



Teacher's formation, ethical values and the cultural digital media: referential from teacher's practices in the contemporary school

Formação docente, valores éticos e cultura das mídias digitais: referenciais das práticas de professores para a escola contemporânea

Regina Cely de Campos Hagemeyer

PhD in Education, professor at Universidade Federal do Paraná (UFPR), Curitiba, PR - Brazil, e-mail: regicely@terra.com.br

Abstract

This article analyzes changes in teachers' practice regarding the cultural processes generated by the programming of virtual media, touting the identities of contemporary students of the school. Therefore, it contextualizes the current cultural scene, and incorporates notions of subject, subjectivity and ethics in contemporary society based on Giroux, Costa, Hall and Bauman. The processes of teaching practices are discussed based on the research of Hagemeyer (2006–2008), on teachers' catalysts, defined as those who

understand the new needs and interests of students and add to their practices in the current school. Teachers' perception of the influences of contemporary cultural processes, notably the culture of digital media in the motivations of children and young students, has led them to modify strategies and attitudes for building ethical values and identity in their classes, processes that are identified and analyzed as contributions to the necessary changes to such training. It intends to compare similar recent research (2009–2012), analyzing practices and testimonials from of catalyst teachers, on the evolution of digital media, and the impact of change of values of children and young students. The rules and practices of teachers indicated advances and procedures aimed at ethical attitudes and human rights, in addition to revealing proximity to the culture of the students. The common points between both groups led to the identification of references on the formation of ethical and social values in pedagogical teachers practices, contributing to initial and continuing teacher training in this perspective.

Keywords: Catalysts teaching practices. Ethical values. Culture of digital media. Contemporary school.

Resumo

Este artigo analisa as mudanças das práticas de professores diante dos processos culturais gerados pelas programações das mídias digitais, que agenciam as identidades dos estudantes da escola contemporânea. Para tanto, contextualiza-se o cenário cultural atual, retomando as noções de sujeito, identidade/subjetividade e ética de Giroux, Costa, Hall e Bauman. Os processos das práticas docentes foram discutidos com base na pesquisa de Hagemeyer (2006-2008), sobre professores catalisadores, definidos como aqueles que compreendem os novos interesses e as necessidades dos estudantes e os agregam a suas práticas na escola atual. A percepção dos professores sobre as influências da cultura das mídias digitais nas motivações de crianças e jovens escolares os tem levado a modificar estratégias e atitudes para a construção de valores éticos em suas aulas, processos que foram identificados e analisados como contribuições às mudanças necessárias a essa formação. Propõe-se comparar, em pesquisas similares mais recentes (2009–2012), as análises sobre as práticas e os depoimentos de professores catalisadores, diante da evolução das

mídias digitais e o impacto sobre as mudanças de valores de crianças e jovens escolares. As disposições e práticas dos professores indicaram avanços e procedimentos voltados a atitudes éticas e de direitos humanos, além de revelar maior proximidade à cultura digital dos estudantes. Os pontos comuns entre os dois grupos levaram à identificação de referenciais sobre a formação de valores ético-sociais nas práticas pedagógicas, contribuindo com a formação docente inicial e continuada nessa perspectiva.

Palavras-chave: *Práticas docentes catalisadoras. Valores éticos. Cultura das mídias. Escola contemporânea.*

Introduction

The present article focuses on the changes in teaching and human formation processes promoted by teachers in the Basic Education, under the impact of the new cultural structures present in contemporary society. It is proposed to place the teachers' function and practice, considering the tensions generated on the confrontation between the traditional moral values in which they were formed and the overwhelming force of scientific transformations, specially technological ones, which influence the sociocultural processes and incite new readings, attitudes and procedures in their practices.

With the globalization of markets and the evolution of technologies, the world has watched the reordering of capitalism in a planetary scale and the development of mass communication mechanisms such as computer graphics, cinematography and television, capable of creating fantastic imaginary realities and attractive forms of virtual leisure. Such mechanisms exert significant power on children and youngsters' minds, values, attitudes and interests in schools, and are supporting in the acquisition of scientific, artistic and informative knowledge to which they'll have access to in the schooling through mediation of teachers.

