

Pedagogical workshop on teaching textual genres: a teaching resource applied to integrated high school


ARTICLE

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Abstract: Pedagogical workshops are a structured activity that aims to promote learning and the exchange of knowledge in a dynamic and participatory way. Participants play an active role, exploring concepts, solving problems and sharing experiences. This article is an excerpt from a dissertation. The methodology used was action research, with a qualitative approach, using a preliminary questionnaire for students, interviews with teachers and coordinators, the implementation of the pedagogical workshop, followed by evaluation using questionnaires. Data analysis was carried out using the Bardin technique (content analysis). The pedagogical workshop was applied to the 1st year class integrated into the technical aquaculture course. The results show that teaching textual genres, as well as reading and interpretation, contribute to the development of student autonomy, criticality, good communication and expressiveness, thus seeking comprehensive training.

Keywords: Textual Genres. Pedagogical Workshop. Integral Human Formation.

Oficina pedagógica no ensino dos gêneros textuais: um recurso didático aplicado ao ensino médio integrado

Resumo: As oficinas pedagógicas são como uma atividade estruturada que visa promover o aprendizado e a troca de conhecimentos de forma dinâmica e participativa. Os participantes desempenham um papel ativo, explorando conceitos, resolvendo problemas e compartilhando experiências. O presente artigo se trata de um recorte de dissertação. A metodologia utilizada foi a pesquisa-ação, com abordagem qualitativa, utilizando o questionário prévio para os alunos, a entrevista com docentes e coordenadora, a aplicação da oficina pedagógica, seguida da avaliação mediante questionários. A análise dos dados foi realizada por meio da técnica de Bardin (análise de conteúdo). A oficina pedagógica foi aplicada na turma do 1º ano médio integrado ao curso técnico de Aquicultura. Os resultados mostram que o ensino dos gêneros textuais, como também a leitura e sua interpretação, contribuem para o desenvolvimento da autonomia, criticidade, boa comunicação e expressividade do estudante, buscando assim, uma formação integral.

Palavras-chave: Gêneros Textuais. Oficina Pedagógica. Formação Humana Integral.

1 Introduction

2 The pedagogical workshop plays a fundamental role in the teaching of textual genres, as it provides a dynamic and interactive environment where students can engage with language in a practical and meaningful way. It allows them to learn by doing, which makes the process more engaging and facilitates the understanding of different textual genres, while also developing their ability to use language appropriately in various social contexts and enhancing their oral and written communication skills. Pedagogical workshops often involve group work, promoting dialogue, idea exchange, and the collective construction of knowledge—essential aspects in the learning of textual genres.

Thus, this study is justified by the needs and difficulties faced by first-year students of the Integrated High School program in the Technical Course in Aquaculture at Escola Profissionalizante Marta Maria Giffoni in recognizing genres, reading and interpreting texts, and developing critical learning skills. Working with textual genres in pedagogical workshops is highly relevant to science, education, and professional life, as it develops essential competencies for the holistic formation of the individual, preparing them to act in various spheres of life in a critical, ethical, and communicative manner.

The general objective of this article is to analyze whether the development and implementation of a pedagogical workshop on textual genres promotes the learning of critical reading among first-year students of the Integrated High School program. The specific objectives are: to understand the concept of textual genres and their relation to Integrated High School education; to identify students' prior knowledge regarding the recognition of textual genres; to reflect on the main difficulties related to textual genres faced by the first-year class; to build with the students an interpretive and critical reading perspective on textual genres; and to experience and evaluate the pedagogical

workshop on textual genres from a critical perspective, aiming at the possibility of a holistic human formation.

The methodological procedures follow an action-research approach. The study is exploratory and explanatory in nature, grounded in applied research and supported by complementary methodologies of investigation and analysis. Throughout the research process, key concepts were addressed, such as textual genres, the importance of reading habits, text interpretation, and the conceptual foundations of EPT (Professional and Technological Education – *Educação Profissional e Tecnológica*), including the notion of holistic human development. Through textual genres, effective communication is developed, as they organize and structure the ways language is used across different social, cultural, and professional contexts, playing an important role in facilitating understanding and interaction among people.

