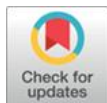


The political formation of the Basic Education teacher mobilized by dialectical formation: aspects of Didactic-Scientific Literacy



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Abstract

Attacks on democracy, anti-dialogical context and devaluation of the teacher have marked the Brazilian educational-political context. In view of this, the expression Didactic-Scientific Literacy is seen as a possibility to mobilize the political formation of the Basic Education teacher. In view of the above, this work brings reflections on the Didactic-Scientific Literacy of teachers from the research conducted in several municipalities in Bahia, being instigated by the question: how does the teacher develop the student's political consciousness if he himself does not have his political training developed? The objective is to broaden the discussions on the political formation of the teacher, having as epistemological basis the development of Didactic-Scientific Literacy in the context of dialectical formation. The *corpus* of the research was constituted with the questionnaire and analyzed under Freire's Discourse Analysis, which pointed out the absence of political awareness and engagement in teachers' pedagogical practice, highlighting the need for permanent training that instigates political training articulated with Didactic-Scientific Literacy.

Keywords

political formation; Paulo Freire; continuing education; Basic Education.

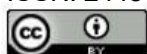
A formação política do professor da Educação Básica mobilizada pela formação dialética: aspectos da Alfabetização Didático-Científica

Resumo

Ataques à democracia, contexto antidialógico e desvalorização do professor marcam o cenário brasileiro nos últimos anos. Em vista disso, enxerga-se na expressão Alfabetização Didático-Científica uma possibilidade para mobilizar a formação política do professor da Educação Básica. Ante o exposto, trazem-se neste trabalho reflexões sobre a Alfabetização Didático-Científica de professores a partir da pesquisa realizada em municípios baianos, estando instigados pelo questionamento: de que forma o professor desenvolve a consciência política do estudante se ele próprio não tiver a sua formação política desenvolvida? Objetiva-se ampliar as discussões sobre a formação política do professor, tendo como base epistemológica o desenvolvimento da Alfabetização Didático-Científica no contexto da formação dialética. O *corpus* da pesquisa foi constituído com o questionário e analisado sob a Análise do Discurso freireano, que apontou a ausência do saber político no fazer pedagógico dos professores, evidenciando a necessidade de formações permanentes que instiguem a formação política articulada à Alfabetização Didático-Científica.

Palavras-chave

formação política; Paulo Freire; formação permanente; Educação Básica.



La formación política del profesor de educación básica movilizada por la formación dialéctica: aspectos de la alfabetización didáctico-científica

Resumen

Los ataques a la democracia, el contexto antidialógico y la desvalorización del profesor marcan el escenario brasileño en los últimos años. Ante esto, se ve en la expresión Alfabetización Didáctico-Científica una posibilidad para movilizar la formación política del profesor de la Educación Básica. Ante lo expuesto, se traen en este trabajo reflexiones sobre la Alfabetización Didáctico-Científica de los profesores a partir de la investigación realizada en municipios bahianos, motivados por la pregunta: ¿de qué manera el profesor desarrolla la conciencia política del estudiante si él mismo no tiene su formación política desarrollada? Se pretende ampliar las discusiones sobre la formación política del profesor, teniendo como base epistémica el desarrollo de la Alfabetización Didáctico-Científica en el contexto de la formación dialéctica. El corpus de la investigación se constituyó con el cuestionario y se analizó bajo el Análisis del Discurso *freireano*, que apuntó la ausencia del saber político en la práctica pedagógica de los profesores, evidenciando la necesidad de formaciones permanentes que estimulen la formación política articulada a la Alfabetización Didáctico-Científica.

Palabras clave

educación política; Paulo Freire; formación permanente; Educación Básica.

1 Introduction

As a teaching professional, the teacher is committed to developing students' intellectual skills, training “[...] for the exercise of citizenship and their qualification for work” (Brasil, 1988, p. 91, our translation). Responsibility that has demanded from this professional a constant improvement to deal with the most diverse situations emerging in socio-educational spaces, but little has been invested in training actions from the perspective of instigating the political formation of the Basic Education teacher (Araújo, 2023; Tuckmantel, 2002). This circumstance may be making it impossible for the teacher to develop pedagogical practices articulated to the student's socio-political relations in different social situations, since this professional did not have his political-pedagogical awareness mobilized.

The political training of teachers is necessary because the educational act is not apolitical. “From this assumption, it is inferred that education is fundamentally a political act in praxis” (Tuckmantel, 2002, p. 10), which makes it essential to understand how much a teacher's pedagogical practice can become a liberating or oppressive

pedagogical practice, after all “[...] there can be no neutral, uncommitted, apolitical educational practice” (Freire, 2023, p. 43-44).