In the Vidal (2009) analyzes, teacher's current practices are hybrid, constituted in mediations that promote as subjects that are placed before the heterogeneity of assets, new messages and information from the current world. In this perspective, it is intended to place the teachers' function and practice, considering the tensions generated in the confrontation between the traditional moral principles in which they were formed and the overwhelming force of scientific, technological and sociocultural transformations, which incite them to new readings, which modify its pedagogical procedures.

In order to reflect upon the discussed questions, are presented the results of Hagemeyer's (2006) research concerning the practices of six teachers from Curitiba's public schools¹, representatives of the investigations accomplished since 2001. It is featured, in this investigation, the field defined by the author as *human-social*, as it focuses the teachers' questionings and concerns before the influence of culture of virtual media of entertainment, in order to question the handling of interferences of current cultural processes in the subjectivities and identities of students from public schools.

The teachers from the research at issue were selected for differing in their practices, demonstrating comprehension and critical assimilation over the new interests and needs of their students. For Hagemeyer (2006), these teachers develop what he called *catalyst mediation* between the broader culture and the subjects of school. The investigation was developed from the categorizations of Lee Shulman (1987), in the period 2006–2008, analyzed the movements of teaching and formation practices developed by catalyst teachers, in projects of Research Initiation, at Universidade Federal do Paraná.

By way of comparison, we'll present a few results of analyses from researches conducted with qualitative proceedings that are similar and in the same perspective, with another group of teachers, representatives of researches conducted over the period from 2008 to 2012. This group of

¹ Doctorate thesis defended by the author of the present approach, at University of São Paulo (USP), in 2006.

teachers presented, in their testimonies and practices, concerns related to evolution and increase of culture of digital media and entertainment with strong impact in the changes in value and of habits and attitudes in students. The studies and researches of this phase are results from projects of Research Initiation developed as activities from the Research Centre about Teacher Training and Contemporaneity: Contemporary Paradigms, Curriculum and Practice (NEPEFOR)².

In the already announced perspectives and considering the processes of cultural mediation of children and youngsters through the processes of virtual media in contemporary society, it is proposed to characterize the notions of subject, identity, subjectivity and ethics, such as fundamental categories to be resumed and analyzed in this contextual overview, based on Costa (2010), Giroux (1993; 1999), Candau (2002) and Gimeno Sacristán (2002). By analyzing the cultural influences which interfere on the education of ethical and identity values in students from public school, one resorts to the theorizing of Guattari (1987), Foucault (1984; 2004) and Green and Bigun (2005), whose positions complement each other when dealing with the education of the contemporary subject.

The findings and conclusions assume a resumption of attitudes, concepts and strategies of pedagogical practices, from new logics of human-social education of students from public school, considering the cultural and human rights' equality, ethics and the pursuit of autonomy of subjects in training, questions that are related to new settings of contemporary citizenship. Referential identified in the practices of teachers arise in the initial phase of the research and culminate in analyses conducted in the second phase of the investigation, which contributed for the resignification of processes from the initial and continuing teacher

² The NEPEFOR is coordinated by the author of the present article, along with teachers from the Education Sector, Profa. Dra. Cleusa Valério Gabardo and Prof. Dr. Ricardo Antunes de Sá, and is effective since 2008, in the Education Sector of UFPR. In the conducted studies, the NEPEFOR includes the researches of Research Initiation (PRPPG), developed by students with scholarships over the period from 2009 to 2012.

training, in a closer approach to the cultural processes of students from current public school.

The teachers and the tensions of a new context: the concepts of subject, subjectification and ethics

The changes faced by the teaching function throughout time constitute parallel processes to the development of school as an educational institution, from which it was required, at every phase in History, tasks and proceedings imposed by political, economic, conceptual, methodological and human-social demands in each society (HAGEMEYER, 2006, 2010). The teachers, as participants and protagonists of contemporary contextual and cultural changes, face unusual processes of change in their profession, which have demanded more of supporting sciences in training for schooling and which have offered theoretical support to curricular proposals and the teaching function.

Characterizing the influences of cultural processes in the teachers' practices implicates, thus, considering the place they speak of, on the clash between traditional moral values of modernity, in which they were formed, and facing new needs of the historical cultural transition that cross, circumscribed in analyses and conceptions of post-modernity³. School education, from the historical course selection and the teaching methodologies derived from it, brings marks of a homogeneity dictated both by the culture of Enlightenment as by a market culture, which culminated in an economic globalization.