Therefore, it is both relevant and necessary to reflect on education through the implementation of pedagogical workshops, as they create open and dynamic teaching and learning situations, serving as valuable strategic tools for the development of both educators and students. According to Silva *et al.* (2012), pedagogical workshops should be perceived as spaces for training and reflection that promote knowledge exchange through the collective construction of shared experiences, aiming to provide meaningful teaching-learning experiences in which all participants interact in the pursuit of knowledge for living and learning.

In summary, this article is organized into three sections in addition to this introduction. The second section presents the methodological path that guided the implementation of the pedagogical workshop. The third section provides the analysis of results and data discussions. Finally, the fourth section presents the final considerations, which highlight the significance of this study for student learning.

2 Methodology

The methodology used in this research was action research, which, according to Thiollent (2009),

a type of empirically based social research that is designed and carried out in close association with an action or the resolution of a collective problem, and in which researchers and participants representative of the situation or problem are involved in a cooperative or participatory manner (Thiollent, 2009).

A qualitative approach was also chosen, as it values the importance of understanding the context in which the studied phenomena occur. This includes taking into account cultural, social, and historical factors that may influence participants' experiences.

According to Marconi and Lakatos (2011), the qualitative method focuses on the analysis and interpretation of deeper aspects of reality, aiming to describe the complexity of human behavior. This perspective allows for a more detailed investigation of habits, attitudes, trends, and other manifestations of human action.

The study was submitted to the Research Ethics Committee (CEP – *Comitê de Ética em Pesquisa*), in accordance with Resolution No. 466/2012 of the Brazilian National Health Council, and, after approval, it was conducted with 40 first-year students of the Integrated High School program in the Technical Course in Aquaculture at Marta Maria Giffoni Vocational School, located in Acaraú, Ceará.

Data collection initially involved questionnaires distributed to students and semi-structured interviews conducted with teachers and the pedagogical coordinator, in order to identify the real difficulties and needs of the students regarding the teaching of textual genres, reading, interpretation, and the development of critical learning. According to Gil (1999, p. 128), the questionnaire can be defined

as a research technique consisting of a varying number of questions presented in writing to individuals, with the aim of ascertaining their opinions, beliefs, feelings, interests, expectations, experiences, etc. (Gil, 1999, p. 128).

According to Gil (2008, p. 109), the interview can be defined as “[...] the technique in which the researcher stands before the respondent and asks questions with the aim of obtaining data relevant to the investigation. The interview is, therefore, a form of social interaction [...]”.

For Richardson (2017, p. 232), the semi-structured interview “is a technique involving flexible and open-ended questions, defining the area to be explored.” In line with these definitions, Boxs 1 and 2 present the questions from the preliminary questionnaire administered to the students and the questions from the interview script conducted with teachers and the pedagogical coordinator.

Box 1 – Questions from the preliminary questionnaire

1st Question	What technical course are you taking?
2nd Question	What grade/year are you in?
3rd Question	What is the name of the institution you study at?
4th Question	Do you have a habit of reading? If so, what topics do you like most?
5th Question	How do you define a text genre? Can you give examples of different genres that you know?
6th Question	Which text genres do you find most difficult to recognize, read, and interpret?
7th Question	Do you think that the habit of reading and interpreting different text genres can be relevant to your communication skills, daily life, studies, or future career? Justify your answer.
8th Question	When reading a text, are you able to develop a critical analysis of the context in which the idea or message of that text is conveyed to the reader? Justify your answer.

Source: Authors (2024).

Box 2 – Questions from the interview script

1st Question	What is your field of study?
2nd Question	What subject do you teach?
3rd Question	How long have you been working at this vocational education institution? Less than one year () 1 to 5 years () 5 to 10 years () More than 10 years ()
4th Question	What are the main difficulties students face when learning textual genres?

- 5th Question** How does this institution work with teaching textual genres? Is the teaching of these textual genres integrated into the Portuguese language course with the specific subjects of the technical course? If so, how does this happen?
- 6th Question** How important is it to work with text genres, and how do they contribute to students' language and communication development?
- 7th Question** How does the ability to produce and interpret textual genres impact individuals' active participation in society, including their ability to engage in relevant debates and discussions?
- 8th Question** To what extent does exposure to a variety of text genres prepare individuals to face challenges in the workplace, where effective communication is essential?
- 9th Question** What are the main text genres associated with this specific technical field? How are these genres used in a professional context?
- 10th Question** How can the approach to textual genres be effectively integrated with other subjects in the technical course, promoting interdisciplinary learning and comprehensive student training?

