theses concerning historical-critical pedagogical practice in the initial years of primary education. To this end, we adopted the exposition of the objectives and main results found in these works as a descriptive standard. Given space constraints, for a second approximation, we delimited the studies addressing specific disciplines and knowledge – which set historical-critical pedagogy in motion through reflection on the teaching of a particular object – representing approximately 77% of the selected corpus. Thus, we also highlight the movement of thought enabled by the dialectical historical materialist method, which involves identifying, within a particular set, singular elements on the one hand, and more general ones on the other, whose dynamic relationship contributes to an overall reflection on the approach to knowledge.

4. Problematics addressed in doctoral theses on pedagogical practice in the initial years of primary education

We organized the exposition by starting with the disciplines featuring the highest number of identified doctoral theses, followed by those with fewer studies, namely: physical education; natural sciences and Portuguese language; art; and geography. As for the remaining studies addressing the themes – initial years of primary education; foundations of historical-critical pedagogy; didactics and pedagogical work; and technique and technology in education – which generally lack a specific disciplinary delimitation, they may be analyzed on another occasion.

4.1 Physical Education

Ferreira (2015, p. 13) outlined two central objectives: “first, to highlight the role of physical education teaching contents in the development of conceptual thinking in students; second, to elucidate the dialectical relationship between form and content in the teaching of physical education”. The results obtained by the author corroborate the importance of these contents for the formation of conceptual thinking, as well as the inseparability between form and content in the teaching of the discipline.

In the same direction, Melo (2017, p. 17) intended to scientifically expose the “theoretical-methodological contributions of activity theory and of the periodization of psychic development that contribute to enabling the alteration of the theoretical-methodological base of school teaching with a view to the development of the student's theoretical thinking”. The study presents foundations for overcoming idealist, naturalist, and biologizing conceptions, allowing for advances in the formulations of the critical-overcoming approach.

In turn, M. M. Oliveira (2018, p. 13) sought to “envison possibilities for the selection, organization, systematization, and periodization of sport knowledge that meet the objective of contributing to the process of humanization

and the development of the theoretical thinking of our students”. Aligned with a revolutionary conception of education and society, the author highlights contradictions in sport teaching, emphasizing the need to overcome fragmentary approaches and the high-performance model, which primarily meets the needs of capital.

Silva (2019, p. 32-33), aiming to “contribute to the development of the critical-overcoming proposition of Physical Education”, sought to articulate contributions from historical-cultural psychology and historical-critical pedagogy. The author systematized such contributions to elaborate a new synthesis regarding the dynamics of teaching and learning body culture, aiming at the “promotion of the full development and humanization of individuals”.

In more recent research, C. L. Oliveira (2022, p. 18) proposed to “present theoretical-methodological contributions that allow us to advance in sport teaching toward the development of the theoretical thinking of students in Brazilian public schools”. The author deepens the discussion, especially regarding the content pole present in pedagogical planning, structured through the content-form-recipient triad.

Complementarily, M. S. Oliveira (2022, p. 21) sought to “analyze how the planning of educational work contributes to achieving the objectives of pedagogical action in school physical education”. The investigation points out that this planning favors the area by condensing the content-form-recipient triad, conferring consciousness and intentionality to body culture activities oriented toward the formation of thinking by concepts.

Finally, Prates (2023, p. 17) aimed to “theoretically develop the category approach to knowledge of sports activity [...] in physical education teaching, in basic education”, considering the foundations of critical-overcoming teaching. The author demonstrates that the category of study activity contributes to the development of this approach, insofar as it guides the selection, organization, and systematization of sport knowledge.

