The importance of mediation in the learning process - the performance of the professor of philosophy in the 1st year of high school, in the college of immaculate conception – Recife

A importância da mediação no processo de aprendizagem - o desempenho do professor de filosofia no 1º ano do ensino médio, no colégio da Imaculada Conceição - Recife

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RESUMO

Sendo a Filosofia por sua natureza provocativa, cética, diagnóstica e interdisciplinar, conduz o indivíduo a um estágio de relevante modificação conceitual, saindo assim da situação de senso comum, primitivo, infantilizado, para o bom senso, maturado e ágil. Assim, no momento escolar, sendo de ambiente propício para a reflexão, a presença do ensinante ocupa um lugar privilegiado para a articulação das informações e do conhecimento. Na relação entre Professor e Estudante, para que este alcance o aprendizado, devem ocorrer algumas situações concretas demonstrativas de assimilação de conteúdos do Componente Curricular em questão, no caso a Filosofia. E é através da atuação do agente de ensino, em sala de aula ou fora dela, no ambiente propício, que incide através de assuntos provocativos, motivacionais, questionadores, insinuadores que ocorrem as aulas. A importância da mediação no processo de aprendizagem tem como objetivo mostrar como os conteúdos são ministrados e estão como meio até a absorção do indivíduo aprendente. Para revisão de literatura foram feitas buscas nos seguintes sites: Scielo, Springer Link, e Refseek. Para busca foram utilizadas as seguintes fontes: artigos completos publicados em periódicos indexados na base de dados supracitados, livros, teses, dissertações, monografias e documentos oficiais do Ministério da Educação, Secretaria de Educação e Conselho Federal de Educação.

Palavras- chave: Aprendizagem, Ensino, Ensinante, Filosofia, Mediação e Aprendente.

ABSTRACT

Philosophy being provocative, skeptical, diagnostic and interdisciplinary, it leads the individual to a stage of relevant conceptual modification, thus leaving the situation of common sense, primitive, infantilized, to common sense, mature and agile. Thus, in the
school moment, being an environment conducive to reflection, the presence of the teacher occupies a privileged place for the articulation of information and knowledge. In the relationship between Teacher and Student, in this way, some concrete situations demonstrating the assimilation of contents of the Curricular Component in question must occur, in this case Philosophy. And it is through the performance of the teaching agent, in the classroom or outside it, in the favorable environment, that it focuses through provocative, motivational, questioning, insinuating subjects that occur the classes. The importance of mediation in the learning process aims to show how the contents are taught and are as a means until the absorption of the learning individual. For literature review, searches were made on the following sites: Scielo, Springer Link, and Refseek. For the search, the following sources were used: complete articles published in journals indexed in the aforementioned database, books, theses, dissertations, monographs and official documents of the Ministry of Education, Department of Education and Federal Council of Education.

**Keywords:** Learning, Teaching, Teaching, Philosophy, Mediation and Learner.

1 INTRODUCTION

This article has as a problem the importance of mediation in the learning process, with a look at philosophy classes in the 1st year of high school, at the College of the Immaculate Conception, in Recife. In this cognitive practice, the brain, memory, mind, intelligence and conceptual elements coming from their cultural world and which can be acquired or modified can be acquired or modified in the learner individually. In this way, we cannot fail to see the need for the presence of the Professor as an intermediary, interlocutor and provocateur. The problem presented here, deals with the importance of mediation in the learning process, taking a look at philosophy classes in the 1st year of high school, in the institution mentioned above. As a guide question, it occurs: What is the importance of mediation in the learning process, having as objective look the philosophy classes in the 1st year of high school, at the College of the Immaculate Conception, in Recife?

According to Marcos Meier (2018), "a teacher should ask questions that accentuate the learning process and not its product." Thus, it becomes the procedural guide bridge of knowledge for the learner. In philosophy classes, the question is the basic instrument, master articulator, current conductor between the Teacher and the Learner. In this process, the current is maintained in a coherent, active and continuous way, finally, the knowledge is reached, systematized and problematized, by the student.