Source: Authors (2024).

For data analysis, Bardin's technique was used, through content analysis, which is based on "a set of techniques for analyzing communications that use systematic and objective procedures for describing the content of messages" (Bardin, 2016, p. 44).

Content Analysis can thus be understood as "a set of increasingly refined methodological tools, in constant improvement, that are applied to 'discourses' (content and form) of great diversity" (Bardin, 2016, p. 15), whose aim is to explore the meanings and interpretations attributed by participants in qualitative—and also quantitative—studies concerning a given theme, issue, and/or phenomenon.

Following the analysis of the questionnaires and interviews, it became evident that students, in general, begin their first year of high school with underdeveloped reading skills, which hinders their ability to recognize textual genres and to understand their structure and communicative function. It was also observed that most students do not have the habit of reading, which is concerning, since good communication and expressiveness depend on regular reading. Reading, without a doubt, broadens one's thinking and opens paths to new discoveries and learning experiences.

Subsequently, a pedagogical workshop was implemented, lasting a total of seven hours, divided into five sessions. In each session, one stage of the workshop

was conducted, each lasting 1 hour and 40 minutes (equivalent to two class periods). To carry out this workshop, we used didactic materials such as questionnaires, reading sheets, colored paper, folders, pens, markers, pencils, erasers, texts, posters, a notebook, and an overhead projector for slide presentations. This variety of pedagogical materials is important for the development of the educational product, as it encourages creativity and dynamism in the teaching and learning process, aiming to engage the participants actively.

In the first session, the first stage of the pedagogical workshop was carried out. We began by welcoming the participants and offering them a small gift. The teacher responsible for the workshop was introduced and shared her academic background and experience in education. Then, we distributed an informational folder about the workshop, containing relevant information: topic, objective, the stages to be developed, and explanations for each item, aiming to provide an overview of the content to be addressed in this and the subsequent sessions.

Additionally, a slide presentation and/or explanatory folder was used to introduce the variety of textual genres present in daily life and their importance for effective communication in both formal and informal settings. We discussed the concept of genre, emphasizing that each text has its own characteristics, structure, purpose, and social function.

We also discussed the types of texts (narrative, descriptive, expository, argumentative-essay, and injunctive/instructional), and how textual genres fall within one of these typologies. We reinforced the diversity of texts and their sociocommunicative importance in the integral formation of students, especially focusing on those genres the students had reported greater difficulty with, such as news articles, reports (and the difference between them), chronicles, short stories, and opinion pieces. These difficulties were identified during the earlier data collection with students and through interviews with teachers and the pedagogical coordinator.

In the second session, the second stage of the pedagogical workshop was conducted. In this session, we addressed the opinion article as a textual genre. An

informational folder was distributed to the participants containing a definition and/or explanation of the opinion article, including its structure, characteristics, purpose, and its relevance in developing sociocommunicative competence.

Next, a sample opinion article on the topic of bullying was handed out. A collective reading was carried out so the participants could become familiar with this important form of communication, which contributes to their expressive and autonomous performance. The theme was intentionally chosen, as addressing bullying in schools is fundamental for promoting a healthy, safe, and inclusive environment for all students. This type of classroom discussion is essential, as these are current and socially relevant topics that contribute to the students' holistic development. After analyzing the text and its genre characteristics, a group discussion was held in a conversation circle, where participants shared their thoughts and opinions in response to specific questions about the text:

- What do you understand about bullying?
- What types of bullying can exist in the school environment or in society?
- What physical and psychological consequences might a person who suffers from bullying experience?
- Does your school offer lectures or projects on this topic?

