

Socioemotional abilities: from BNCC to classrooms

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Abstract

This study aims to identify the epistemological bases and legal marks that sustain the conception of socioemotional abilities in the Brazilian National Common Curricular Base directed to High School. It is a documental research; during its execution other three materials of socioemotional education by Brazilian publishers were analyzed as well in order to better understand how the concept established by the National Common Curricular Base can be present in school activities. Beyond explicit content, we also considered the social and political context that runs through the themes brought by these materials. Considering that the National Common Curricular Base attempts to maintain the plurality of curricula and school autonomy, the study showed the benefits and risks of adopting an ample conception of social and emotional abilities and its possible implications on students' education and teachers' work. Moreover, the project was grounded on the perspective of critical school psychology, mainly on the contributions of researchers Patto, Smolka, Lemos, and Macedo.

Keywords

Socioemotional abilities. BNCC. High School. Curriculum.

Habilidades socioemocionais: da BNCC às salas de aula

Resumo

O objetivo deste trabalho é identificar as bases epistemológicas e os marcos legais que sustentam a concepção de habilidades socioemocionais na Base Nacional Comum Curricular destinada ao Ensino Médio. A pesquisa teve caráter documental; durante sua realização, também foram analisados três materiais de educação socioemocional de editoras brasileiras a fim de melhor compreender como o conceito trazido pela Base Nacional Comum Curricular pode comparecer nas atividades escolares. Além do conteúdo explícito, também foi considerado o contexto sociopolítico que perpassa pelas temáticas abordadas por tais materiais. Sabendo que a Base Nacional Comum Curricular busca manter a pluralidade dos currículos e a autonomia das escolas, foram apresentados benefícios e riscos da adoção do conceito aberto sobre habilidades sociais e emocionais e suas possíveis implicações na formação dos educandos e na atuação do professor. Ademais, o trabalho teve por sustentáculo a visão da psicologia escolar crítica, principalmente pelas contribuições das pesquisadoras Patto, Smolka, Lemos e Macedo.

Palavras-chave

Habilidades socioemocionais. BNCC. Ensino Médio. Currículo.

Habilidades socio-emocionales: de la BNCC a las aulas

Resumen

El objetivo de este trabajo es identificar las bases epistemológicas y los marcos legales que fundamentan la concepción de las habilidades socio-emocionales en la Base Nacional Comum Curricular destinada a la Enseñanza Media. La investigación fue de carácter documental, donde se analizaron tres materiales de educación socio-emocional de editoriales brasileñas para comprender mejor cómo el concepto aportado por la Base Nacional Comum Curricular puede estar presente en las actividades escolares. Además del contenido explícito, también se consideró el contexto sociopolítico que atraviesa los temas tratados en esos materiales. Sabiendo que la Base Nacional Comum Curricular trata de mantener la pluralidad de los planes de estudio y la autonomía de las escuelas, se presentaron los beneficios y riesgos de la adopción del concepto abierto sobre habilidades socio-emocionales y sus posibles repercusiones en la formación de los estudiantes y la actuación del profesor. Además, el trabajo se apoyó en la visión de la psicología escolar crítica, especialmente las contribuciones de las investigadoras Patto, Smolka, Lemos e Macedo.

Palabras clave

Habilidades socio-emocionales. BNCC. Educación. Currículo.

1 Introduction

The new National Common Curricular Base (BNCC, in Portuguese) has reorganized teaching to foster ten general competences, which contribute, in the pedagogical scope, for the development and learning of students. Among these competences, the last three mentioned in the introduction of the BNCC, which aim to promote social and emotional skills, have gained prominence. The approval of the BNCC took place on two dates, with the document for Early Childhood Education and Elementary School approved in 2017 and the document for High School in December 2018. At the time of drafting the BNCC, the high school level underwent reforms based on Law N. 13.415/2017, which provides, among other changes, increase in the workload, promotion of the implementation of full-time school for high school and training itineraries, in order to provide young people with the role of protagonists in the deepening of certain areas of knowledge and technical training. According to managers of the Ministry of Education (MEC), these changes aim to bring school education closer to the youth reality, decrease school evasion, increase the number of spots, and restructure the curriculum to the new challenges of the 21st century.