³ Costa (2010) places post-modernity from the periodization of historians and intellectuals such as Williams (1961, 1969); Jameson (1996); Harvey (1993), Giroux (1993) and Bauman (1998, 2008), who recognise the post-modern period from mid-twentieth century, which define as period that marks the exhaustion of universal modern reason, whose true patterns, ideological and structural, modify society in a non-abrupt way, in all areas of human life.

As Giroux has analyzed (1993), modernity, however, far from being in its final stage, in its central categories, persists even before the plurality of cultures present in social settings that constitute the contemporary scenario. This stabilization points, still, to identities submitted to homogenization processes, which is strengthened in mass cultures, over self-formation and singling out. It becomes fundamental to resume the *continuities* that mark the transition of modern age into the subsequent period, post-modern.

The resetting of concepts, strategies and parameters of value in the educational processes, can't distance themselves from this form, from the principles of an education that is equalitarian and constructor of ethical and identity values focused on social and cultural equality, human rights and dignity.

The notions of subject, identity, subjectivity and ethics in contemporary society

Regarding the teachers and educators of the current school, the conceptions attributed to the notion of *subject* have been significantly modified over the last decades, from an idea of a reasonable, stable individual and from whom it would emanate a sense of autonomy and self-determination, to subjects who are unreasonable and influenced by mass processes in the contemporary scenario. Costa (2010) features the most recent tendencies of the Cultural Studies, which offer important elements of analysis over cultural interferences of several orders in the education of social subjects.

The notion of identity was analyzed by Stuart Hall (1998), in face of the varied and different influences of human existence in contemporary society. Forms of action, not more balanced or stable, express fragmentation, ephemerality, superficiality, mobility at different times and in constant motion, which has set what he called "identity crisis". For Hall (1998), in this perspective, identity is adrift in time and

space, making it catchable, dockable and paradoxically slippery concerning the search for their meanings and ways of analyzing them.

This new way of *being subject* is under the impositions of truths and moral conducts, from the perspective of maintenance of social and cultural processes that have become a way of *producing the social subjects*, defined by Foucault (2004) as *subjectification*. In this perspective, Guattari (1987) points the *mass culture* as a phenomenon that emerges from the urban density of several cultures, as well as humanization and dehumanization processes that coexist in the globalized society.

Bauman (2001) and Costa (2010), from another perspective, featured the volatile, temporary and unstable character in the domains of the contemporary existence, which affect the conceptions of freedom, security and fear of individuals, as well as identity, love and ethical impulse, interfering in the values of the social subjects. The intellectual and human education is complicated mainly when the school institution tends to be maintained unaltered before the quick and substantial changes seen in the contemporary society.

Green and Bigun (2005) refer to the emergency of what they define as *post-modern student-subject*, analyzing the speed of information and the insertion of children and youngsters in the processes of technological media. The union between the machine and the human being (cyborgs), becomes more and more *natural* for the youngsters, promoting a detachment from the adult world, reason why the classroom's subjects are seen by teachers as *aliens*, since the same may happen with the youngster concerning the teachers.

Comprehending the processes of subjectification, expressed in the apparently negligent or disinterested attitudes of students with whom they relate and are educated in the space of media and its schedules, have taken teachers to consider the ways of disciplinary power in educational institutions. For Foucault (1984), disciplining acts upon the individuals, turning them into agents of the same power, through the introjection and rationalization of its assumptions. Foucault (1984) turns against the rules of obedience in an explicit and/or symbolic way, questioning the

duality of the *knowledge/ability* relation, which establishes differences between the social subjects. He defends the autonomy of individuals and refers to the *ethical* education on the perspective of autonomy and of the individual's relationship manner to *himself* and to *others*, as a process that *constitutes the subject*, which constructs its ethics.

This form of construction requires the subject's freedom of thought, as "*work of itself, work of art*", which is conformed in the social practice and assumes taking into consideration (unveiling) the effective social system, the social truth games. Foucault (2004) refers to the possibilities of ethics construction also from *meetings*, which assume the interaction with the differing perspectives from the "social other".

Guattari (1987), from another perspective, refers to these dates, as genuine acknowledgement among human beings, and possibility of modification of the subjectification processes of the globalized society, leading individuals from several worlds and interest groups into thinking from other, new points of view. He emphasizes that the yearnings and desires of the youth may be *subjectified*, but in the sense of composing spaces of deterritorialization of the dominant codes from *real experiences*, which provide exchanges and amplify individual perceptions.