In the third session, the third stage of the pedagogical workshop was conducted. On this occasion, participants read, interpreted, and critically analyzed texts belonging to the opinion article genre. The selected texts addressed topics such as bullying, the “cell phone generation,” child labor, the lack of empathy in social relationships in Brazil, and racism. These themes were chosen to promote interdisciplinarity through contemporary issues directly related to the students' realities. These are urgent social questions, present in the daily school environment, that foster critical reflection and dialogue across different areas of knowledge.

The class, composed of 40 participants, was divided into five groups of eight students. The Portuguese language teacher and the pedagogical coordinator attended

the session, observing the activities and offering input when necessary. Each text had an accompanying reading worksheet containing the following elements: the genre of the text, the theme/context addressed, and questions for interpretation and critical analysis. After dividing the groups, multiple copies of five different texts were distributed for reading.

Once all the students had read and familiarized themselves with the texts, each group selected one for a more in-depth reading and completed the corresponding worksheet. Then, each group presented the text and shared their completed worksheet, addressing all its components. At that point, a discussion was held on the texts and worksheets, during which participants shared their opinions and addressed any questions or uncertainties that had arisen during the activity.

In the fourth stage of the pedagogical workshop, a video was shown on the concept of integral human development (*formação humana integral*), highlighting its core principles. The video also presented two thematic segments: one focused on the idea of life projects (*projeto de vida*), and another addressing socioemotional skills, with particular emphasis on empathy. The video can be accessed at: <https://youtu.be/Cm-OQbAfA4>.

We believe that understanding the concept of integral human development is essential for students, as it promotes the full development of their potential, not only in technical or academic terms but also emotionally, socially, ethically, and culturally.

Thus, by understanding what integral development means, students become aware of their role in society as responsible and critical citizens, capable of acting consciously and with commitment toward social transformation. This includes cultivating values such as empathy, justice, and solidarity. After the video presentation, we held a discussion using the following guiding questions:

- What did you understand about integral human development?
- What are the aspects that make up this integral formation?
- In your opinion, should the aspects of an integral education be developed separately or in an integrated way? Explain.

- Does your school develop integrative projects with students that foster this kind of formation? If so, which ones?
- In the video segment about the Life Project, do you think the mother's attitude toward her daughter was appropriate? Justify.
- In the segment about empathy, which of the man's actions do you consider important for achieving integral human development? Justify.

To conclude this stage, we conducted a group activity called “The Circle of Integral Formation.” The goal of the activity was to promote reflection and dialogue on the various dimensions that make up integral human development. Each student received colored cards and writing materials (pens or markers).

In a designated area of the classroom, a circular panel was displayed with the title “Integral Human Development” and its core dimensions (physical, emotional, intellectual, and social). Students were asked to select one of these dimensions and write a personal reflection on the colored card about how they feel in relation to that aspect. Once everyone finished, each student shared their reflection with the group and placed their card on the panel. At the end, a large collective circle of ideas was formed, representing the diversity of experiences and perceptions about the integral development process.

The idea of forming a large circle with students' responses stems from the premise that building human development requires the integration of all aspects of the human being. The circle connects them and inspires action in favor of those in need, promoting mutual support, respect, and collective well-being.

In the fifth session, the final stage of the pedagogical workshop was carried out. In this closing phase, the workshop was concluded and evaluated through questionnaires completed by the participants. To wrap up, we conducted an activity called “The Lollipop Game,” which aimed to foster teamwork, highlight the importance of helping one another—whether in school or daily life—and encourage creativity in solving group-based challenges.

The activity was conducted as follows: students were first asked to stand up. Each student received a lollipop and was instructed to hold it with their right hand, arm fully extended in front. They were told that no one could move from their spot, that their left hand must remain behind their back and could not be used at any point, and that the right arm could not be bent—only lateral movements (to the left or right) were allowed.

With these instructions, students were asked to unwrap and begin eating the lollipop using only the permitted movements. Gradually, they realized they could not unwrap it on their own and needed assistance from their neighbor, due to the restrictions. When one student figured out the solution by asking a peer for help, the whole group caught on and began helping each other.

A brief reflection followed, focusing on the importance of cooperation and helping others in various everyday situations. To guide the discussion, the following questions were proposed:

- Would you have been able to unwrap the lollipop on your own?
- What is the importance of cooperation within a group?
- Do you believe that helping others in daily situations is necessary?