Observing the regularities of these seven studies in the specific area of physical education, it is possible to identify the main constitutive elements of the degree of knowledge development regarding the approach to this content: a) in all studies, the objective of teaching that promotes the development of students' theoretical thinking is explicitly posited; b) a critique of the negation of teaching contents is expressed, making explicit the understanding of the nature and specificity of educational work and the social function of the school; c) emphasis is placed on content that overcomes superficial, naturalizing, and biologizing forms – hegemonic in the area – expressed, for example, in the treatment given to sport in capitalist society; d) a deliberate approximation between historical-critical pedagogy and historical-cultural theory is noted, taking the category “activity” as a mediator and considering the content-form-recipient dynamics. This articulation maintains the intentionality of overcoming fragmentations between teaching and learning, form and content, theory and practice, appearance and essence, which reduce physical education teaching to mere practical repetition; e) consequently, the studies contribute to the consolidation of a physical education theory with a Marxist and critical-overcoming basis, by proposing elements for the definition of the area's object (body culture) and for the organization of knowledge under the contradictory conditions of capitalism.

4.2 Natural sciences

Rosa (2018, p. 242) aimed to elucidate “the relationship between school education and the formation of a worldview, particularized in the mediation of teaching contents based on evolutionary theory”. The author concludes that evolutionary thinking has significant potential as a formative basis for a materialist, historical, and dialectical view of nature; therefore, functional biology contents should not be disconnected from their origin and evolution at any stage of teaching.

Subsequently, Coelho (2019, p. 13) sought to “analyze categories for science teaching grounded in historical-cultural psychology and historical-critical pedagogy”. To this end, 98 master's dissertations and doctoral theses from graduate programs in science teaching, produced between 2005 and 2015 and citing this framework, were analyzed. The study points out that the appropriation of the philosophical-methodological presuppositions of dialectical historical

materialism is a condition for the development of research and didactic proposals committed to the formation of the generic human being, as advocated by historical-critical pedagogy and historical-cultural psychology.

Neves (2022, p. 17) dedicated herself to “analyzing the reach of hegemonic theories/trends in research on evolution teaching in relation to the development of thinking through concepts”. The author clarifies that such trends do not explore the developmental potential of biology teaching, especially regarding the overcoming of syncretic thinking toward thinking through concepts. The work concludes by pointing out general actions and principles to guide the teaching of evolutionary theory, aiming to overcome practices based on empirical thinking, which overvalue everyday experiences and the appearance of phenomena.

Ghirardello (2024, p. 22), in turn, sought “a conceptual system organized in the fundamental unit observation of celestial movement that contributes to the organization of an observational astronomy curriculum and has, as a reference, historical-critical teaching composed of the content-form-subject relationship”. Through the analysis of the development of observational astronomy in its historicity, the author indicates the Observation of Celestial Movement as a possible fundamental organizing unit of teaching. This allows for analyses ranging from the capture of celestial movement to its abstraction and consequences in social practice, re-signifying society through contents.

Finally, Melo (2024, p. 22) endeavored to “analyze and understand the social practices applied by different agents involved in environmental education, adopting a critical perspective that can drive structural transformations of socio-environmental problems”. The study evidences that the critical panorama allowed participants to absorb theoretical frameworks, driving actions aligned with the specific needs of each community. Grounded in historical-critical pedagogy, critical environmental education “emerged as a path to instrumentalize the social and political transformation of the represented communities” (Melo, 2024, p. 121).

Based on these studies, we find that the investigations reaffirm presuppositions and point out central elements for the approach to knowledge in this area: 1) the possibility of forming a scientific-philosophical worldview based on the objective conception of nature and grounded in historical-critical pedagogy, historical-cultural psychology, dialectical historical materialism, and philosophy of biology; 2) the definition of central knowledge to be addressed, such as evolutionary theory, observational astronomy in its historicity, and environmental education; 3) and the identification of challenges, namely: a) the need to delimit categories for science teaching grounded in historical-cultural psychology and historical-critical pedagogy (dialectical method, contradiction, totality, movement, history, human being, work, mediation, formation of scientific concepts, functional processes of the psyche, learning-development relationship, social function of the school, and the methodological proposal of historical-critical pedagogy); b) the overcoming of the constructivist basis in pedagogical practice in natural sciences and the appropriation of a counter-hegemonic theory, aiming to overcome the distancing from the presuppositions of historical-critical pedagogy; c) the development of the theoretical thinking of children and adolescents based on the approach to classic knowledge; d) the overcoming of the current teaching model – which understands contents within a market and pragmatic field – through support in a pedagogical theory that considers, as the school's function, the transmission of historically accumulated knowledge and the ontological dimension of social practice; e) the profound understanding of the environment, marked by diverse socio-economic and natural relations.