The politicization of the Basic Education teacher, highlighted in this study, has the possibility of its insertion in permanent formations with a dialectical profile, presenting itself contrary to the hegemonic model. That is, a banking model of training that does not develop political training, only training and qualification to do pedagogical decontextualized from the socio-political context of the teacher. This, in turn, acts as a professional who remains a technician submissive to training actions that do not promote their liberation, but only intensify their oppression and silencing (Freire, 2005). Araújo (2023, p. 30) points out that “[...] dialectical training is supported by the idea that the teacher [...] is not only a technical professional with training needs in the technical-pedagogical and scientific areas, but also a professional/citizen who lacks political training”.

It is evident that the banking training model does not instigate the didactic-scientific literacy of the teacher because it still presents itself in a traditional model, distant from the formative, pedagogical and political needs of teachers. "In this sense, It is essential to move beyond traditional training models that fail to consider the real needs and challenges faced by teachers and distance themselves from it, and create training practices centered [...] on their needs and difficulties" (Soares, 2020, p. 154).

There is no promotion of the teacher's Didactic-Scientific Literacy when immersed in banking training, considering that one of the characteristics of Didactic-Scientific Literacy is the formation of political awareness that can be mobilized with the insertion of the teacher in dialectical training (Araújo, 2023). "In contrast to the model of banking training, it is believed that dialectical training instigates the didactic-scientific literacy of the teacher [...] from the dialogue with their own" (Araújo, 2023, p. 27).

Constructing oneself as a didactic--scientifically literate teacher requires the formation of political awareness that one's pedagogical practice is an intentional and, therefore, political action. Thus, this study aims to broaden the discussions on the political formation of the Basic Education teacher, having as epistemological basis the development of Didactic-Scientific Literacy in the context of dialectical formation, in which, among its characteristics, is the political formation of the teacher as a scope to

promote the formation of the less passive and more active student (Marques; Reis, 2015).

However, it is necessary for the teacher to assume an activist role in socio-political circumstances, exercising his citizen, conscious and participatory posture. In this sense, it is expected that the teacher will develop a pedagogical practice with the intention of moving the “[...] student from the role of passive subject – mere receiver – to an active subject” (Marques; Reis, 2015, p. 5). At this juncture, the teacher needs to be involved in formative movements that develop their political training, critical awareness, reflective knowledge and the investigation of their pedagogical practice. These capacities can be sharpened with their insertion in permanent formations with a dialectical profile and the development of Didactic-Scientific Literacy.

2 Methodology

The qualitative approach is conducive to research, which aims to analyze the discourses and interactions of research participants without devaluing the various contexts – social, historical, cultural, economic, political, educational – of the phenomenon under investigation. Given this, “[...] we understand that all human events are natural, susceptible to be analyzed and understood” (Vilela, 2003, p. 437). This supports the choice of the study by the qualitative approach, which “[...] is concerned with portraying the perspective of the participants” (Lüdke; André, 2020, p. 14).

Among the possibilities of instruments to constitute the research *corpus*, we selected the questionnaire assembled in Google Forms, distributed by the WhatsApp application to teachers who could be possible participants in the research. The questionnaire was organized into five questions, with the objective of outlining the profile of the respondents, geographical location, academic background, professional performance, reading a work by Paulo Freire and discussing Freire's concepts present in the pedagogical practice of teachers. We managed to reach the participation of 22 teachers, from eight cities in the interior of Bahia.

Freire's Discourse Analysis, adopted as an analysis procedure, enabled a dialogical analysis that does not consider teachers as “[...] simple data illustrators [...]” (Araújo, 2023, p. 59). For this, we used the three phases of analysis: “Knowing the

material; coding the data and finding associations” (Araújo, 2023, p. 60; Alves, 2025, p. 136).

In the "knowing the material" phase, the questionnaire was *downloaded* in the *Portable Document Format* (PDF) format, and the answers were organized according to the five questions: "City where do you live?"; "What is your graduation?"; "Teaching stage in which you work?"; "During graduation, did you read texts/books by Paulo Freire?"; Of the concepts presented by Paulo Freire, which one(s) do you notice most in your teaching practice?".

With the "coding the data" phase, the material was read in full, identifying the geographical location, the professional profile and their relationship with the work of Paulo Freire. Finally, we relate to the *Freirean* concepts previously selected for the research – dialogue, reflection, criticality, political, curiosity, ideological, authority and hope. However, the “political” concept was not signaled by any teacher, prompting the realization of this study supported by the question: how does the teacher develop the student's political consciousness if he himself does not have his political training developed?

In the last phase, "finding associations", we structured four categories: the profile of the teachers participating in the research; the political formation of the teacher from the critical readings of Paulo Freire in the degree; the politicization of the Basic Education teacher and his relations with the pedagogical practice; and *Freire's* knowledge in the pedagogical practice of the teacher. Of these four categories, we brought to this work the first three, by virtue of contemplating the objective of the article. The fourth category will be addressed in a later paper.