Subsequently, we invited all participants to evaluate the pedagogical workshop. A questionnaire with objective questions was distributed to the students so they could assess the activities carried out, thereby recognizing and valuing their participation in the workshop. A separate questionnaire was also given to the Portuguese language teacher and to the pedagogical coordinator, allowing them to share their impressions, suggestions, and opinions regarding the implementation of the workshop.

We concluded by expressing our gratitude to the students, teacher, coordinator, and other staff members of the institution who contributed directly or indirectly to the successful realization of the pedagogical workshop.

3 Results and Discussion

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After implementing the pedagogical workshop, we proceeded to the evaluation phase. For this evaluation, the presence of the students, the Portuguese language teacher, and the pedagogical coordinator was considered, totaling 42 participants. This evaluation is of fundamental importance to ensure that the teaching-learning process truly takes place. In order for educational materials to effectively fulfill their intended purpose, it is essential that the target audience of the educational product has the opportunity to express their opinions about what was offered to them.

The instrument used to evaluate this pedagogical workshop was a questionnaire. For the students, the questionnaire consisted of eight objective questions, with answer choices structured as follows: strongly agree, partially agree, strongly disagree, partially disagree. For the teacher and the pedagogical coordinator, the questionnaire was composed of six categories containing ten questions, adapted from Leite's descriptors (2019, p. 336–337), along with an optional space for observations, opinions, and suggestions.

According to Leite (2019):

It is necessary to ensure that educational products created in professional master's degrees in the area of teaching, in particular the textual materials intended for teachers, are produced and evaluated collectively in concrete situations, taking into account the specific characteristics of the target audience for whom they are intended (Leite, 2019, p.13).

Boxes 3 to 9 present the evaluation of the educational product carried out by the students, as well as the evaluation conducted by the teacher and the pedagogical coordinator, followed by their respective discussions. Based on Leite's theory (2019), the evaluation questionnaire for the teacher and coordinator was divided into six categories:

- Axis 1 – Aesthetics and organization of the educational product
- Axis 2 – Parts of the educational product
- Axis 3 – Writing style presented in the educational product

- Axis 4 – Content presented in the educational product
- Axis 5 – Teaching proposals presented in the educational product
- Axis 6 – Criticality presented in the educational product

Each category contains specific objective questions regarding the evaluator's perception of the aspects related to that category. For each question, the evaluator was required to select one of three options: agree, disagree, or partially agree. Following the questions for each category, there was an optional space for evaluators to provide observations, opinions, and suggestions about the work carried out.

Box 3 – Evaluation of the P.E. by students

Questions	I completely agree	I partially agree	I completely disagree	I partially disagree.
1- The workshop is taught in an accessible and easy-to-understand manner.	37	03	0	0
2- The workshop uses pleasant and easy-to-understand language.	38	02	0	0
3- The organization and structure of the workshop, the presentations, the activities taught, the texts explored, the content, the illustrations, the teaching and multimedia resources, and the theme are appropriate for the target audience.	37	03	0	0
4- The dynamics of how the workshop is taught caught your attention	29	11	0	0
5- A office allows for interactivity and o learning.	38	02	0	0
6- The workshop fulfills the purpose of contributing to the development and improvement of the recognition of textual genres, their reading, and interpretation in a creative, enjoyable, and interesting way.	38	01	0	01
7- The activities offered during the workshop stimulate learning for a critical and contextualized reading of the textual genres studied.	29	11	0	0

8- Working with textual genres during the workshop enables more effective communication, providing autonomy of free expression and comprehensive training.	32	08	0	0
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Source: Authors (2024).

Overall, the evaluation conducted by the students was very positive. The majority of responses indicated "strongly agree," while a minority selected "partially agree" for all questions. There was only one instance of partial disagreement recorded on question 6; however, the student did not provide a justification for this response.

Notably, there was also a spontaneous comment reflecting the emotional reception of the workshop: "I loved your classes and activities. I love you too." This type of feedback highlights the participants' engagement and the positive impact of the pedagogical proposal.