A relevant observation concerns the defense of “ethnoknowledge and critical environmental education, highlighting ethnochemistry in an anthropological approach”. In a first approximation, we should reflect on why researchers resort to an anthropological approach to treat knowledge of the “environment” based on historical-critical pedagogy. We recognize that there is a tendency – in the face of the destruction of nature inherent to the capitalist mode of production – to return to the roots of indigenous peoples' knowledge regarding natural phenomena, which brings significant advancement to ontological reflections. We understand that one cannot deny the Brazilian territorial objectivity, where many traditional communities live, immediately affected by capitalist destruction (and all humanity in the medium and long term). Therefore, the debate on the relations between scientific knowledge and the knowledge of indigenous peoples can be deepened in new studies. The objective is to obtain presuppositions that sustain a

dialectical, materialist, and historical reflection of environmental phenomena, in a scientific relationship with this knowledge, such as agroecology, which has been scientifically incorporating elements developed by indigenous peoples regarding food production.

4.3 Portuguese language

Dangiô (2017, p. 39) sought to “investigate the articulations between the development of oral and written language, revealing the abstractive scope of this process; [and] identify the psychological and linguistic foundations required for literacy”; thus aiming to contribute to teacher formation by “pointing out indispensable contents for working with the mother tongue.” The author concludes by emphasizing the importance of teaching contents essential to the appropriation of writing. To this end, she presents “three didactic principles required for a historical-critical pedagogical practice which, through its dialectical foundation, overcomes the pendular movement between one specific literacy method and another” (Dangiô, 2017, p. 11, author’s emphasis).

Carvalho (2019, p. 22) intended to “formulate guidelines for didactic approaches to teaching written language in the 1st year of primary education based on historical-cultural psychology and historical-critical pedagogy.” The author demonstrates that the dialectic between content and form interferes with the process of written language appropriation and highlights the importance of mnemonics and the automation of the grapheme–phoneme relationship in the literacy process. Furthermore, she exemplifies didactic approaches for organizing written language teaching in the initial years of primary education in light of the foundations of historical-cultural psychology and historical-critical pedagogy.

Darius (2020, p. 22) aimed to “analyze, based on the premises of historical-critical pedagogy and historical-cultural psychology, the use of technologies in literacy, specifically applications and online games that claim to be educational in this process.” The author concludes that current technological resources in literacy appear to lack a teaching character. By simplifying the literacy process, they operate in an opposite direction to the way learning is consolidated. She defends the intentional action of the teacher as crucial to mobilizing students’ higher psychological functions, whether through the use of current or older technologies.

M. M. C. Oliveira (2021, p. 21) analyzed “the implications of NAME structured material in literacy practices within an early childhood education context in the municipality of Xaxim/SC.” Based on an analysis guided by the dialectical method and theorized through a historical-cultural perspective, the author concludes that NAME structured materials empty and/or simplify content, precarizing both teaching and the continuing formation of literacy teachers. This process has reinforced a selective education, in which some learn while others are present yet only formally included.

Vieira (2024, p. 17) intended to “contribute to the organization of teaching for children in the literacy process, to subsidize the path of transposition from oral language to written language,” as well as “contribute to the formation of literacy teachers under a historical-cultural approach, highlighting that literacy is not limited to the adoption of this or that method.” The author points out that the transposition from oral to written language does not occur spontaneously, demanding abstractive development by the learner, as the mastery of writing requires the mediation of specific teaching contents involving the phonetic and semantic facets of the written word.

By synthesizing the central aspects of these five studies on literacy, we can extract contributions regarding the approach to knowledge guided by historical-critical pedagogy: 1) the studies criticize the marginalization and denial of teaching the contents necessary for the mastery of reading and writing; 2) all doctoral theses focus on literacy processes, defending the teaching of content and the role of the teacher; 3) historical-cultural psychology and historical-critical pedagogy ground the discussion on literacy pedagogical practice; 4) the studies indicate that historical-critical pedagogical practice must dialectically overcome the pendular movement between literacy methods, as the mastery of reading and writing requires the mediation of specific teaching contents involving the phonetic and semantic facets

of the written word, as well as the automation of the grapheme–phoneme relationship; 5) the doctoral theses emphasize the need for literacy teacher formation grounded in historical-critical pedagogy and historical-cultural psychology.