The three categories will be presented and discussed in the Results and Discussion section. Before, we will bring a discussion in the section Theoretical look, making a dialogue with the authors who support this study, especially *Freire's* 'sepistemology, which emphasizes the non-neutrality of the educational act and the need to understand the permanent formation of the teacher “[...] as a political act, never as a neutral act” (Freire, 2023, p. 68, emphasis added).

That said, we bring Paulo Freire to dialogue with the results of the research by identifying in his work reflections necessary for the strengthening of the teacher's political

formation and its relations with the pedagogical practice, fundamental concepts in the expression Didactic-Scientific Literacy, based on the relationship between the subject, with the historical moment, and the socio-political context (Araújo, 2023). The teacher and his pedagogical practice, therefore, do not make up an apolitical action.

3 Theoretical looks

How does the teacher develop the student's political consciousness if he himself does not have his political training developed? This question motivated this study to raise concerns about the hegemonic model of teacher education and other concerns about the teacher's performance, whose professional commitment is to promote the intellectual and citizen education of the student. It is true that this gap in teacher training would not be remedied only by his "will", and he must be involved in a context of permanent training that mobilizes the human capacity to politicize. After all, "[...] people are also products of their circumstances, even though they can and should interfere in them" (Freitas, 1992, p. 3).

The training of Basic Education teachers, therefore, is independent of their "will", and training actions are also necessary to instigate their political training to advance some convictions, such as that socio-political events are already in place and that little or nothing can be changed. This situation requires daily resistance from the teacher. Not a resistance in the sense of opposing changes in paradigms and their political-pedagogical convictions, but of resisting what is already impregnated in the formative context, that the teacher only needs to develop the skills aimed at their pedagogical practice, mischaracterizing the political-pedagogical aspect of pedagogical practices.

It is necessary for the teacher to resist and engage in movements favorable to his/her training as a professional/citizen aware of his/her political-pedagogical role. Rego and Fontoura (2024, p. 2) point out that it is necessary for the teacher to walk:

[...] on the reverse side of what has been proposed for the education of our country. It is creating situations and displacements through what they do to us. In current and repetitive times of dismantling in education and mischaracterization of teacher training, it is necessary to (re)exist. Therefore, solid training is essential for a consecutive contemplation of citizens' rights.

In this perspective, solidifying teacher education is also an opportunity to strengthen the exercise of citizenship, which is associated with the development of

political awareness, understanding that their pedagogical practice has a political character and that their didactic-methodological decisions have a direct relationship with the student's political education. Therefore, if the teacher has the opportunity to instigate or inhibit the student's political formation, starting from the selection of objects of knowledge/content, the definition of objectives and methodological options, he will move the skills he intends to develop in the students, which makes it necessary for the teacher to become aware of the political character of his pedagogical practice (Araújo, 2023; Fernandes, 2020; Freire, 2023; Thiengo *et al.*, 2022).

In recent years, it has been noticed that teacher training directly impacts the teacher's performance, raising concerns about the training model in which he is participating, or rather, the training model that the teacher is attending. After all, in the existing model of teacher training, the banking model, the teacher only attends the formative moments. A situation quite different from dialectical training, which awakens in the teacher the desire to participate, the involvement from the construction to the execution of training policies (Araújo, 2023). In the process of participation, preferably in the community, the teacher has the chance to reflect on their pedagogical practices and develop their intellectual, pedagogical and political skills. Thus, the importance of continuing education as a strategy conducive to the qualification of the teaching and learning process is reinforced. For Cunha (2024, p. 434, emphasis added):

Continuing education has always been a much-studied topic in the line of teacher education. This is justified by the importance of this training space and the need for reflection on the paths that must be taken for it to achieve its objective, that is, to lead teachers to reflection and innovation of practice in the classroom, taking into account what has been discussed in academic research (universities).

In this same direction, Freire (2023, p. 84/85) emphasizes that "[...] the improvement of the quality of education implies the permanent training of educators. And continuing education is based on the practice of analyzing practice [...]". In line with Freire (2023), Araújo (2023) points out that, in the Brazilian scenario, two models of permanent training predominate, the banking model, still in greater quantity, and the dialectical model, in ascendancy. It is noticed that the two models distance themselves in the objectives of their formative actions. The banking model aims at training "[...] contentist, training, technical skill, centered on the trainer/tutor, pedagogical reproduction, capitalist interests, colonizing". Dialectical training focuses its curricular proposal on "[...] socio-

political themes, reflection on pedagogical practice, training group, teacher training needs, investigation, collaborative work, argumentative skills, research of practice itself, dialogue” (Araújo, 2023, p. 77).