In an analysis of the broader political scope, Da Motta and Frigotto (2017) understand the urgency of approving the Reform in question as a race for economic development based on the investment in human capital and weave their criticisms about a training based on the restricted and unstable milestones of market needs. There is a clear concern about the transition from the school world to work, especially in view of the national scenario of substantial changes in the mode of production, the low permanence of young people in high school, the arrival of a growing generation of teenagers, while unemployment becomes increasingly structural.

The link between the new curricula and the emerging demands of the work world is undeniable, so much so that the adoption of the term "competence", now incorporated into school curricula, dates back to the 1980s, when the notion of qualification for work was gradually replaced by the notion of subjective capacities, which would guarantee the permanence of the worker in a flexible and technological production world (FREIRE, 2009; RAMOS, 2002). The demand for a "new professional" comes from an intellectualized productive sector and demands that exceed those of Fordist and Taylorist models. The worker is hired not only to operate machines and manage people, but also to diagnose, update, deal with the collective and bear the pressures individually, incorporating corporate mottos as if they were the companies themselves, not to mention training for unemployment and competitiveness in order to serve the production system (FREIRE, 2009; RAMOS, 2002). In this sense:

[...] the emphasis is on socioemotional aspects that empower people to seek what they want, make decisions, establish goals and persist in their reach even in adverse situations, so as to be protagonists of their own development and their communities and countries. (IAS, 2014, p. 5, our translation).

The idea of developing emotional skills in the school environment is not recent, however, because it has a mandatory character, the new BNCC brings up the need to think and formulate educational actions whose attentions are focused on these competences. Countless materials are created by Brazilian and international publishers intending to occupy the forefront in meeting the new requirements; the question to be posed is: what are the meanings and intended purposes with socioemotional education?

It is worth remembering that, historically, we have inherited a dualist view of emotion and cognition, placing them on opposite and incompatible sides, so that the school has been considered an exclusive space for the development of cognition (LEITE, 2012). This is because, according to Leite (2012), reason was elected as superior and responsible for controlling emotions, as if the latter were responsible for human “imbalances”. The author also considers that it was only in the last century, based on new sociological, philosophical and psychological conceptions, that affectivity and cognition began to be seen as inseparable dimensions, allowing the advancement of countless theories from this perspective.

However, outdated conceptions persist in the shadow of new forms. Emotions are accepted as constituents and always present in the subject-student, but the idea of control and domestication remains, even before understanding their characteristics and importance. Patto (2000) has long denounced curricula of “emotional literacy” for not encompassing reflections on adverse conditions that generate unwanted behaviors, placing on the subject the weight of unquestionable adaptation to social dictates. The author draws a series of criticisms about the liberal bases on which the objectives of such programs are based: the ultimate goal is personal success in an extremely competitive world. Even the sense of cooperation is stimulated with a focus on individual gains.

From that perspective, Patto (2000) guarantees that, in the opposite sense to what they propose, the curricula of socioemotional education that do not question social structures and ensure the origins of barbarism are merely trainers that condone the system of inequality and injustice. According to the author, education, whichever type it is, cannot be a mere prescription for efficiency.

Contributing to a critical view, Smolka *et al.* (2015) analyze the fragile epistemological bases of a personality assessment project based on five socioemotional abilities. Funded by renowned institutions, the project aims to provide a public policy to be adopted throughout Brazil in order to obtain parameters about socioemotional competences and relate them to school success or failure.

The researchers begin the text by exposing that the quantitative and metric tests of the proposed evaluation system do not have a well-defined theoretical framework, and this would be the first mistake of the program. There is no consensus on what personality is and how it is formed; through this argument, Smolka *et al.* (2015) problematize the idea

of desirable characteristics, based on what would become an ideal personality. Another criticism falls severely on the program because it disregards the plasticity and relativity of the evaluated components, for example, interest and perseverance, since they are expressed in different situations and cannot be apprehended by a test. Finally, the authors refute the project for not adapting to diverse realities and cultures, being extremely rigid in the criteria.