4.4 Art

Abreu (2018, p. 5) sought to “determine philosophical and pedagogical elements for grounding school music education from the perspective of historical-critical pedagogy”. The author argues that making the specificities of music explicit within the historical development of the dialectic between objectivity and subjectivity is a fertile path for constructing references in the selection of school contents and for defining forms of realizing pedagogical work. Furthermore, he points out that teaching directivity and mechanical aspects are sometimes necessary for the learning process; far from opposing the student's creative capacity, they constitute the real basis upon which musical creativity is built.

In turn, Assumpção (2018, p. 13) aimed to “seek contributions in György Lukács's aesthetic studies to understand how art contributes to the process of formation of individuality for-itself”. The researcher demonstrates that art teaching, when grounded in historical-critical pedagogy, converges with Lukácsian studies by affirming the educative character of artistic objectifications. In this sense, he maintains that Lukács's aesthetics favors the understanding of the formative character of art, constituting an important contribution to teaching proposals within this theoretical perspective.

Soares (2022, p. 29) sought to “establish a dialogue between historical-critical pedagogy and Open Music Pedagogy [Pedagogia Musical Aberta], a proposal of the Latin American Forum of Music Education (FLADEM), identifying the contributions of this dialogue to a critical, inclusive, and transformative music education”. The author discusses music learning as a right – and not as a restricted privilege – problematizing the consequences of valuing practice to the detriment of theory. Finally, she exposes propositions aimed at overcoming the polarization between the conservatory model and active methods, aiming for a critical music education.

Rocha (2023, p. 8), in turn, undertaken the “analysis of four structuring axes of the music education curriculum, namely: musical perception, musical practice, musical writing, and musical creation”. When discussing contents and forms of teaching and learning from the perspective of historical-critical pedagogy, the author concludes that delimiting what must be taught involves “foundations ranging from the conception of world, human being, and music; as well as a critical understanding of the space bequeathed to school education in a society whose essence is grounded in the exploitation of man by man” (Rocha, 2023, p. 133).

In summary, three of the identified studies deal with music education, and one addresses the aesthetic foundations of historical-critical pedagogy – a theme for which Lukács's work offers important subsidies. In general, the research indicates: 1) the fundamental role of art in the constitution of subjectivity, in the formation of individuality for-itself, and in the full development of individuals; 2) that, given the formative character of art, its contents must not be sidelined in the curriculum, needing to be treated according to the specificities of music (extending to dance, theater, and visual arts) in the historical development of humanity; and 3) that the consistent analysis of the specific object and the consequent definition of structural axes of the curriculum, as well as the relations between them, are fundamental for delimiting school contents and teaching forms grounded in historical-critical pedagogy.

4.5 Geography

Souza (2021, p. 9) investigated “the relationship between geography teaching and literature seeking didactic and theoretical-methodological foundations to guide pedagogical mediation through literary works in geography teaching in basic education”. Based on this analysis, the author finds that studies and approaches in geography, education, and literature, when grounded in dialectical historical materialism, provide consistent didactic, theoretical, and

methodological bases. Such foundations enable teaching through literary works, allowing for the overcoming of subjectivist, inconsistent, or eclectic conceptions that predominate in academic works on the theme.

Gonçalves (2024, p. 28), in turn, dedicated herself to “understanding the curricular proposals of Cascavel and Bauru in order to contribute to the construction of a historical-critical geography teaching”. The researcher notes a lack of systematization in the field of geography teaching under the marxist perspective in Brazil, which compromises the area's criticality. Consequently, teaching has been emptied, resulting in the disqualification of school geographic education and the obscuring of possibilities for omnilateral formation.