Another important aspect of dialectical training is the possibility for the teacher to develop their intellectual, pedagogical, investigative, reflective and political capacities based on Didactic-Scientific Literacy, reinforcing the need for permanent training as a strategy to advance in the qualification process of their pedagogical practice. Araújo and Justina (2023, p. 80) emphasize that Didactic-Scientific Literacy “[...] constitutes a possibility for reflective practice”.

In Araújo's (2023) discussions about Didactic-Scientific Literacy, it is possible to verify that the teacher, when aware of his human, professional and social incompleteness, finds in permanent training ways to develop his skills as a professional in constant improvement. For the author, Didactic-Scientific Literacy “[...] is a goal for the teacher [...] to realize how much their pedagogical practices directly interfere in the process of qualifying teaching and learning, improving the conceptual and political training of students” (Araújo, 2023, p. 191, our translation).

In view of this, it is worth highlighting how much the dialectical training brought by Araújo (2023) and defended in this study mobilizes reflective knowledge. For this, it is essential that the teacher is involved with the construction of formative moments, leaving the position of passivity and assuming formative autonomy as a professional aware of their human, formative, pedagogical and political inconclusion (Araújo, 2023; Freire, 2005). In this theoretical section, we highlight the debates that strengthen the relevance and the need for permanent teacher training as an action favorable to the improvement of the act of teaching and that, consequently, supports the qualification of student learning and the first political formation of the teacher and, consequently, that of the student. Thus, understanding that teacher education is not distant from their professional and citizen performance, considering that:

[...] there is no way to separate the educator from their education. These are not made by themselves, nor are they made by chance. They are made in society and by society, that is, they are built in their daily practice added to the training received for and in their practice as educators (Backes, 1999, p. 26).

In the current context, it is evident the urgency of the didactic-scientific literacy teacher as a possibility for the development of his criticality, curiosity, pedagogical and formative autonomy and political training, thus assuming himself as a professional/citizen aware of his role in the process of transformation of society from his own transformation and the evolution of his students. Well, Freire highlights (2023, p. 85):

[...] how can the educator provoke in the student the critical curiosity necessary for the act of knowing, her taste for risk, for creative adventure, if she herself does not trust herself, does not risk herself, if she herself is tied to the 'guide' how should she transfer to the students the contents considered 'saviors'?

In summary, it is true to say that permanent formation structured by the dialectical model mobilizes the teacher's Didactic-Scientific Literacy, and he instigates his students to take an active role in their learning, ceasing to be a neutral student/citizen in the most diverse situations that emerge in their daily lives, that is, thus fulfilling the objective of this study: to expand the discussions on the political formation of the Basic Education teacher, having as epistemological basis the development of Didactic-Scientific Literacy in the context of dialectical formation.

Given the above, we see a historical challenge in the teacher's training field: his political training, which demands the development of critical awareness, epistemic curiosity, innovation in pedagogical practices, realizing that his pedagogical practice is not neutral (Freire, 2023), but loaded with intentionality. That is, it has in its performance in the educational act the certainty that, in the teaching and learning process, the subjects need not only to read and write (decode), being required a political literacy of the teacher and the student to act in the face of the antidemocratic and antidialogical scenario that Brazil has experienced in recent years. This reality may be related to the training model that the country has offered to teachers, with "training packages" that do not mobilize the political training of teachers, as is explicit in the results that will be presented and discussed in the next section.

4. Results and Discussion

For this section, we brought the results of a survey carried out in 2023, with Basic Education teachers, contemplating municipalities in the interior of Bahia. Based on this data, we prefer to bring a discussion centered on the Basic Education teacher, and not on

a specific stage, as we will see in the first category – Profile of the teachers participating in the research. In the second category – The political formation of the teacher from the critical readings of Paulo Freire in the degree –, we will see the presence of the Brazilian philosopher and educator in the initial formation of the teacher. In the third category – The politicization of the Basic Education teacher and their relations with their pedagogical practice –, we make a reflection based on the political formation of the Basic Education teacher. Considering that the concept “political” was not underlined by teachers as one of the concepts used in their pedagogical practice, the interest in discussing the theme “political teacher education” in Basic Education was aroused.

4.1 Profile of teachers participating in the research

This research included 22 Basic Education teachers who worked in the stages of Early Childhood Education, Elementary School and High School. They are professionals who perform their function in the public education network at the municipal and state levels, considering that Early Childhood Education and Elementary School are the responsibility of the municipalities, as “[...] municipalities will act primarily in elementary and pre-school education” (Brasil, 1988, p. 92), with High School being the responsibility of the state (Brasil, 1988, 2017).

They are teachers from the cities of Apuarema (1), Gandu (12), Ipiatú (1), Itagibá (3), Jequié (1), Nova Ibiá (1), Wenceslau Guimarães (1) and Piraí do Norte (2), totaling nine cities in Bahia; 15 teachers are graduated in Pedagogy, five did not inform the degree course and two did not have a degree at the time of the research. Of the 22 teachers, seven worked in Early Childhood Education, 15 in Elementary School¹ and one in High School.