Moreover, the panorama related to educational assessments reveals market policies that reinforce competitiveness between institutions and the overvaluation of results and indicators, further marginalizing schools that have some difficulty in complying with educational proposals or stigmatizing institutions that, despite offering quality education committed to communities, do not meet the assessment model. Becoming the main tool for verifying school performance, assessment policies began to have a regulatory and compensatory character in the 1990s, mainly due to the incorporation of the international logic of market preparation (SOARES; COLARES, 2020).

As Lemos and Macedo (2019, p. 66-67, our translation) put it, “Socioemotional conditions will always be circumstantial, therefore unforeseen and unplanned. Therefore, we worry about the attempt to impose the ‘ideal type’ on a globalized and univocal world.” Lemos and Macedo (2019) put on the agenda the urgency of the capitalized world to train humans who meet the demands of the economy without difficulty. The authors return to the idea that such programs aim at preparing the subject for professional life. The present, according to Lemos and Macedo (2019), the experience of the here and now is subordinated to an uncertain future, is at the mercy of a promise of success that does not depend solely on individual efforts, as proclaimed.

At the high school stage, the call for citizen training for professional life is more intense, due to social and individual demands, and governments around the world have long developed programs that meet these demands. Pereira (2019, p. 23-24, our translation) gathers base documents and makes a retrospective of the first projects highlighted in the national and international scenarios of a Career Education, whose objectives and curricular proponents include the development of skills very similar to socioemotional competences, such as “Skills in using and practicing good work habits; Skills in developing and employing a set of personally significant work values that motivate individuals to want to work; Skills in humanizing the workplace”, among others.

In this survey, the author criticizes some project models, mainly because they value individual survival strategies in a competitive, hostile and individualistic market. Pereira (2019), like other authors already mentioned, raises his voice against curricula that refrain from the discussion about social inequalities, prejudices, and material barriers that influence the individual's performance in the labor market.

All of these aspects, present and absent in educational programs, originate from a conception of human and education that grounds curricula. Therefore, studying such conceptions is a primordial step to understand what objectives such programs have and what their possible consequences are.

If, broadly, the educational process is a process of humanization of the individual (MIRANDA; RESENDE, 2005), then we have to acknowledge, through the words of Freire (2006, p. 33, our translation), that “[...] humanizing work can be nothing other than the work of demystification.” To demystify is to unveil and to know reality and the processes that operate in it; in the case of socioemotional education, intrinsically related to other knowledge, it is to understand the influences and implications of emotions in our development and in our subjectivity.

According to Wallon (1977), emotion is the link between organic and social, and this link does not suffer ruptures, even if there is intellectualization of the subject. The author considers emotions as a tool of sociability, a primitive form of communion that mediates and introduces the individual into the human world and binds them to the physical world.

Like Wallon (1977), many other researchers devoted themselves to the study and development of theories about emotions, with that author collaborating with the discussion about the affectivity-education relationship. In recent decades, these contents have gained prominence for several reasons, and the National Education Plan provided for the teaching of socioemotional skills. Now, with the BNCC, the demand for actions directed to an education that covers social and emotional skills has become a reality, both for the public and private sectors.

Little is discussed, however, about how this term is addressed in the official document and what concepts of emotion are brought into the text when considering emotion as a skill. If the BNCC guides the formulation of curricula, it is necessary to understand what its bases are and what directions it offers for the challenge of a

socioemotional education at school. If the relevance of the subject is granted, a study directed to each stage of education is pertinent, since they present audiences in different stages of development and in contexts with also different social and emotional demands.

In view of the above, this research aimed to investigate the concept of socioemotional skills brought by the BNCC document referring to the stage of high school and, thus, contribute theoretically to the discussion about the approach of socioemotional education in school curricula. We aimed to investigate the direction given by the BNCC to the theme of socioemotional skills; to verify which epistemological bases support the idea of socioemotional skills, as well as to examine in which areas of knowledge these skills are required. At the same time, the study on the role of emotion in human development was expanded, especially in Henri Wallon's theory.