In summary, the two doctoral theses highlight the following central aspects: 1) the limits and the necessary confrontation of teaching of a neoliberal nature – centered on subjectivist and eclectic conceptions – which points to the emptying of content, the disqualification of school education, and the obstruction of omnilateral formation; 2) the incipient systematization of a marxist and critical perspective in the field of geography teaching in Brazil; and 3) the need and the overcoming possibility of studies grounded in dialectical historical materialism, capable of providing coherent didactic, theoretical, and methodological foundations for a historical-critical pedagogical practice.

Final considerations

One of the gaps identified in the systematization of the problematics addressed in the doctoral theses on historical-critical pedagogical practice refers to the absence of research contemplating the disciplines of mathematics and history, specifically regarding the approach to knowledge in the initial years of primary education. The teaching of philosophy also lacks studies and proposals for this stage; although it does not appear as a discipline in the official curriculum, such a field involves contents essential to the formation of the human psyche, promoting the development of philosophical consciousness. Furthermore, when analyzing the field of art, we note that the majority of productions are focused on music education, with no doctoral theses on the contents of dance, theater, or visual arts. A similar scenario occurs in the area of physical education, where the predominant content in investigations is sport.

Regarding the possibilities – even though the works present varying degrees of approximation to marxist foundations, from which the presuppositions of historical-critical didactics derive – the analyzed doctoral theses ground the democratization of Brazilian society as necessarily articulated with the transmission of systematized knowledge in school. Thus, they oppose the lowering of teaching destined for the working class. The approach to knowledge in the initial years of primary education, when committed to the elevation of the formation of this class, conceives the selection, organization, and logical-methodological systematization of contents as processes guided by a scientific and dialectical historical materialist direction. Such a perspective involves, therefore, the creation of effective conditions for teaching and the appropriation of knowledge to take place in the school environment.

In this direction, the referred research addresses the teaching of physical education, natural sciences, Portuguese language, art, and geography, positioning itself as a point of support in the counter-hegemonic struggle of students and teachers. In this way, they join the movement of collective elaboration and development of historical-critical pedagogical theory, which has been underway for almost five decades.

Another relevant aspect resides in the importance of delimiting the object of knowledge and the respective contents to be taught, as well as the relations between both, aiming at the expansion of the apprehension of reality. As warned by Saviani (2012, p. 80) in the classic text “Escola e Democracia II: para além da curvatura da vara” [“School and Democracy II: beyond the curvature of the rod”], the concretization of pedagogical work in the disciplines of history, mathematics, art, physical education, Portuguese language, among others, offers a specific contribution to the process of “democratization of Brazilian society” and of “structural transformation of society”. Pedagogical work guided by the historical-critical proposition “[...] is embodied in instrumentalization, that is, in the tools of a historical, mathematical, scientific, literary character, etc., whose appropriation the teacher is capable of guaranteeing to the students” (Saviani, 2012, p. 80). This contribution will be all the more effective the more the “[...] teacher is capable of

understanding the links of their practice with the global social practice” (p. 80). That is, it is indispensable to understand the connections of the “specific contents of each discipline [with the] broader social purposes” (p. 80), for often, “[...] either one thinks that contents are valuable in themselves without the need to refer them to the social practice in which they are inserted, or one believes that specific contents have no importance, placing all the weight on the broader political struggle” (p. 80).

Such mastery by the group of educators is central to advancing the process of humanization, which involves the democratization of knowledge via school. This, however, does not materialize without objective conditions favorable to the realization of educational work, which involves solid training and the valorization of the teaching profession. After all, it is the teachers, collectively, who will be able to confront the development of the historical-critical pedagogical proposition, submitting it to criticism and unfolding it in its details, in dialogue with each area of knowledge (Saviani, 2012).

Given the above, the systematization of the problematics addressed in doctoral theses on historical-critical pedagogical practice in the initial years of primary education points to the need for continuity and deepening of studies. The development of future research may enable more detailed analyses of the content of the already defended doctoral theses, as well as turn to the investigation of concrete pedagogical practices on the approach to specific contents that seek to ground themselves in this theory. Another possibility for continuation is the conducting of mappings and analyses that contemplate pedagogical practice in early childhood education, in the final years of primary education, and/or in secondary education, strengthening the struggle for the democratization of teaching in the country.

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