The methodological options of the research and the researched groups

The six teachers, representatives of the researched groups since 2001, had 5 to 20 years of practice in the teaching profession, which proves that the practice time was not presented as a determining influence in the practices that were defined by Hagemeyer (2006, p. 27) as *catalyst* mediation. The teachers' explanations and accounts about their learning procedures, often referred in the research to the new needs of the students and revealed a practice each time more complex, giving their pedagogical productions a distinct quality. The term catalysis was defined within the processes of teaching practices, which develop them facing the needs and new interests of children and youngsters, resulting from

their insertion in the contemporary cultural processes, joining them to the processes of teaching and the formation of human and ethical values developed with students.

For Hagemeyer (2006, 2011), the catalyst teachers are promoters of processes that stimulate the research and the production of new pedagogical knowledge, considering the customs and values of a new cultural context, analyzed in a comprehensive and critical way and transferred to the practices of classrooms. The teaching practice, in this perspective, assumes epistemological and didactic-pedagogic convictions, acquired in the education courses and in the trajectories of teachers. For Gimeno Sacristán (2002), the teacher is a *mediator* between the student and the broader culture and also a social subject. Due to the relevance attributed to the curriculum and the knowledge he imparts by the processes of the practice, his beliefs and opinions have a significant weight, in the sense that they execute their beliefs by teaching/educating their students.

In the investigation conducted, were used procedures of the qualitative research, with observations within the classroom, which involved the use of elements from ethnography (LÜDKE; ANDRÉ, 1986), such as more frequent contacts in classroom. It was decided, also, for the collection of testimonies from teachers, through the application of a semi-structured questionnaire, which considered four fields of the teaching role: the field of professional knowledge, the one of scientific knowledge, of the didactics-pedagogic and *the human-social field*, the latter focused more punctually in the present approach⁴. This fourth delimitation has arisen from the questionings of teachers, relative to the changes they observe in the interests and predispositions of their students, resulting from the changes in all areas of human life, notably in communications and entertainment virtual media.

⁴ The definition of investigation *fields* had the connotation of delimitation of analysis categories of the experienced processes, which refer to every sphere of teachers' practices, facilitating the collection and the data analysis in the research.

The analysis of testimonials and practices observed was achieved based on the categories proposed by Lee Shulman (1987), when analyzing categories he considered in the research about the teaching and human education processes developed by the teachers: *planning, teaching, comprehension, transformation, evaluation* and *new comprehension*, considered in a non-linear way. The moment of the *selection* of options (teaching) of a range of representations over the role of teachers in society and in the school education does not only refer to the pedagogical resources they know, but regards resources and strategies they employ when identifying the learning needs from students in the pedagogical process. The category *comprehension* is used by the author as a key concept to analyze the assimilation of new interests, motivations, domains, difficulties and new needs, which provide diverse strategies for the apprehension of the curriculum content by students.

The *verbalization* of teachers concerning the processes they develop expresses the comprehension and the movements of overtaking of solely the content teaching, leading them into identifying options, conceptions, new theoretical, sociological, anthropological contributions, among others, necessary to the curricular and pedagogical activities. In this approach, it was decided to take as basis the testimonies of teachers who made it clear in their conceptions, activities and attitudes of changes related to the formation of identity and ethical values in schooling. The teachers will be referred, in this approach, by fictitious names, in order to preserve their identities, and numerical specification of participation and testimonies.

Research analysis and identification of new logics of human formation

From the specified methodological options, comes the analysis of testimonies and observed activities, evidencing teachers' accounts related to the cultural changes and the naturalization of opinion regarding violence behaviors observed in their students. For the teachers in general,

the disclosure of violent and inhuman behaviors, such as “*setting poor people on fire (the well-known case of the Pataxó Indian), or the woman who killed her baby (recurrent news)*”, adds up to the treatment given to the news regarding said acts of violence, which tend to diminish or make these atrocities seem natural, influencing attitudes of lack of commitment or involvement of the youth regarding the human-social problems.