During the research, there was an increase of materials analyzed in order to broaden the understanding and vision of how the idea of socioemotional skills appears in the programs offered to schools. Three didactic materials offered by Brazilian publishers for the high school public were analyzed.

This study problematizes the idea of socioemotional skills as a curricular theme, and not as a constitutive dimension of the human being that is present in all environments and moments of educational institutions. If, on the one hand, the understanding of emotions as inherent to the student and fundamental to their development is defended, there is a tendency to bring them displaced from the subject's reality and as an instrument to serve the social system of work. These observations were made through the analysis of materials destined for high school.

2 Methodology

It is a documental research, since it investigated materials that had not been analyzed before, differing from the bibliographic research whose focus is the analysis of several authors on a theme (SILVA; ALMEIDA; GUINDANI, 2009). According to Silva, Almeida and Guindani (2009, p. 8, our translation), in the documental analysis one considers "[...] the historical context in which the document was produced, the social and political universe of the author and those to whom it was intended", aiming to obtain

a better interpretation of the content produced and its objectives. This view is compatible with that developed by critical school psychology, which, in turn, according to Moreira and Guzzo (2014), has as its main feature the historical-dialectical materialism and considers the subject as being constituted and constituent of concrete reality; therefore, subjective characteristics can only be analyzed by understanding the social aspects that compose them and which are also composed by them.

The BNCC examination began with the study of the general competences of Basic Education, progressively passing through the areas of knowledge, in order to understand and identify at what levels and how emotion issues are addressed, more specifically in high school. To this end, we carried out successive readings of the introduction, which contained the legal frameworks that underpin the BNCC and the pedagogical foundations, and of the interfederative pact. Soon after, we studied the structure of the document in order to better know how the idea of socioemotional skills appears. A search for terms was conducted in order to locate themes related to socioemotional abilities, to identify the contents or moments to which they are related.

As the present work is linked to the research “Emotion in school: a study on how the theme of affectivity has appeared in basic education schools”, materials from Brazilian publishers aimed at the high school public were analyzed. Among the selected materials, three are destined to high school, whose proposals are to develop socioemotional skills, life planning and preparation for the world of work.

During the analysis, the information was divided into identification data and content data, as follows: title of the material; author; publisher; grade/stage of basic education to which it is intended; year of publication; concept of education; concept of individual/idea of individual responsibility; concept of emotion and socioemotional abilities; concept of life project; concept of happiness; what is expected of the teacher; what is expected of the student; literature/music/films mentioned; idea of individualism x universality/belonging; use of imperatives x referrals for reflection; does the material seem to enable the emancipation of thought (autonomy) or standardization and reproduction of ideas?; bibliographic references related to psychology; other comments.

At the same time, theoretical/bibliographic studies of Wallon’s fundamental works on emotion and education were conducted, grounding the research and contributing to group discussions and with the advisors.

3 Results and discussion

BNCC's roots are fixed in the National Constitution of 1988, which provides, in Article 210, for the existence of minimum and mandatory contents, which ensure the basic school education of Brazilian people. In 1996, the Law of Guidelines and Bases of National Education (LDBEN, in Portuguese) was approved, followed by the consolidation of the National Curriculum Parameters, in 1997, but it was only in the beginning of 2010, at the National Conference on Education (Conae, in Portuguese), with the presence of experts to discuss Basic Education, that a document was produced openly exposing the need of BNCC as part of a National Education Plan (PNE).

In June 2014, the PNE was regulated by Law N. 13.005, with a validity of ten years; among the goals set are those related to the BNCC. In November of the same year, the 2nd Conae was held, which resulted in an important mobilization for the construction of BNCC. In December 2015, schools throughout Brazil organized to discuss the BNCC preliminary document.