The predominant degree was Pedagogy, with 15 teachers, confirming what studies have shown, the predominance of the Pedagogy course as a degree for performance in Basic Education (Gatti, 2014; Gatti; Nunes, 2009; Scheibe; Aguiar, 1999), as also ensured by the Law of Guidelines and Bases of National Education (LDBEN) n°

¹ In the question related to the total number of active Basic Education teachers, there is a total of 23 per one teacher with a workload of 40 hours, working in Early Childhood Education and Elementary School.

9.394/96, in article 64: "The training of education professionals [...] will be done in undergraduate courses in Pedagogy [...]" (Brasil, 2017, p. 43).

Although the objective of this study is not to present a discussion about the Pedagogy course, it is valid to bring a brief reflection about it, considering that the data showed the prevalence of the degree course for teachers working in Basic Education. Being the target of much criticism for the gaps identified in the structure of the Pedagogy course, throughout history the course has been achieving advances in some areas and maintaining some characteristics of origin. An example of this is the idea of training, that is, preparing the teacher pedagogically to work in the classroom. "The Pedagogy course was created in Brazil as a consequence of the concern with the *preparation of teachers* for secondary school" (Scheibe; Aguiar, 1999, p. 223, emphasis added). It can be seen that the hegemonic vision of the Pedagogy course is in the strategy of preparing the teacher in their pedagogical practice, a reality that is widely criticized today; we realize that this vision has its "roots" in the creation of the course.

In these historical reflections, it is noted that, in the period of institutionalization of the Pedagogy course, banking training predominated, centered on the teacher's training to work in the classroom. As Araújo (2023, p. 87) points out, "[...] the teacher as a technical-pedagogical", that is, the one who acquires the pedagogical skills to perform in his classes. For the author, training with the banking profile "[...] has somehow maintained the silencing of the teacher" (Araújo, 2023, p. 88), which is a reflection of the training "packages" denounced by Freire (2023, p. 85) as an alternative to maintain the spread of elitist power. "This authoritarian way of betting on packages and not on the scientific, pedagogical, political formation of the educator reveals how authoritarianism fears freedom, restlessness, uncertainty, doubt, dream and yearning for immobilism".

These brief discussions on the Pedagogy course reinforce the need for debates on the political formation of the teacher, the central theme of this study, which sees in Didactic-Scientific Literacy possibilities for the political formation of the teacher mobilized by dialectical formation with reading practices that instigate political consciousness. In this way, the teacher will be able to develop his criticality and epistemic curiosity, raising in this process the opportunity to advance to an activist performance through critical reading.

According to Dom Gadotti, Freire and Guimarães (1995, p. 86), “[...] critical reading implies, for me, basically, that the reader assumes himself as an intelligent and unveiling subject of the text”, a reality discussed in the next category when pointing out the relevance of Paulo Freire in the permanent formation of the teacher as a professional/citizen aware of his socio-political role.

4.2 The political formation of the teacher from the critical readings of Paulo Freire in the undergraduate degree

With the presentation and analysis of the teachers' profile, it is evident that one of the strategies for the political formation of the teacher lies in the habit of critical reading, overcoming the role of uncritical reader. According to Gadotti, Freire and Guimarães (1995, p. 86), “[...] the non-critical reader [sic] functions as a kind of instrument of the author, a patient and docile repeater of what he reads”. The teacher would then be silenced in his pedagogical practice, which, in itself, is full of political intentionality, since one cannot disconnect the political from the pedagogical, nor the pedagogical from the political (Araújo, 2023; Freire, 2023; Gadotti; Freire; Guimarães, 1995; Tuckmantel, 2002). In this sense, it is not possible to separate the teacher as a professional from his actions in the exercise of his citizenship.

This reality, therefore, requires from the teacher a political formation that has among its characteristic's critical awareness, the development of reflective knowledge and the investigation of their pedagogical practice as possibilities to advance from the passive function in their school relations and extra-school environment. To this end, critical reading plays a primary role in the process of political formation and in the development of the teacher's criticality. "It requires in the first order the critical interpretation of the environment, of the world in which the subject is inserted and must actively participate in its construction/transformation" (Santos; Gusmão, 2023, p. 309).

We have noticed, however, in the reflections presented so far, that the model of permanent training in which the teacher is inserted has a great influence on his political training, that is, we will not have politicized, critical, activist teachers as fruits of banking training that center their training proposals on the training and acquisition of skills of doing to do. We advocate a dialectical formation that articulates the political formation and the

pedagogical formation of the teacher, without assuming a posture of silence in the face of their own needs as a professional in constant transformation.