The importance of mediation in the learning process is justified in this research, focusing on the performance of the teacher in philosophy classes in the 1st year of high
school, at the College of the Immaculate Conception - Recife. AUTHORS BASE – Paulo Freire, Jean Piaget, Reuven Feuerstein, Vigotsky and José Libâneo. OBJECTIVE – To show the importance of mediation in the learning process, based on philosophy classes in the 1st year grades of high school, at the College of the Immaculate Conception, Recife.

We will begin the conception of mediation regarding the role of the teacher and the language his students learning the scientific concepts of pedagogy, philosophy, language and mediation. Libâneo (2004, p. 5) defines pedagogy as an "intentional cultural practice of production and internalization of meanings to, in a way, promote the cognitive, affective and moral development of individuals". According to Fino (2001), Cole's studies show that Vygotsky insisted on studying the individual linked to his social context. In this perspective, we understand that the psychological and intellectual development of children can only be understood within the historical and cultural circumstances in which the individual is born, grows and where he participates in the fundamental social relations in the process of acquiring culture by man. To appropriate cultural and symbolic goods, man needs to use material and symbolic instruments or artifacts.

Language: instrument of communication and development of thought: When dealing with material and symbolic artifacts created by man in his relationship with concrete objects, Vygotsky (2012) points to language as a system of signs endowed with meaning and meaning that develops initially within the family, a space in which interaction with others takes place, extending to other spaces like school, friends, neighbors, work etc.

Therefore, it is in social interaction that language acts as an instrument of communication, mediating the process of internalization of knowledge and scientific concepts that order the world, and, simultaneously, for the development of thought. In Pensamiento y Lenguaje, Vygotsky (2012, p. 47) describes the role of the mediating sign of the superior psychic functions, emphasizing that: All superior psychic functions are mediated processes-if the signs are the basic means used to master and direct them. The mediating sign is incorporated into its structure as an indispensable part, truly central to the problem in its entirety. In the formation of the concept, this sign is the word that first plays the role of medium, and later will become its symbol. In explaining the concept of a near or imminent development zone, Vygotsky (2012, p.103) shows the relationship between the development of higher psychological functions and learning, pointing out the
role of teachers and teaching in this context. According to the author, in the real
development zone, the learner shows what he knows or is able to learn on his own. The
proximal development zone points out that the student does not dominate, but is able to
learn from the help of more experienced people to develop learning. Such people can be
the teacher, a tutor, a more experienced person and even an older child. In this process,
language is a fundamental mediator instrument in the teaching work that the teacher
performs in the classroom.

Finally, Vygotsky's work designed for the world a new conception of man as a
serque constituted in the context of interaction with the other within the cultural, social
and historical order. By relating learning to development, the author brought a new look
at the teaching and learning approach, showing how teaching intentional can promote the
development of the superior psychological functions of the students.2. Mediation
according to Vygotsky and other authorsWhat is mediation? What is the role of professors
in the process of mediation of scientific knowledge and concepts? These and other
questions arise from the discussion about mediation, but before addressing the issue, we
consider it relevant in this study to reaffirm the discussion of Sforni (2008, p 1) that
emphatically evidences the use of the concept of mediation in school contexts as
"synonymous with the help undertaken by the teacher in the interaction with the student".

According to the author this denotes a certain triviality around the theme and
manifests a distanced understanding of the meaning that the concept presents in
vygotskian theory. Here, such considerations are fundamental to clarify some points
about mediation, especially with regard to their use in the educational context. Meaning
of the concept of mediation For Vygotsky (1989, apud PINO, 2000, p. 65-66),"we
become ourselves through others." The process of knowledge acquisition takes place from
interactions with others and this process of interaction is mediated by physical artifacts
and symbolic tools, both created by man to serve as mediators of their own actions in the
world. Mediation is a necessary condition for the cultural development of the individual.
In this process "the world acquires meaning" for the individual who becomes a cultural
being.