In the second half of 2016, there were 27 State Seminars with teachers, managers and experts to discuss the second version of BNCC; on a collaborative regime, the third version was taking shape. As the preliminaries were made available, education professionals created debate committees and suggested improvements through online forms until the latest versions of the three stages of Basic Education were approved.

Concomitant with the efforts of educators and experts to complete the Base, commercial interests were present, after all the school-age population is approximately 45 million (IBGE, 2010) and moves a national and international market of publishers, teacher training courses, computerization of environments etc. Macedo (2018) cites examples of municipal consultancies for the formulation of curricula carried out by private companies and international institutions, which, despite having their results contested even in their own scenarios, participated in the BNCC implementation plan, budgeted at R\$ 100 million. Although, in its beginning, the BNCC was thought and created by players committed to social development, the author understands such decisions about implementation as a loss of the public character of educational policies, especially when schools assimilate the model of business management. The author also states that the success touted with regard to the quality of Finnish education is also due to the

valorization of education professionals in the country, while we follow the path of importing private and international models (MACEDO, 2018).

Domingues, Toschi and Oliveira (2000, p. 65, our translation) state that what has been historically noticed in Brazilian policies for education is the transposition of international curricula, which state that “[...] teachers have been taken as resources in the proposals and not as agents, even when supposedly heard in the elaboration process.” It would also be one of the difficulties of engaging the category itself in the implementation of policies. One of the aspects that corroborates this complaint is that the vision of education based on the development of BNCC competences is based on the conceptual dimensions brought by the Global Citizenship Education Project, organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), and this is also the focus of international assessments of the Organization for Economic Cooperation and Development (OECD) (BRASIL, 2018). Even before the BNCC, the LDBEN of 1996, in Article 9, mentions the term in order to guide an education that does not aim at teaching only minimum content, but essential learning.

The term “competences” is defined in the BNCC as “[...] the mobilization of knowledge (concepts and procedures), skills (practices, cognitive and socioemotional), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work” (BRASIL, 2018, p. 8, our translation). In this sense, the socioemotional skills are incorporated into competences, and it is possible to identify them easily in the last three:

1. To value and use the historically constructed knowledge about the physical, social, cultural and digital world to understand and explain reality, to continue learning and collaborate for the construction of a just, democratic and inclusive society.
2. To exercise intellectual curiosity and resort to the proper approach of the sciences, including research, reflection, critical analysis, imagination and creativity, to investigate causes, elaborate and test hypotheses, formulate and solve problems and create solutions (including technological) based on the knowledge of the different fields.
3. To value and enjoy the various artistic and cultural manifestations, from local to global, and also to participate in diversified practices of artistic-cultural production.
4. To use different languages – verbal (oral or visual-motor, such as Libras, and writing), body, visual, sound and digital – as well as knowledge of artistic, mathematical and scientific languages, to express and share information, experiences, ideas and feelings in different contexts and produce meanings that lead to mutual understanding.
5. To understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in various social practices (including school) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal

and collective life. 6. To value the diversity of cultural knowledge and experiences and to appropriate knowledge and experiences that enable the understanding of the relationships proper to the world of work and make choices aligned with the exercise of citizenship and one's life project, with freedom, autonomy, critical awareness and responsibility. 7. To argue based on reliable facts, data and information, to formulate, negotiate and defend common ideas, views and decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with ethical positioning in relation to the care of oneself, others and the planet. 8. To know and appreciate oneself and take care of one's physical and emotional health, understanding oneself in human diversity and recognizing their emotions and those of others, with self-criticism and ability to deal with them. 9. To exercise empathy, dialogue, conflict resolution and cooperation, respecting and promoting respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potentialities, without prejudice of any nature. 10. To act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidary principles. (BRASIL, 2018, p. 10, our translation).

To better understand how socioemotional skills appear in the BNCC for high school, a search for words was initially performed and then the analysis of the subjects to which they are related was carried out, achieving the following results: emotion (two mentions), emotions (five mentions), socioemotional (two mentions), feeling (four mentions), empathy (five mentions). They are used in the following contexts: definition of competences 2, 6 and 8, definition of BNCC, on the artistic and literary field, in the part of languages and their technologies, on Physical Education and in the contextualization of high school in Basic Education.