Box 4 – Questions from Axis 1: Evaluation of the P.E. by the teacher(s) and pedagogical coordinator

Axis 1 – Regarding the aesthetics and organization of the educational product			
Axis 1 Questions	I agree	I disagree	I partially agree
1- Does it present an attractive and easy-to-understand text?	02 (A1, A2)	0	0
2- Does it promote dynamic reading with technical information in the same proportion as it is didactic?	02 (A1, A2)	0	0

Source: Authors (2024).

Box 5 – Questions from Axis 2

Axis 2 – Regarding the parts of the educational product			
Axis 2 Questions	I agree	I disagree	I partially agree
3- Does the presentation of the educational product clearly state the theme, objectives, and target audience?	02 (A1, A2)	0	0
4- Does it explain the stages of the workshop in the development of the educational product, using the language of teaching about text	02 (A1, A2)	0	0

genres and presenting proposals and texts that contribute to the understanding of the content?

Source: Authors (2024).

Box 6 – Questions from Axis 3

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Axis 3 – Regarding the writing style presented in the educational product			
Axis 3 Questions	I agree	I disagree	I partially agree
5- Is the writing accessible, avoiding unnecessary and difficult-to-understand words?	02 (A1, A2)	0	0
6- Does it structure ideas in a way that facilitates understanding of the subject matter?	02 (A1, A2)	0	0

Source: Authors (2024).

Box 7 – Questions from Axis 4

Axis 4 – Regarding the content presented in the educational product			
Axis 4 Question	I agree	I disagree	I partially agree
7- Can the content be adapted for use in elementary school?	02 (A1, A2)	0	0

Source: Authors (2024).

Box 8 – Questions from Axis 5

Axis 5 – Regarding the teaching proposals presented in the educational product			
Axis 5 Questions	I agree	I disagree	I partially agree
8- Do the questions raise questions?	02 (A1, A2)	0	0
9- Will the proposed activities contribute to the student's comprehensive education?	02 (A1, A2)	0	0

Source: Authors (2024).

Box 9 – Questions from Axis 6

Axis 6 – Regarding the criticality presented in the educational product

Axis 6 Question	I agree	I disagree	I partially agree
10- Does it contribute to the debate on how reading and interpreting textual genres can contribute to an active and communicative profile for students in society?	02 (A1, A2)	0	0

Source: Authors (2024).

As we can observe, the evaluation of the pedagogical workshop conducted by the evaluators (teacher and coordinator) reached 100% agreement; that is, the ten questions distributed across the addressed categories were aligned and consistent with the proposal of this educational product. It is worth highlighting a positive comment from Evaluator 2 in the optional space provided for this purpose: “The project, in addition to assisting with research, significantly contributes to the learning of our students.”

In view of the above, it is considered that the developed educational product achieved its objective of promoting the learning of textual genres, contributing to access this diversity and enhancing students’ reading, interpretation, critical thinking, and autonomy so they can apply these skills in various sociocommunicative situations. Moreover, it also provided activities and discussions aimed at fostering the integral formation of the student.

Therefore, we believe that working with textual genres, both in pedagogical workshops and in the everyday classroom of Integrated High School, is of fundamental importance, as it directly contributes to students’ integral education. This approach proves essential in the teaching-learning process, offering various benefits such as the development of expressiveness, autonomy, and critical thinking. The study and mastery of textual diversity allow students to position themselves more consciously and effectively in different sociocommunicative contexts, expanding their capacity for active participation in society.

According to Marcuschi (2007), textual genres are texts that materialize recurring communicative situations; that is, they are those with which people deal daily and which present characteristic sociocommunicative patterns determined by objectives, functional compositions, enunciative purposes, and styles concretely realized through the integration of social, institutional, historical, and technical forces.

For the author, genres are, first and foremost, social facts and not merely linguistic facts. It is impossible not to communicate verbally through some textual genre, just as it is impossible not to communicate verbally through some text. This is because all verbal expression is always manifested through texts materialized in some textual genre.

Each genre requires specific expressive techniques, contributing to the expansion of students' linguistic repertoire. By exploring different genres, students have the opportunity to become familiar with diverse forms of language, ranging from more formal texts, such as reports, to more informal texts, such as text messages, while being challenged to think critically about the structure, content, and purpose of the text, thereby promoting critical thinking development.