As given for this category, we have the results of the fourth question: "During graduation, did you read texts/books by Paulo Freire?". The question aimed to identify the presence or absence of undergraduate readings that had Paulo Freire's work as an epistemological basis. This objective was articulated to the idea that Freire was a defender of the subject's political formation as a parameter for the teacher to realize how much his pedagogical practice is loaded with political intentionality, so that "[...] it is not enough to say that education is a political act just as it is not enough to say that the political act is also educational. It is necessary to really assume the politicity of education" (Freire, 2023, p. 55).

In the survey, 86.4% of teachers signaled the performance of some reading of Paulo Freire during the undergraduate course. This reality reinforces the presence of Paulo Freire in teacher education in the Brazilian sphere, whether in initial training or in continuing education. Supported by Araújo (2023), we defend permanent training as training actions in which the teacher participates after the completion of the undergraduate course, without devaluing the initial training. Teacher training is a permanent process; a continuous movement that does not begin or end with the completion of the degree.

Santos and Gusmão (2023) and Tuckmantel (2002) point out in their writings the existence of the educator and patron of Brazilian education Paulo Freire in different spheres of teacher education. This makes this study relevant by contributing to the dissemination of the results of a research carried out with Basic Education teachers, which ensures the remarkable and necessary presence of Paulo Freire in the teacher's continuing education.

The aforementioned educator has, in recent years, especially in the 2023-2026 administration of the President Luiz Inácio Lula da Silva, resumed his place as patron of Brazilian education; the head of state has been consolidating himself as a supporter of several movements in favor of democracy, appreciation of the teacher and respect for diversity. Such movements intensify due to the fact that, in the 2019-2022 administration of former President Jair Messias Bolsonaro, the censorship of democracy and the antidialogic predominated, instigating the disrespect and devaluation of the teacher, so

that the Brazilian scenario was unable to dialogue, participate and involve citizens in the most different socio-political situations in which many of their rights were denied (Araújo; Justina, 2025).

The political-educational context of 2019-2022 reinforced the need for political teacher training articulated with Didactic-Scientific Literacy, a literacy that promotes “[...] in the literate the assumption of citizenship [...]” (Freire, 2023, p. 53), citizenship that is not done without participation, with silencing, with passivity, without dialogue. According to Araújo and Justina (2025, p. 205), “[...] the Brazilian political scenario, in recent years, especially from 2019-2022, has demanded from the teaching class and the academic community the commitment to teach curricular content and promote the politicization of students”. It should be noted, however, that there is little or no chance of having politicized students while the teacher is immersed in public policies of banking training that does not develop the politicization of the teacher.

It is illusory to believe that, even with the percentage of 86.4% of teachers who read Paulo Freire, they have their political background, critical awareness and epistemological curiosity sharpened. It is necessary that, in addition to the readings, the teacher is open to the possibilities, understands the political act in his pedagogical practice and especially wants to go through the transformation process, which must be continuous. For this, it is necessary a critical reading, as pointed out above, a reading that promotes transformation, reflection, action, change of socio-political and pedagogical attitudes.

From this perspective, it is worth pointing out that it is not enough to read Paulo Freire or reproduce one of his countless thoughts; this is verbalism, without a change in behavior. “[...] Discourse is not enough, it is necessary to witness what is said, that is, speech is only legitimized through concrete example” (Pontes; Di Giorgi, 2020, p. 123), or rather, reading has not achieved its objective, which is to make the subject conscious, critical, activist and participatory. For this, the teacher/citizen needs to “[...] deliver himself in a critical, increasingly curious way” (Freire, 1996, p. 20).

Thus, the teacher's political formation can be instigated by his/her didactic-scientific literacy process. Being didactic-scientifically literate instigates the ability to consciously intervene both in pedagogical actions and in the exercise of citizenship. Therefore, being certain that his intervention is not neutral, much less apolitical.

On the other hand, it is necessary, in this exercise, to remember that citizen means individual in the enjoyment of civil and political rights of a State and that citizenship has to do with the condition of citizen, that is, with the use of rights and the right to have duties as a citizen (Freire, 2023, p. 53).

At the end of the reflections on the presence of Paulo Freire from the readings of his works by the graduates, it is possible to perceive that the Brazilian is present in the teacher's training process and that his works continue to contribute to teacher training, and these teachers had the possibility to focus on books and texts that the author left in his legacy as one of the ways to denounce silencing, passivity and banking education/training. Political education, however, only happens if the teacher lets himself go through the process of personal, professional and citizen transformation.

For this, it is believed that the critical reading of Paulo Freire's works has become a favorable alternative to the teacher's liberation, giving voice to teachers who, throughout history, have been colonized by oppressors, who fear maintaining their power and authoritarianism, arousing the silencing of the teacher and, thus, perpetuating it when he reproduces, in his pedagogical practice, practices memorized during the training process acquired in the training packages of banking training.