It is also worth mentioning that the word "dialogue" is widely used in the document (18 mentions) and permeates countless socioemotional abilities, such as the ability to appropriate discourse, contact with the contradictory and as an alternative to violent reactions.

These words do not appear in specific themes, independent or far from the contents, on the contrary, they are intrinsic to the learning process or as the purpose of the educational action. For example, emotions and empathy, in the following excerpt, appear as inherent to the subject during contact with the various artistic manifestations: "Enjoyment, nourished by aesthetic criteria based on cultural and historical contrasts, should be the basis for a greater understanding of the effects of meaning, appreciation and emotion and empathy or repulsion caused by works and texts" (BRASIL, 2018, p. 488, our translation).

Table 1 shows the synthesis of the categories analyzed in the BNCC document for high school and reveals in which topic or field of knowledge each mention occurs:

Table 1 – Summary of the categories analyzed in the BNCC document for high school

Terms searched in the document	Number of mentions	Topic or field of knowledge in which it appears
Emotion	2	<ul style="list-style-type: none"> Languages and their technologies in high school: specific competences and skills – Specific competence 6 (p. 488) Artistic and literary field – Parameters for curricular organization/progression (p. 514)
Emotions	5	<ul style="list-style-type: none"> Introduction – General Competences of Basic Education (p. 10) The field of languages and their technologies (p. 475) Portuguese language – Artistic and literary field (p. 496) Artistic and literary field (p. 513) Artistic and literary field (p. 514)
Socioemotional	2	<ul style="list-style-type: none"> Introduction – Definition of competence in BNCC (p. 8) Chapter 5 – high school in the context of Basic Education (p. 464)
Feeling	5	<ul style="list-style-type: none"> Introduction – General Competences of Basic Education (p. 9) The field of languages and their technologies (p. 473) Portuguese language – Artistic and literary field (p. 496) Portuguese language – Artistic and literary field (p. 514) Portuguese language – Artistic and literary field – Parameters for curricular organization/progression (p. 514)
Empathy	5	<ul style="list-style-type: none"> Introduction – General Competences of Basic Education (p. 10) Specific competences in languages and their technologies for high school (p. 481) Languages and their technologies in high school: specific competences and skills – Specific competence 2 (p. 484) Languages and their technologies in high school: specific competences and skills – Specific competence 6 (p. 488) Portuguese language – Artistic and literary field (p. 496)
Dialogue	18	<ul style="list-style-type: none"> 1 mention: Introduction – General Competences of Basic Education (p. 9) 3 mentions: Chapter 5 – High school in the context of Basic Education (p. 463, 465, 468) 1 mention: Languages and their technologies (p. 475) 1 mention: Specific competences in languages and their technologies for high school (p. 481) 3 mentions: Languages and their technologies – Specific competence 2 (p. 484) 2 mentions: Languages and their technologies – Artistic and literary field (p. 513) 2 mentions: Languages and their technologies – Practices in the artistic and literary field (p. 515-516) 4 mentions: Nature sciences and their technologies – Specific competence 3 (p. 544; 548) 1 mention: Applied social human sciences – Specific competence 6 (p. 565)
Work	80	We focused on excerpts in which the relationship between the proposal of the BNCC and training for work appeared explicitly, mainly contained in the Introduction

Source: Research data collected in BNCC (BRASIL, 2018, our translation).

In the document, there is no definition or theoretical reference of emotion, social skills and their characteristics, but there is, as described above, the moment when they are expected to be developed or appear in the student. The BNCC also does not propose to demonstrate or guide the “how to do”, because it is a guiding document for the creation of curricula, which allows institutions, in their singularities and social contexts, to develop particular pedagogical actions.