Therefore, "meaning is the universal mediator in this process in which the bearer
of this meaning is the other, symbolic place of historical humanity." To exemplify the
mediation process, we present the table below that proposes to evidence a perspective in
which mediation acquires meaning in human development, according to historical-
cultural theory. According to Sforni (2008), knowledge is the central mediator object of
man's relationship with the world. It is in this process that human development becomes possible. According to the author, the teacher's apprehension of the concept of mediation increases the possibility of achieving the expected results in school education and enables an understanding of the process of internalization of knowledge by the individual, as well as the role of the school in this process as an institution that promotes teaching and learning.

Verbal language as a cultural object and instrument: Signification is given by language as a social, historical and cultural phenomenon, a system of signs endowed with meaning and meaning, being responsible for communication between human beings.

As a mediating instrument, language functions as a means of which man is used to know reality and appropriate it, since there is no direct relationship between man and the world. It is through language that man knows reality, so it is a mediating cultural object and instrument. Throughout his history, man created a set of written signs articulated in a code to be able to record his actions, communicate at a distance, in the absence of his interlocutor and, thus, writing was born. In literate societies, knowledge and practices about verbal language are requirements for the participation of individuals in the world of written culture.

According to Mortatti (2004, p. 100): Among cultural goods, reading and writing are read and written as constitutive knowledge of literate societies that should provide individuals or social groups not only with access to it, but effective participation in written culture. The appropriation and use of this knowledge is a necessary condition for change, from the point of view of both the individual and the social group, of its state or condition in the cultural, social, political, linguistic, psychic aspects [...] (MORTATTI, 2004, p. 100). In this perspective, written language is a fundamental symbolic good that needs to be taught to be appropriated by individuals who make use of it individually and socially in everyday life. Reflecting on the role of language, as an indispensable instrument used by the teacher in the classroom in the teaching and learning process, is a sine qua non condition for thinking about mediation and the role of the teacher as the organizer of educational work, through pedagogical practices that ensure the mediation of scientific knowledge and concepts historically accumulated by humanity.

Vygotsky genetically addressed language (speech) and writing, evidencing the differences between one and the other. We must clarify that according to (PRESTES, 2010, p. 176), "the translation of the word retch is not simple and deserves an analysis of the implications it presents in Vygotski's thought".
According to the author, "Vigotski refers to the relationship between thought and speech, that is, something expressed orally or in a written form." In this text when we use the word language, we use it as a synonym for speech, whether oral speech or written speech from Vygotsky's perspective, usually translated by language by translators in Brasil. Ao deal with written language, Vygotsky's investigations (2012, p 76), demonstrated that: [...] the development of writing does not repeat the evolutionary history of speech.

Written language is a separate linguistic function, which differs from oral language, both in structure and in its way of functioning. Its development requires a high level of abstraction. It speaks in thought and image only, it lacks the expressive musical qualities and intonation of oral language. Therefore, let us consider in this text that speech is learned naturally and organizes itself as a system of signs or symbols that we use as resources to communicate in everyday life. The second, writing is the codification of oral systematized language according to the rules and principles of the grammar of a given language. In view of this, between spoken and written language there are differences regarding the structure and function of each one, a fact that demarcates a certain complexity in the learning of written language and reading, which did not go unnoticed in Vygotsky's studies. For the author, the difficulties around the teaching of writing persist historically within the school. In this regard, Vygotsky (1996, p.1) states the following: In schoolchildren learn written language, but to trace words, and therefore their learning does not go beyond the limits of spelling and traditional calligraphy.