One of the teachers, Simone (1), from 3rd and 4th grades, from Mathematics, declared that individualism, violence and *machismo* are attitudes reinforced and “taught” mainly in soap operas on TV. The teacher Alberto (2) from Physical Education declared: “*us, teachers, we deal with the human being’s positivity and negativity*”. The teacher said, however, that stands in defense of the human rights and dignity, when resumed, “*cannot sound like a lecture or change the student’s culture*”.

The teachers have pointed out to another issue they deemed fundamental, related to racial issues, dealt with in an ambiguous way in soap operas, cartoons, TV shows etc. Regarding this aspect, teacher Luciana (3), from Portuguese, has remarked on the prejudice she sees in soap operas on TV:

[...] before, it was reinforced the racism, through characters that were black, in jobs such as maids, drivers etc... Nowadays, the black character appears in liberal jobs, in a standout position, but the prejudice persists and remains in a subtle, camouflaged way in the opinions of the viewers [...].

In the same perspective, though seeking formative exits, teacher Alberto (2), a black man himself, has declared: “[...] *the student may assimilate a solidary attitude in the racial issue, but in a way that is not forced*”. The teacher begins with examples of black people, present in the artistic world, the cinema, the sports, in political or liberal jobs, and refers to his own life example. He declares that an enlightening work is necessary, medium and long term. It was observed, in Izabel (4), from Arts, the introduction of methodologies present in the artistic scene, such as dance, music, theatre, aiming for the exploration of sounds and languages that include the media.

The teacher was working in a resistance in favor of the black race and the Brazilian popular music, against the cultural massification in schools.

In the perspective of a new resignification of the social role of subjects, teacher Rosiana (5), with a degree in Education and Computer Science, has opted in one of her activities for developing a project concerning the theme Citizenship. She proposed the discussion of issues related to citizen's rights, but resumed this notion from aspects defining of citizenship before new contemporary cultural settings. She selected advertising *websites*, promoted debates over the situations of users of the Internet and tried to build, along with the students, discussions and researches concerned with shedding a light on the consumers' rights. For Shulman (1987), this dimension of teachers' practices reveals creativity and innovation, when they select options or new ways of teaching, forming strategies for the development of relevant themes, in this case for the construction of a new sense of citizenship.

The work of the curricular contents developed by another teacher, Alice (6), who teaches Geography for the 6th grade, modified teaching logics and formation of values, leading to the construction of ethics regarding the environment. The development of the theme "riparian forest of the rivers" with her students led to the conclusion that the state of degradation of rivers close to the school *in loco*. She discussed, over the display of the problem, the responsibility of men and women regarding the close and the distant environment and within the classroom. Approached several themes concerning the pollution of rivers and the water, the replanting of seeds, the causes of soil degradation, sanitation in the cities, the responsibility of owners of the lands where the rivers were located, the role of city halls of cities, among other subjects.

The teacher declared that the experience of the real processes and of blatant environmental degradation or positive examples of environmental projects can be discussed with the students and also lead to concrete actions. The withdrawal of 32 tires from one of the rivers, planned with the help of the students' parents, was documented in video, and the moment when the river flows once again, resuming its characteristic noise,

was documented, displaying the exclamations of outrage and enthusiasm of the students. The teacher gave the opportunity for the construction of attitudes on the students, wherein principles and alternative, ethical and humanitarian values concerning the environment are involved. The new questions required research and interdisciplinary and trans disciplinary paths, which instigated, as Guattari proposes (1987), *rhizomatic ways of knowing*, that is, that give way to other and new knowledge.

The second group of teachers, researched between 2009 and 2012

In order to compare the activities and questionings revealed on the first phase of the research, it is presented a second phase of analyses concerning the testimonies and practices of six teachers, representative of groups researched from 2009 to 2012, selected for developing attitudes and innovative processes of mediation and catalysis in their practices developed between 5th and 9th grades, in public schools of Curitiba.

They all have a degree in their teaching areas (Portuguese, History, Geography etc.), with a postgraduate or masters degree in these same areas and with shorter time of experience (from 5 to 10 years), except for one teacher, with 18 years of experience, which corroborates the conclusion that the teachers' innovative attitudes are not always linked to the longest or shortest time of experience on the job.