In this context, it is important to clarify the distinction between the terms “text type” and “textual genre,” as doubts about these concepts often arise. Marcuschi (2007) differentiates textual typology from textual genres. Textual typologies have a fixed linguistic nature, such as lexical and syntactic aspects, logical relations, verb tenses, structural elements, etc. Examples include argumentation, narration, description, prediction, injunction, and exposition. This group is well-defined, with no new additions. In contrast, textual genres are defined by their sociocommunicative aspects, based on their contents, functional properties, compositional, and stylistic aspects.

The materialization of texts occurs through textual genres, in their most diverse forms, within the everyday social situations of each individual. Therefore, it can be said that “[...] genres are components of the social structure and not merely a reflection of that structure. It is precisely here that the role of pedagogical activities grounded in

textual genres stands out, especially because these genres characterize social facts [...]” (Palmeira, 2020, p. 41).

Along the same lines, we highlight the importance of discourse genres developed by the Russian philosopher Mikhail Bakhtin. He emphasized that each sphere of social life develops its own discursive genres according to its communicative needs. Thus, discourse genres are relatively stable forms of utterance that circulate in different spheres of human activity. Each genre possesses its own characteristics of structure, style, and content, which are shaped according to its communicative purpose, target audience, and the context in which it is used.

For Bakhtin (1981, p. 125), “[...] one can only speak of specific formulas, of stereotypes in everyday discourse, when there are forms of life that are relatively regularized by use and circumstance [...]”. However, we emphasize that these specific formulas and stereotypes in discourse make sense only within an environment where shared ways of life are regularized by use and circumstances. Thus, language is shaped and sustained by social coexistence and common experiences.

It is through daily interactions that individuals internalize and reproduce such discursive patterns, making them natural and functional. In this sense, language is not merely a tool for communication but also a constitutive element of social relations and the organization of collective life. Everyday discourses are not random; rather, they emerge from shared social practices, functioning as tools that maintain cohesion and mutual understanding within a group or society.

4 Final considerations

Engaging with various textual genres enables individuals to understand different perspectives and social discourses. This plurality broadens their capacity to critically analyze information, which is essential for forming autonomous and participative citizens. Thus, textual genres are indispensable tools for the integral

development of the human being, as they foster not only technical language competencies but also socioemotional and critical skills.

Encouraging the reading and production of different textual genres is an effective way to prepare individuals to face the challenges of the world ethically, creatively, and consciously. From this perspective, revisiting the research problem of this study—which highlighted the difficulties of first-year students in the Integrated High School Aquaculture technical course regarding the teaching of textual genres, reading, interpretation, and the development of critical learning—it is understood that the proposed approach proved pertinent and relevant to the reality of the class.

In an effort to address this problem, the general objective of this study was to analyze whether the development and implementation of the Textual Genres pedagogical workshop promote the learning of critical reading among first-year Integrated High School students. Thus, we sought to understand and present the social relevance of working with textual genres from the perspective of integral human formation.

Textual genres are concrete forms of language used in everyday life. Therefore, working with them in the school environment prepares students to interact effectively in different social and cultural contexts, contributing to the individual's autonomous life in society and valuing their critical and ethical education in the world of work.

Through textual genres, students learn to interpret and produce discourses, developing the ability to question, argue, and express opinions. Textual genres reflect the social and cultural practices of different groups. By studying them, students come into contact with different perspectives and ways of life, promoting respect for diversity. Therefore, from the perspective of integral human formation, working with textual genres transcends the learning of written and oral language. It acts as a tool for developing critical thinking, empathy, and the capacity to act ethically in the world.

We believe this study was highly relevant and significant for the students and individuals involved in the process; however, we highlight the need to deepen the study

and conduct further research on discourse genres and digital genres, given their fundamental importance for individuals' performance in society and the labor market, where technology is the thread that guides learning and knowledge.

Furthermore, we found that conducting the pedagogical workshop significantly contributed to raising students' awareness of the importance of reading for developing effective communication, expressiveness, and criticality in various sociocommunicative contexts. It also contributed to the learning of textual genres, promoting integral education by exploring knowledge through an interdisciplinary approach.

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