This is mainly explained by historical causes, by the fact that, on pedagogy, there are countless methods of teaching reading and writing, however, a system of teaching written language sufficiently rational and based on science and practice has not yet been developed. Therefore, the problem of this teaching remains unsolved to this day. Unlike the teaching of the gemoral language, in which the child integrates alone, the teaching of written language is based on an artificial learning that requires too much concentration and effort on the part of the teacher and the student. Unlike the process of acquiring the oral language, the level of abstraction of the written language is higher and, therefore, requires the presence of the other to guide and create the appropriate conditions for their appropriation and development.

Therefore, in the school space this task is up to the teacher, because he is responsible for the instruction of writing and reading and its uses, necessary for the appropriation of the diversity of oral textual genres and writings that circulate in society,
in Translation our different supports. Also, according to Vygotsky (2012), the teaching of writing in its elaborate forms of expression promotes the development of intellectual functions such as abstract thought. Vygotsky (2012, p. 92) states that "school education induces the kind of generalizing perception, thus playing a decisive role in the child's awareness of the mental process."

In this sense, the school is the institution responsible for formal education and intentional teaching is the driving force of human development, and it is up to the teacher to act as the organizer of the educational process. Teaching takes place through language (oral and written), learning takes place through language (oral and written), thought materializes in words (verbal thinking). Thus, oral and written language is the central element of the development of human consciousness and the relationship between man and the world around it.

These are conceptions drawn by Vygotsky when he pays special attention to the theme of thought and language, considering that it is through the meaning that one can understand the relationship between thought and language, since it is the meaning that enables the junction between thought and language. The school fulfills the role of providing students with the learning of scientific knowledge and concepts, since it has in its favor science and the ways of teaching. But we can only affirm that the school actually achieves this goal when the internalization of scientific knowledge and concepts that exist in "others", effectively shared through the mediation processes, is carried out.

The Vygotsky mediation process (2012) points out two aspects of the construction of knowledge involved in mediation processes, which give us a clear understanding of the concept of mediation. The first deals with the "spontaneous concepts", formed daily, spontaneously through observation, during the process of social interaction of man with others and with the objects of reality that surrounds him. The second is the "scientific concepts" acquired through intentional teaching, in school contexts, whose main objective is the formation of theoretical and scientific thought, already mentioned in this text. The acquisition of such scientific concepts requires from the beginning the participation of a mediator in the entire learning process, in such a way that education or teaching is in the near or imminent development zone, promoting the development of superior psychological functions, such as thought, reasoning, attention, memory.

In this process we can say that there was mediation and that the student effectively appropriated the knowledge and scientific concepts systematized in the classroom. According to Marino Filho (2011, p. 168-169), the evidence that mediation actually
occurred can be proven through "some transformation, which can be objectified". This implies the need to evaluate "the results of the activity for the measurement of the process, because the process materializes in the result". "A mediating instrument is for some purpose", because it does not act independently and autonomously, as for example, the author continues, "a pencil (instrument) in the hand of an iletrated does not enable the transposition of thoughts and ideas to a piece of paper".

In this example, the pencil does not constitute a mediating instrument, because it does not result in the appropriation of the iletrated to record on paper his thoughts and ideas, that is, the subject does not use it for the purpose for which the pencil object was created: to register something on paper. In the example cited, the pencil is not a mediating instrument, "but only an interdependent possibility of the multiple historical determinations between the man/paper units".

Marino Filho concludes (2011, p. 169) that "this example is important to understand the complexity of the issue that involves the affirmation that the teacher is a mediator in the educational and pedagogical process, that education is a mediator of the humanization process". In view of the conception of mediation explained here, we move on the following topic to the approach of the mediator role of the teacher in the teaching of verbal language, in its reading and writing modalities and of its practices.

The mediating role of the teacher and oral and written language: Despite the whole process of modernization of society, with the introduction of information and communication technologies, that in the last two decades are considered responsible for establishing new ways of thinking, new habits, paradigm changes and innovations in all social instances, including in the educational context, the school institution has not lost its function of teaching the knowledge and scientific concepts accumulated by humanity throughout its history.

