

## Presentation

### DOSSIER

# Historical-Cultural Theory and its implications for elementary education: teaching and learning practices

## Apresentação

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# Teoria Histórico-Cultural e suas implicações no Ensino Fundamental: práticas de ensino e aprendizagem

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Considering Vigotsky's thesis that “the only good teaching is that which advances development” (VIGOTSKII, 2017, p. 114), the effectiveness of the teaching process depends on the content to be assimilated, the didactic-pedagogical work methodology, and the ways in which students' study activities are organized.

In today's schools, there are major challenges to be faced in order to guarantee learning for all students, but there is also accumulated knowledge that

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enables us to reflect broadly in order to define some approaches aimed at transforming this reality.

Philosophical-pedagogical theories understand the relationship between development, learning, and the social environment in different ways. “Historical-cultural theory understands that development is a possibility that depends on social relations. [...] and it is in the subject's actions and their relationship with the environment that learning and human development are promoted.” (FREITAS, FREITAS; SANTOS, 2022, p. 51).

In this sense, among the constructs of a theoretical-practical nature, those related to Historical-Cultural Theory seem to us to offer promising perspectives for the desirable articulation of theory and practice, for the production of meanings of learning, for the negotiation of meanings of science in all areas of knowledge, and for the appropriation and construction of theoretical knowledge.

However, Vigotskii (2017) states that not all types of learning generate development, but only those that have been generated in the subject's zone of proximal development (ZPD), that is, for learning to drive development, it must be organized for that purpose. Thus, “the teacher, as the organizer of teaching, must know their students in order to act in the ZPD, organizing activities that have the potential to generate psychological development” (FREITAS, FREITAS; SANTOS, 2022, p. 56).

It is in the context of these formulations that this dossier aims to discuss challenging aspects of teaching and learning in elementary school and to present proposals for addressing these challenges, based on the contributions of Historical-Cultural Theory and Developmental Learning.

In this sense, the dossier includes a set of texts that highlight the concern of researchers and teachers in understanding the implications of Historical-Cultural Theory in the teaching and learning processes in elementary school. The main question underlying the articles that make up the dossier can be translated as “How can teaching be organized in such a way as to promote student development?”

The nine articles presented here focus on theoretical analysis and/or pedagogical intervention in different subjects of the elementary school curriculum, highlighting the breadth and richness of studies and research developed from a historical-cultural perspective in different national and international institutions.

The text that opens the dossier is authored by Maria Lucia Panossian and Carolina Picchetti Nascimento, under the title “O conceito de objeto de ensino na atividade pedagógica (*The concept of teaching object in pedagogical activity*).” This text discusses three issues: the relationship between teaching content and systematized knowledge in subject areas; the expression of the relationship between content and knowledge in curriculum proposals, notably in the current National Common Core Curriculum; and the specificity of the teacher's role in organizing the knowledge to be taught and learned in school. The authors argue that “the problem of organizing pedagogical activity that promotes the development of students' theoretical thinking involves formulating the ‘teaching object’ in each area of knowledge, organizing a conceptual synthesis of the human-generic experiences and abilities targeted in a given sphere of life.”

The text also presents a discussion on the organization of the National Common Core Curriculum, arguing that it does not provide sufficient elements for the identification of teaching objects. For the authors, understanding the teaching object is an important element for teachers to organize different contents, topics, or subjects in order to trigger learning activities in students.

In the second text, entitled “A organização do ensino de fração na Educação Básica, a partir do movimento lógico-histórico (*The organization of fraction teaching in Basic Education, based on the logical-historical movement*),” author Maria do Carmo de Sousa discusses the need to reflect on the possibilities of organizing the teaching of mathematical concepts based on learning triggers that are grounded in the logical-historical movement. Taking the teaching of fractions as the object of analysis, the author defends the possibility of working with this content as language, thought, creativity, and reading of the world, allowing for the understanding of its conceptual links by exploring meanings historically

constituted by various social and cultural groups. The author argues that the logical-historical movement can be understood as a didactic perspective for teaching mathematics in a way that prioritizes the theoretical thinking of fractions, promoting the development of students in accordance with the assumptions of Historical-Cultural Theory.

Michelle de Freitas Bissoli and Sinara Narciso de Lima Aguiar, in the third text of the dossier entitled “Da educação infantil para o 1º ano do ensino fundamental: reflexões sobre o processo de transição escolar (*From early childhood education to the first year of elementary school: reflections on the school transition process*)”, present reflections based on master's research conducted in Manaus (AM) in which they defend the need for pedagogical mediation in the transition between preschool and the first year of elementary school. For the authors, these mediations are fundamental to promoting children's learning and omnilateral development, avoiding fragmentation and discontinuity between the first stages of basic education. Given the extension of elementary school to nine years and the entry of six-year-olds into the first grade, it is necessary to organize pedagogical practices that respect the specificity of young children's learning and development.