The possibility of comparative analysis with the first group analyzed by Hagemeyer (2006) appears from more recent projects accomplished in Research Initiation researches, developed over the central theme⁵, in the range of the Centre of Studies and Research about

⁵ The projects were developed by students with Research Initiation scholarships, in 2009-2011, from the 4th year in Education, under the guidance of the author of this article, with the Dean's Office for Graduate and Research Studies (PRPPG) from the Universidade Federal do Paraná (UFPR), by the students: Aline Yukei Sembo (Bachelor degree in Education), Tatielle Balbinot (Bachelor degree in Education) and Tatiana Pires Escobar (Masters degree in Education).

Teacher Training, previously mentioned. The researched teachers have presented initiatives and questioned the cultural processes generated by the digital media, wherein it was seen the same level of concerns and questionings over the formation of ethical and identity values.

It was observed that the teachers from this second group showed more familiarity with technologies and digital media, now as part of the knowledge they need to develop. For the teachers, the most common technologies (TV, computer, Internet etc.), as well as new materials (CDs, *flash drive*, *Ipod*, *E-book* etc.) have invaded family life, work and the social and relational life of children and teenagers.

Classes with dialogue are also used by teachers and refer to, besides the teaching contents, subjects that are of interest to the young students. Portuguese teacher Gabriel (1), who teaches the 8th grade, due to the frequent comments about the problems of singer Amy Winehouse that led her to the end of a brilliant career, in 2011, has come to explore texts that analyze several points of view in the information found about the singer. Having observed that this kind of event in the world of the young ones was of immediate interest in class, the teacher began to explore journalistic texts of statements about the singer, caused by drugs, according to the news. When dealing with an icon or a character that is admired by the young ones, the teacher understood that these comments lead to prejudice, stereotyping and judgments without the appropriate instruction of the students concerning human rights, which led him to inform what it means to incur in libel or slander towards someone. He used several journalistic texts, such as the testimony of an ex-addict, comments and criticism over the possible reasons of these destructive behaviors in young people and of great projection, from the deputy that followed the case, from the singer's friend and from an ex-fan, who was assaulted in one of the places the singer used to go.

The students showed great interest and the teacher made conclusions, approaching criteria by issuing points of view, in order to resume inadequacies, and exercising –with the students— the use of principles related to human rights. The activities regarding the famous singer offered conditions to analyze not only the fact itself, but also

questions of interest within the students' context, and using several genres of texts in Portuguese. Guattari (1987) proposed to provide the opportunity for discussions that include, aside from themes of immediate interest, closer access to groups concerned with affirmative questions, such as humanitarian and ethical-social causes. In this perspective, in an opposite movement caused by the teaching initiative, the virtual media codes may inspire the desires of the youth and interfere in their subjectivities and identities, deterritorializing mass cultural processes.

Science teacher Aline (2), who teaches 6th and 7th grades, pointed out to the virtual resources used in her classes when she wanted to awaken the interest of students and seek strategies for the apprehension of scientific concepts, leading them into researching. The same way, Geography teacher Beatriz (3), believed that media are instruments of inexhaustible possibilities for pedagogical activities, but states that it is necessary for the teacher to master the techniques of use just as much as the constant critical analysis over the new forms of communication and entertainment and its consequences for the students formation.

As questioning, it is mentioned the case of Science teacher Celso (4), who has been in this profession for six years in a private school and simultaneously in a public school. In this his education, he studied Biological Science, Biotechnology and, presently, and he studies for a degree in Industrial Engineering. Aside from teaching in schools, he works as a DJ, a photographer and a videomaker, which gives him skills with digital media instruments. He was selected in the research for applying alternatives that included innovative and different forms and attitudes, adopting themes that included other sciences and digital media.

By observing his Science classes, to 6th and 7th grades, it was seen that the teacher developed dynamic classes and rehearsed tours to the computer laboratory, proposing researches regarding concepts of Science, intending to make the students use the Internet for this purpose. In the interview, the teacher referred to the tendency of students to disperse in classes about Science, when greater focus would be necessary for the apprehension of contents and concepts. He

declared that the work with digital media motivates the students, but is restricted in public schools due to lack of maintenance of instruments and resources. He stated: "*Not only is there a lack of resources, as the public school needs everything new in terms of technology, because it is through her one must offer the best of knowledge to students*".