Apolitical teachers do not denounce the ills of the teaching and learning process. In view of this, he is not yet didactic-scientifically literate. To this end, the teacher must be prepared to denounce and go against any formative and pedagogical action that propagates submission, silencing, passivity and criticality. For this purpose, it is believed that the political formation of the teacher can be mobilized by the dialectical formations that bring this professional to the center of their entire training process, creating mechanisms that mobilize the knowledge so essential for the pedagogical practice of teachers, as we will see in the next category when we discuss the politicization of the teacher and the absence of political aspects in the pedagogical practice of the Basic Education teachers participating in the research.

4.3 The politicization of the Basic Education teacher and their relations with their pedagogical practice

The *Freirean* epistemological basis to feed our discussions in this category is the work *Politics and education* (Freire, 2023), considering that our objective with this category is to promote a reflection on the importance and need for political formation

pointed out by Paulo Freire (2023) when defending education as a political act. For this, we brought to the discussion the concept "political", which was not scored by the teachers participating in the research in the fifth question: "Of the concepts presented by Paulo Freire, which one(s) do you perceive most in your teaching practice?".

The concepts – dialogue, reflection, criticality, research, autonomy, curiosity, political, ideological, authority and hope – present in the pedagogical practice of the Basic Education teacher are some of the *Freirean* concepts that have, in recent years, been present in many studies (Araújo; Justina, 2022; Pontes; Di Giorgi, 2020). However, for this study, we bring only reflections on the political concept that aroused concerns about the political formation of the Basic Education teacher, culminating in this article when we identified the absence of political knowledge in the practice of the teachers participating in the research.

We identified approximations between the concepts pointed out by Freire (1996) and the expression Didactic-Scientific Literacy (Araújo, 2023), considering that political formation, reflective knowledge, criticality, curiosity, dialogue, liberation from the formative and pedagogical bonds that are still present in the formation and pedagogical practice of the Basic Education teacher are some of the characteristics of Didactic-Scientific Literacy, which: "[...] aims to contribute to the teacher's formative process [...] based on a liberating, problematizing, investigative formation, capable of awakening the teacher's critical awareness, epistemological curiosity and the search for new knowledge" (Araújo, 2023, p. 191).

In another text, Araújo and Justina (2025, p. 209) reinforce how didactic-scientific literacy has become necessary, since, in recent years, the Brazilian scenario has been "[...] surrounded by authoritarianism, denialism and disrespect for human diversity, overflowing antidemocracy and anti-dialogue", such important concepts in the process of teacher political formation, which no longer assumes only responsibility for the student's cognitive learning, but also for citizenship training. Thus, it is necessary to broaden the discussions about the political formation of teachers, who dialogue with differences and reflect on their pedagogical practice.

In fact, we will not have politically trained teachers who are uncritical and participants in banking training. For Araújo (2023), the banking training model is loaded

with political intentionality of submission, silencing, acriticity and anti-dialogicity, aspects that do not contribute to the teacher's political training. On the contrary, it forms subjects/professionals with a naive conscience to the point of believing that their pedagogical practice is a neutral and non-existent action of political intentionality. Thus, "[...] it is unlikely to achieve the criticality of students through the domestication of educators" (Freire, 2023, p. 85).

Opposed to this situation, Freire (2023) defends a liberating, democratic formation, coherent with the context of the actors of the educational process, a formation that promotes the teacher's reflection on the subject-world relations (Freire, 2005), after all the educational act is a dialogical relationship between subjects, and is not done in isolation distant from the concrete context of the participants in the process, especially teachers and students. The teacher is full of knowledge, limitations, possibilities, desires and challenges related to his role as a progressive educator, which is a process of raising awareness of his social and political responsibility that fights to overcome the bonds of oppression (Freire, 2021).

The progressive teacher recognizes the political role of his pedagogical practice. He is aware that his pedagogical practices can promote the political formation of students as well as passivity, so that students remain uncritical and apolitical subjects, which makes it essential to understand that his pedagogical practice is a political movement, and it is necessary to invest in the political formation of the Basic Education teacher as a subject aware of his socio-political role, and not only with the obligations of promoting students' cognitive learning. Therefore,

[...] one of the essential issues in pedagogical development and political action refers to the understanding of who and why it is necessary to develop education and political participation. This may represent the absence of educational impartiality (Ghedini; Maciel, 2021, p. 1196).

Becoming aware of the political role of pedagogical action makes the teacher a co-responsible professional for the transformation of students, assuming their socio-political commitment to the community in which their students are immersed. Thus, the teacher is committed to the process of transformation of the subject based on human development mediated by the educational act, which is political. Reinforcing these

discussions, Ghedin and Maciel (2021, p. 1196) point out that teachers come to understand the community in which they:

[...] develops its work, being able to contribute to a process of individual and collective change. It scares away the chance of an impartial positioning of the teacher in the face of their historical context, that is, assuming oneself as impartial represents expressing the phobia of demonstrating their genuine commitment.