In the fourth text, entitled “Desafios do ensino da leitura e da escrita: práticas de duas professoras de educação bilingue no ensino básico em Moçambique (*Challenges in teaching reading and writing: practices of two bilingual education teachers in primary education in Mozambique*)”, authors Lourenço Alfredo Covane and Dagoberto Buim Arena address issues related to teaching reading and writing by two bilingual education teachers in a primary school in Mozambique, with the aim of understanding, through the Bakhtinian meanings of centripetal and centrifugal forces, the relationships between official discourse and teaching practices in the classroom. To this end, the principles of Russian-based Philosophy of Language (POL) were adopted in close collaboration with those of Historical-Cultural Theory (HCT) to support the discussion on the historical and cultural aspects of written language from

the perspective of developmental teaching. The text presents results that indicate teaching based on decoding letters into sounds as an act of reading and transcribing sounds into letters as an act of writing. Thus, there is no appropriation of written language as advocated by the teachings of the Philosophy of Language and Historical-Cultural Theory.

In the fifth text, entitled “A atividade de estudo como processo para a apropriação do conhecimento histórico (*The activity of study as a process for the incorporation of historical knowledge*)”, authors Mônica do Carmo Apolinário de Oliveira and Dagoberto Buim Arena focus on the activity of study and its potential in the process of incorporating historical knowledge, based on a didactic-formative experiment conducted at a public institution in the state of Rondônia. With the purpose of contributing to debates related to the organization of teaching, this article presents a brief theoretical and methodological analysis based on Historical-Cultural Theory and Study Activity Theory, followed by plausible proposals and possibilities for the organization of teaching in line with the aforementioned theories. The authors present as results the potential of study activity as a means for the appropriation of theoretical knowledge and the development of students' theoretical thinking.

In the sixth text, “Contribuições do Sistema didático Galperin-Talízina-Majmutov por meio da Atividade de Situações Problema Discente na aprendizagem da matemática em estudantes do Ensino Fundamental (*Contributions of the Galperin-Talízina didactic system*” - Majmutov Didactic System through Student Problem Situations Activity in the learning of mathematics in elementary school students)”, authors Soraya de Araújo Feitosa, Héctor José García Mendoza, and Oscar Tintorer Delgado seek to analyze the contributions of Student Problem Situations Activity in relation to the mathematical learning of elementary school students in schools in Boa Vista (RR). The results of the study indicate that, through the use of the Galperin-Talízina-Majmutov didactic system, there were qualitative changes in student learning in relation to problem-solving and advances in mental stages such as material/materialized and verbalized.

Edson Schroeder and Tompson Gomes Bacelar are the authors of the seventh text, entitled “A Atividade de Estudo e o desenvolvimento do pensamento teórico em aulas de Ciências (*The Study Activity and the Development of Theoretical Thinking in Science Classes*)”. The authors, starting from the question “How does a student learn, and how does the development of theoretical thinking occur in science classes?”, researched how the development of theoretical thinking occurs in eighth-grade students at a school in Itabuna (BA). To this end, they formulated a Study Activity, linking science teaching with Historical-Cultural Theory and Developmental Teaching Theory. The results showed that students were able to establish more elaborate mental representations and demonstrated that they had developed theoretical thinking.

In the eighth text, entitled “Organização do Ensino da Educação Física e o Desenvolvimento do Pensamento Teórico dos Estudantes (*Organization of Physical Education Teaching and the Development of Students' Theoretical Thinking*)”, authors Rafael Cesar Ferrari dos Santos and Marta Sueli de Faria Sforini, starting from the problem of “how to organize the teaching of Physical Education content in order to promote training that enables students to develop theoretical thinking and conscious and voluntary control of their own bodily actions,” present a study conducted through a didactic experiment with students in a 4th-grade elementary school class. The work addresses the study of concepts from Historical-Cultural Theory, in which the units of analysis were immediate bodily action, mediated individual bodily action, and mediated collective bodily action. The results point to significant changes in the students' bodily actions, which became synchronized and strategically organized in order to achieve the objectives of the games. The research also concluded that physical education can contribute to the development of theoretical thinking in students.

Finally, in the last text, entitled “A relação entre concreto e abstrato na concepção do jovem e adultos da Educação do Campo (*The relationship between concrete and abstract concepts in the understanding of young people and adults in rural education*)”, author Gustavo Cunha de Araújo presents a study conducted with adult education students that sought to analyze concept formation in a study activity using

comic books carried out with rural students. The study shows that although they have a significant wealth of experience to express important concepts about reading, writing, and comic books, the use of the study activity contributed to broadening and developing their concepts about the reading process, from the abstract to the concrete. Through the work, students were able to understand “that reading images communicates a message to the individual more objectively than reading words alone.”

As described above, the texts present research results indicating that teacher training requires not only an understanding of didactic and methodological processes but also specific knowledge of the field in order to be able to teach. Thus, if empirical thinking is formed in direct relations with objective reality, appropriating immediate knowledge and arranged in the concrete and sensory properties of the object, it cannot be understood as just any verbal representation, perceived immediately by the sensory channels; theoretical knowledge is of an absolutely different nature.

It must be recognized that there is rational thinking, cognitively complex and formed without disregarding empirical bases, but that theoretical thinking advances if conceived through the formation of solid theoretical and scientific concepts, which are reflected in mental actions. This requires the transformation of school culture.

Therefore, we hope that this dossier will be read and serve as a basis for reflection on education in a broad context, which may be of interest to the academic community engaged in the renewal of teaching programs.

## References

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