As observed in the first group, the teachers in general have pointed out the television as the main tool of media, to which the students are exposed to. Through it, they obtain information, form opinions and entertain themselves. History teacher Miguel (5), of 7th and 8th grades, declared: "*I see the students mesmerized by the new resources of media, involved, almost inebriated, giving up a concrete social life in favor of a virtual social life*". He refers to the media relations, in this case, as limiting the development of socialization of the youth, given that, on the Internet, it is easy to exclude the "classmate" that does not think the same, in relationships that present no conflict, since they are not real.

The distancing from the adult world regarding the youth, to which Green e Bigun (2005) referred, is present in the relationships built nowadays in the virtual world and require the teachers' full domain not only concerning the technological knowledge and their use, but also in regards to a closer approach to the interests of students, resulting from the experiences they go through in the always renewed world of instruments of the digital media.

A point that draws attention in the research regards the opinion of teachers about the imposition of *interaction* with the characters, heroes and icons that students know and approve in media schedules. Cely (6), 3rd grade teacher, has remarked on the use of heroes names in her classes with students from the 2nd grade, but her concerns are with the naturalization of violence in films, videos and games, in which the heroes have a performance of playful connotation, but characterized by violent actions.

The findings of the lack of perspectives, consumerism, prejudice and violence in its various forms, have led to resuming the notion of citizenship by the teachers in both phases of the research, as category related to the education of ethical values in the current school.

Final considerations

The aspects that arose from the testimonies, practices and attitudes of teachers, in both phases of the research, indicate the rejection to authoritarian and disciplinary forms related to students, which led towards the dialogue, that appears as a possibility open to discussion of opinions and resource for the formation of ethical values, considering the respect to cultures, interests and languages of children and the youngsters of the contemporary school.

The resumption of concepts that ground the construction of ethical and identity values in students initially focused on the questioning of exclusion situations, of racial prejudice and violence observed in the present society and broadcast by the television media, instigating them to the discussion of human rights in their classes, in both groups researched. Giroux (1993) proposes a *multicentric* cultural attitude, which presumes cultural exchanges and juxtaposed and contradictory ideologies in school. In this perspective, Candau (2002) proposes an intercultural attitude, of acknowledgment in the school formative processes, of the interdependencies between cultures and races in its diverse manifestations in present society.

The unanimity identified in the research refers to the acknowledgment, by the teachers from both groups, of the undeniable and determining advance of technologies and entertainment media, regarding the ways of knowing, living and relating, not only of the youngsters, but also the teachers as subjects in present society. These are dimensions that belong to the phases of human life, whose relations and perceptions are differentiated, but which in the processes of human formation, have fundamental meeting points. The teachers from the first group acknowledged that there is a work to be done in this perspective, leading youngsters to question the media schedules from daily life.

The construction of human values, according to Foucault (2005), regards the possibility of providing to individuals the opportunity of freedom for choosing ethical notions in an autonomous way, which implies the unveiling of relations of power and social truths. The school

is a place for gatherings and cultural reception, but the teachers can also plan moments with groups that are focused on affirmative causes, for the discussion of human rights, deterritorializing dominant codes, as proposed by Guattari (1987).

The resignification of the concept of *citizenship* in its relation to the school education arose in the first group researched, through the verification of absence in perspectives and projects of life in their students, which would be typical of the youth. In both groups, it is observed that the confrontation with the influences of the culture of entertainment media in the globalized society points to new forms of dealing with the constructions of ethical social values. Gimeno Sacristán (2002) defends a movement of *anti-globalization* cultures, which demands freedom of thought and speech, but requires social and political involvement. As perspective for a future to students, it is proposed that the planning of use of time and space in the school curriculum includes more interactive relations between students and teachers, more sensitizing practices, focused on solidarity towards social causes and the responsibility of men and women towards environmental issues and peace in the present world.

In their initiatives, teachers from both researched groups have spoken of the absence of time in schools for exchanges between the pairs regarding their opinions and initiatives, in the construction of identity and ethical processes in students, in such a complex moment. Organizing studies and activities in schools that are based on new teaching logics and human formation requires research attitudes and dialogue of universities and Departments of Education with the already significant groups of teachers that progress in their pedagogical projects, given the complexity of teaching and formation of social values in the present school.

Belloni (2001) and Hagemeyer (2006) refer to the autonomy and the motivation to the expression of own ideas, to socialization and sharing of experiences that lead to the construction of knowledge in the school educational process, as *new quality* of the teaching role, which has, as condition, a closer approach to the new cultural interests and needs of children and youngsters of the contemporary school.

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