At school, the teaching of reading and writing involves the diversity of textual genres and supports through which the oral and written texts, printed and digital are materialized. The teacher as mediator: It is the teacher who performs the role of creating the learning conditions, through pedagogical practices planned intentionally, that is, the organization of educational work, so that its students can appropriate the knowledge and scientific concepts systematized in the curricular contents, appropriating them and aiming at them, that is, performing cognitive mediations.

According to Libâneo (2004, p. 5), in the mediation task "the teacher stands between the student and knowledge to enable the conditions and means of learning, that
is, cognitive mediations". We understand that the learning process, in Russian obutchenie, is "simultaneous process of 'instruction', 'study' and 'learning for yourself' which, according to Zoia Ribeiro Prestes, in her doctoral thesis defended in 2010, should be translated by "instruction" (PRESTES, 2010, p.184).

In this sense, the school is the place of instruction, that is, the activity of learning intentionally guided by the teacher who teaches. In this context, we reaffirm the conception of Libâneo (2004, p. 5) about school as a "place of cultural mediation" these days. However, in order to fulfill the function of teaching knowledge and practices about reading and writing, the teacher needs to acquire skills in the ways of intentionally organizing this specific knowledge and practices, associating teaching with the "cognitive, affective and moral development of individuals".

Only in this way, students can appropriate the knowledge and practices necessary for their insertion in the world of written culture.3.2. Language: a mediating instrument of communication and thought
For Vygotsky (2010), the school is a privileged social space for the intellectual development of the student, since it provides the formation of scientific concepts, since it has in its favor science and the way to express it. In his historical-cultural perspective he argues that there is an intrinsic relationship between teaching and mental development, and in this relationship language and thought receive greater focus. Language is understood as an instrument that enables the mediation of the actions of thought functioning as an intellectual resource of man to intervene between two circumstances in order to ensure the cognitive relationship with the world. For, being the thought fruit of the social context, language, in turn, plays a fundamental role of providing thought with the elements that guarantee its development, considering that it is in the historical and social context that man builds his knowledge and is constituted through the other in an interactive process mediated by language in human activity (VYGOTSKY, 2010).

According to Vygotsky (2001), language is considered a tool consisting of signs endowed with meaning and meaning, whose primary function is to enable communication and develop thought, constituting the basis of social interactions. In this aspect, language functions as an instrument of mediation, because it enables the relationship between man and his social, historical and cultural environment. The concept of mediation permeates the Conception of mediation: the role of professor and vigotskian language, as demonstrated by Fino (2001, p. 4) by exposing the thinking of Cole and Wertsch (1996) who consider mediation as "central factor of Vygotsky's psychology, for whom the use
of artifacts, which are socially and culturally constructed, has effects on the user's mind and the surrounding context."

When dealing with the material and symbolic artifacts created by man in his relationship with concrete objects, Vygotsky points to language as a system of signs endowed with meaning and meaning that initially develop within the family, a space in which interaction with others takes place, extending to spaces such as school, friends, neighbors, work etc. Therefore, it is in social interaction that language acts as an instrument of communication by mediating the internalization of knowledge historically constructed by humanity and, simultaneously, promoting the development of thought. In Pensamiento y lenguaje (VYGOTSKY, 2012, p. 47), the author describes the role of the mediating sign of superior psychic functions, emphasizing that: All superior psychic functions are mediated processes and signs are the basic means used to master and direct them.

The mediating sign is incorporated into its structure as an indispensable part, truly central to the problem in its entirety. In the formation of the concept, this sign is the word that first plays the role of medium, and will later become a symbol. Vygotsky (2001) differentiates written language and oral language, Translation our. While in oral language the interlocutors share the same situation, they use as a resource of expression the mimic, gesture and intonation to communicate; in written language, related to consciousness and intentionality, their interlocutors do not share the same situation, they cannot resort to the resources of gesture, mime and intonation, which excludes the abbreviation character of oral language. On the other hand, written language is a complex activity, of a monological character, which requires prior reflection.