Thus, the educational teams are in charge of the adoption of materials or the formulation of the programs themselves, the admission of theoretical references that best suit them and the interpretation about the purposes of these competences. If, on the one hand, this flexibility enables diversity, it can also lead to the development of projects similar to those criticized by Patto (2000) and Smolka *et al.* (2015), in which socioemotional expressions are taken as a tool for economic success and the promotion of an individualistic society.

Although the BNCC approaches the competences in an interdisciplinary manner, emphasizing that in the learning of specific knowledge there are consequences in the socioemotional field, what has been noticed, at least in the institutions of Goiás, is that schools envision specific programs for socioemotional competences.

In the analysis of three socioemotional education materials for high school, whose investigated topics are described in the methodology section, the direction toward the world of work and life planning was evident. Although the materials systematize reflective activities about choices, consequences, desires, and life stories, the absence of critical thought about the social conditions that determine them is glaring, including that they allow access to an education. Among the analyzed aspects, the idea of individual responsibility, the idea of individualism x universality/belonging and what is expected of the teacher are noticeable.

In general, we can notice the defense of meritocracy. In one of the materials, the ideas of Epictetus¹ and Sartre² are used, associated with the idea of personal

¹ Greek philosopher who belonged to the Stoic School and lived between 55 A.D. and 135 A.D. His central ideas discuss the conquest of happiness by virtue and reason. He also understands that human efforts must be directed to change what can be changed, and that which is not under their power and therefore cannot undergo changes must be accepted.

² French philosopher, one of the main representatives of Existentialism, who lived between 1905 and 1980. Among the various themes addressed in his works, those related to freedom became better known. For

responsibility, without presenting counterpoints, which reinforces the notion that effort is enough to achieve any goal, as well as considers that there is freedom to make any decision. On individualism and universality, it is not uncommon to find concepts of partnership and friendship associated with personal gains, such as the relationship in which both individuals benefit and help in organizing and structuring projects. The themes that deal with social relations have an ideal in view, distancing themselves from everyday and concrete issues of the subject's life.

In the BNCC, the mention of preparation for the world of work happens in the Introduction and is reiterated in competence 6, as well as in the topic on legal frameworks. Now qualification is mentioned as a right, now it is mentioned as an aspect to be developed and that depends on the student. In its extension, the document brings certainty about the instabilities that characterize the new production model and its implications in school education, thus emphasizing that teaching guided by the development of competences would be ideal for the current conjuncture. Competences are described as general behaviors that unfold in skills, which, in turn, are mentioned in terms of desired behaviors, a place to reach, and not necessarily the route or the context from which one departs. Although the BNCC categorically states the importance of considering the social reality of students and has them as historical subjects, in the implementation, as presented by the materials analyzed, teaching by competences tends to hold the student responsible for their ability to "learn to learn", following the self-sufficiency bias of students marked by the necessary tonic of adaptation to the market.

In this sense, Silva and Guedes (2018, p. 106, our translation) state: "[...] entanglements are also placed in the mechanisms of retreat of the primary function of the school to provide access, teach and transmit the socially produced and systematized knowledge in the various fields of human formation". Thus, students would be the main agents in transforming potentials into concrete attitudes, and the school would be the catalyst for the ability to always learn and adapt.

We find in the Base the following statement:

Sartre, the human being is inevitably condemned to the freedom to choose, even though circumstances play an important role in this process.

[...] to ensure that students receive training that, in line with their paths and histories, allows them to define their life projects, both with regard to study and work, and with regard to healthy, sustainable and ethical lifestyle choices. (BRASIL, 2018, p. 263, our translation).

Ensuring the development of these abilities, named as competences, the school would be fulfilling its function of preparing the individual to choose, persevere, analyze and bear the consequences of the paths outlined, which, through the eyes of Silva and Guedes (2018), would be of great benefit for a critical and autonomous training. However, considering the school as a mediation space for the training of workers and being aware of the multiple interests of capital, we cannot innocently affirm that youth protagonism aims to benefit only the students. By the way, in view of an extremely competitive, unstable market, with precarious labor laws, school education itself is not able to guarantee a training that ensures employment, so the idea of training workers who bear, without question, the ills of this scenario is economically viable.