The absence of the political aspects identified in the research and those that motivated the reflections presented here is not supported only in the absenteeism of the political concept, but in the impossibility of the teacher to develop his pedagogical practice in a way that instigates the knowledge that Freire (1996) emphasizes as essential to the educational act and that are signaled by teachers when answering the fifth question. In fact, we will not have a pedagogical practice that instigates students' curiosity, reflection and autonomy, as they are participants in classes planned and developed by an apolitical teacher.

Faced with this reality, some concerns arise: how can the teacher promote a dialogical environment in his classes that promotes criticality, investigation, research, the desire to want more, if he himself is silent in the face of the most diverse socio-political situations? Is it possible to assume oneself as a politicized professional who understands that his pedagogical practice is loaded with political intentions, being the teacher a participant in formative policies that do not mobilize his formative and pedagogical autonomy? (Araújo, 2023; Freire, 2023; Ghedin; Maciel, 2021).

These two questions are not intended to get an answer from the reader, the intention is to promote a reflection on how necessary and urgent it is to insert the Basic Education teacher in training actions that develop their political training, which is based on the ability to question the political system, propose changes in training policies in the national context and, in addition, promote education that instigates the criticality, autonomy and participation of its students.

Therefore, we see in Didactic-Scientific Literacy an opportunity to mobilize the political formation of the Basic Education teacher, after all, didactic-scientifically literate, the teacher will understand that his pedagogical practice is a political act and that through it it is possible to promote a less memorist, elitist, contentist, decontextualized, colonizing education, which is only concerned with the student's cognitive formation and fulfillment

of the skills proposed by the National Common Curricular Base (Brasil, 2017). To be didactic-scientifically literate is to assume oneself as a professional aware of one's citizen role and to understand that, through pedagogical practice, one can promote the autonomy or submission of one's students.

In conclusion, the politicization of the teacher that so much Paulo Freire defended and that today we, teachers/researchers, have the possibility of perpetuating such a desire was to, through reflections that mobilize actions, foster the desire to want more. A want more that is interconnected with the existing training model in the Brazilian scenario. We will hardly gather teachers aware of the political role of their pedagogical practice participating in training with a banking profile that promotes training, content accumulation and practice through practice. This makes it necessary to implement training policies with a dialectical profile that provide the Didactic-Scientific Literacy of the Basic Education teacher as a possibility of promoting political training.

5 Final considerations

The considerations brought in this last section are reflections that continue the dialogue about the political formation of the teacher, evidencing the possibility of its realization from the insertion in training with a dialectical profile that promotes the Didactic-Scientific Literacy of the Basic Education teacher, which can be developed by dialectical training, an action favorable to the political formation of the teacher. The dialectical formation goes in the opposite direction to the hegemonic model. After all, “[...] teacher training in Brazil is historically marked by violent colonial patches and molds to designate a human type to be formed” (Albino; Rodrigues; Dutra-Pereira, 2024, p. 2).

The dialogue addressed throughout this study was motivated by the research question: how does the teacher develop the student's political consciousness if he himself does not have his political training developed? This questioning was essential for the confirmation of some important movements for the political formation of the teacher as a strategy to avoid a colonizing teaching and loaded with oppressive, silent and elitist intentions. One of the ways to promote the political consciousness of the student from the political formation of the teacher is their insertion in dialectical formations.

Another way to promote the political formation of both the teacher and the student is to carry out critical readings. A reading that arouses epistemic curiosity. Not a decoded reading without a process of personal transformation. At the end of the research, we confirmed the need for critical reading that Paulo Freire defended by highlighting that the reading of the world needs to be understood as an action that precedes the reading of the word (Freire, 2008). This understanding highlights how much it is necessary to understand that the teacher, when entering permanent training, brings with him his experiences, experiences and knowledge, which need to be recognized and valued so that he can understand that his process of political formation is not a movement distant from his sociopolitical reality.

To form yourself politically is to perceive and denounce the practices that have emerged in your daily life, which are silencing local society, your school, your colleagues and students. Therefore, one of the characteristics of the teacher's political consciousness is the courage to denounce. Truly, we will not reach the political consciousness of the student without the political formation of the teacher being developed. A professional who denounces, questions, investigates, dialogues, participates and, above all, is aware that their pedagogical practice is a political action.

The political formation of the Basic Education teacher can be mobilized by Didactic-Scientific Literacy, which instigates their participation in dialectical formations. Therefore, it was concluded that pedagogical practice is intentional, loaded with the intentionality of politicizing students or promoting *teaching that apolitize*, silences, promotes submission and non-participation in socio-political issues.

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