The author also differentiates meaning and meaning by stating that "the word in its singularity has only one meaning, but this meaning is no more than a power that is realized in living language and in which this meaning is only a stone in the building of meaning" (VYGOTSKY, 2001, p. 333). Vygotsky's school considers that the higher psychological processes of the individual are mediated by language, mediation that takes place between the subject and the object and the subjects among themselves in communication, making language a fundamental mediator instrument for human development. When considering the thesis that man appropriates the knowledge accumulated in culture by his ancestors and contemporaries, thanks to the use of material and symbolic instruments or artifacts, we take into account that language is a universal mediator instrument used by man for this purpose. In this sense, language functions as an
instrument in favor of mediation, because it enables the relationship between man and his social, historical and cultural environment.


language not only plays the role of communication between men, it is also a means, a form of human consciousness and thought, not yet highlighted by material production. It becomes the form and support of conscious generalization of reality. Therefore, when, later, the word and language are part of immediate practical activity, verbal meanings are abstracted from the real object and can only exist as a fact of consciousness, that is, as thought. We consider that for the good teaching of reading and writing, the teacher has the function of mediating the knowledge and practices about verbal language, as well as the operations of how to build them, fundamental for insertion and participation in the world of written culture. It is through significant classroom activities that the teacher enables students to perform the "cognitive mediations" that libâneo treats (2004).

In this process, the teacher's intervention goes far beyond facilitating the learning of reading and writing and its uses. As a mediator it is up to him to instigate in the student the desire to learn, organize and reorganize his thought, offering him the appropriate instructions on verbal language, in its spoken and written modalities. And, in this sense, we are not referring to a technical, mechanistic learning of the use of the linguistic code, but above all of the role of language as a means of communication and a way of thinking in human development.

Taking into account written language as a system of complex symbols created by man to record his actions and establish distance communication, we understand that it constitutes a complex activity, whose learning is carried out through an extreme intellectual activity on the part of the subject, because in this activity the superior psychological functions are mobilized to abstract the differences in structure and function that distinguish spoken language written language. Thus, it is relevant to consider that the acquisition of the complex code written by the subject requires the action of the other to provide him with the appropriate instructions for the appropriation to take place effectively. Once the conception of mediation and the mediator role of the teacher as the organizer of pedagogical practices in the teaching of knowledge and scientific concepts of language as a mediating instrument are presented, we move on to the final considerations, highlighting the need to deepen the discussion about the concept of mediation and its instrumentalization in school contexts.
2 FINAL CONSIDERATIONS

As stated in the body of this text, dealing with mediation requires first seeking the meaning that the term was initially addressed in the historical-cultural perspective, by Vygotsky, pointing out the misconceptions and distancing that the concept of mediation has been suffering in misappropriations and misinterpretations. The role of the teacher, in mediating the curricular contents, is to establish an interaction between educator and student through which it is possible to promote an intentional teaching that allows the student to appropriate scientific knowledge and concepts and develop their higher psychological functions.

To this do so, the Conception of mediation: the role of the teacher and the teacher language needs to plan their educational work through pedagogical practices that enable the process of instruction, that is, teaching and learning at school. To look at the mediation process from the historical-cultural perspective, whose main tool is language, whether oral or written, means attributing to the teacher the role of mediator in the formation of thinking, autonomous and critical subjects.

To accomplish this task, teachers need to avoid didactic spontaneism, because as mediators, through the verbal and written activity of their students, they must know theories and techniques that allow them to organize an educational work, focused on teaching and learning (instruction) of the proposed curricular contents, including language, in their reading and writing modalities. We conclude that it is up to the teacher in his task to teach to mediate the knowledge and scientific concepts about verbal language (metalinguistic knowledge), in his diversity of genres and textual supports that circulate in society, through which the students assimilate this knowledge and scientific concepts, since the verbal spoken and written language is simultaneously the object of teaching and mediator to be used in the classroom.
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