Moreover, even the vocational programs linked to high school, whose purpose is focused solely on preparing the student for work, find countless difficulties to present satisfactory results, from funding to the preparation of professionals, not to mention the specificities of the teaching-learning conditions of each region (SANTOS; SILVA, F.; SILVA, L., 2019). These facts call into question the hope of a generation with higher chances of employability due to training through competences, which seems to indicate greater resistance and resignation in the face of not very auspicious conditions.

Regarding expectations about the figure of teachers, in one of the materials the demand is clear for the educator to be an example in all aspects: empathetic, happy, self-knowledgeable, manager of emotions, often counselor, willing and entrepreneurial, in order to infect his students. This implies a demand beyond the mediation and organization of the subject.

Wallon (1979) argues that teachers should have psychological training, that is, that educators have the basic knowledge of student development and learning. Nevertheless, the author treats the teacher as a subject composed of limitations and potentials, therefore in constant training. Requiring the teacher to be the perfect model is undoubtedly disregarding their humanity.

It is interesting to note the tendency to transform socioemotional skills into a set of specific themes of a discipline. This type of methodology enables countless advantages, such as space and time to think and work on subjects pertinent to students' emotions and experiences. However, it can accentuate the idea of a subject fragmented in cognition and emotion, since the school itself separates the cognitive subjects from the discipline that addresses socioemotional competences, as if expressions of affectivity did not fit into the classes of scientific knowledge.

We should also consider that, as a discipline, socioemotional skills may be subject to assessment and, depending on the structure and purpose, may subject students to the deception of metrification and measurement of emotional characteristics, as explored by Smolka *et al.* (2015). More than that, under the pressure of a world that demands visible and comparative results, these data can serve as an enunciation of the model student, whose school and professional success are due exclusively to desirable characteristics and the ability to suppress undesirable characteristics, ignoring the idiosyncrasies, omitting social, cultural and economic factors behind this success, as exposed by Patto (2000).

Another point to discuss is the offer of ready-made materials. If, on the one hand, they equip educators with minimal knowledge about the themes and guide them in relation to activities, on the other hand they can take away the autonomy of teachers to address issues that emerge in the specific context of the school. Many materials come divided into lessons and have an interdependent sequence between the contents. Thus, in the effort of meeting schedule and calendar, there is a risk of prioritizing the material to the detriment of the needs of the class, missing the opportunity to carry out authentic and more significant projects for the students. From another point of view, however, the ready-made materials do not burden Basic Education teachers, who generally have an extensive workload.

5 Final considerations

The BNCC's proposal to guide school education towards the development of competences is the reverberation of national and international decisions, explicit in documents such as the LDBEN and those produced by UNESCO, which have outlined

common goals between countries for the education of the new millennium, which are therefore a reality that is implemented every day. Among the ten competences, the last three, which deal with socioemotional skills and were the focus of the investigations of the present study, were highlighted.

Long discussed by educators and psychologists, it is evident the façade of emotional education programs that, by proposing the training of more empathetic and happy citizens, reinforce the individualistic culture based on the idea of financial success. Investigating the bases on which such programs are supported, we find theoretical gaps that sometimes obscure the historical-cultural aspects that constitute the subject, in order to promote a meritocratic ideology and maintain the status quo of a society that produces inequality and illness.

It is legitimate that curricula that consider the affective dimension of students are urgent and pertinent and that the flexibility of the BNCC – even explained by the non-definition of socioemotional skills – enables the production of plural, diverse and rich projects, as the Brazilian nation. While it is also essential to monitor the programs offered and developed in the field of socioemotional education, with attention to the aspects pertinent to teacher training and requirements that fall on educators, aspects related to the rigidity of materials offered to schools and related to the absence of the socio-historical approach, which unveils countless components in the constitution of the individual and of society.

A critical view ensures that the purposes of education and the paths to be taken to achieve democratic education, which generates autonomous and conscious citizens, are exposed, so that they can become active subjects in the maintenance and transformation of society.

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