

# Arts, Linguistics, Literature and Language Research Journal

## DERMEVAL SAVIANI IN “HISTORY OF PEDAGOGICAL IDEAS IN BRAZIL” AND THE USE OF THE ABDUCTIVE METHOD: A CONTRIBUTION TO THE SOCIALIZATION OF KNOWLEDGE

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**Abstract:** The present study sought to understand the point of common dialogue between the work of Demerval Saviani, entitled “History of pedagogical ideas in Brazil” and the work of Umberto Eco and Sebeok, TA, entitled “The sign of three”. The general objective was to identify the manifestation of related points, that is, those of convergence between the referred works and their aspects of influence in the theoretical-methodological choices adopted by Saviani. We know that the author uses the dialectical-historical method, however, we weave a relationship between this method and the abductive method, highlighting comments on the methodological rigor applied to his scientific research in the area of History of Education and the development of critical reasoning, contributing to the socialization of knowledge. The social relevance of this work lies in the fact that it asserts greater consistency and coherence in the educational action developed by Saviani, demarcating his methodology, built from different theoretical inspirations for understanding the evolution of Brazilian pedagogical thinking, contributing greatly to the development of the work of teachers, leaders and education systems in this country. To carry out this work, a bibliographical research was used based on the authors and works mentioned above. It was concluded that the abductive reasoning developed by Peirce, and reported by Eco, is inferred in the logic of what could be, going to meet new possibilities, which we can identify in Saviani when his challenge to gather diverse and countless sources in order to overcome traditional methodological difficulties. This way, the socialization of knowledge proposed by Saviani materializes when he makes available to academic research the possibility of extracting his criticisms through the abductive method, proposing to leave the results of his studies to teachers and

students of Brazilian schools in general, also emphasizing the need to reach out to public education in order to improve it.

**Keywords:** History of pedagogical ideas, Brazilian education, abductive method, socialization of knowledge.

## INTRODUCTION

Contemporary Brazilian education has had a temporal path of pedagogical development through its historical construction since the discovery of the “*terras brasílicas*” by the Portuguese. When talking about the history of pedagogy in this country, one cannot fail to refer to Demerval Saviani (2013), Brazilian philosopher, pedagogue, author of “History of pedagogical ideas in Brazil”, a work that rescues the origin of Brazilian education until the present day. current.

In this sense, Saviani’s work (2013) is supported by theoretical-methodological choices influenced by his academic critical training, according to intratextual, extratextual and intertextual aspects. This way, can it be inferred that there is some point of intersection of the thought exposed in the work “*O signo de Três*” (1983) with the work “History of pedagogical ideas in Brazil” by Saviani (2013)? If so, what would be the contribution to Brazilian education? Here, then, is the subject to be clarified.

The history of pedagogical ideas in Brazil greatly reflects the complexity of the context in which we are inserted and presents itself as an important tool for the socialization of knowledge, since understanding the past helps us to develop critical thinking about what happens in the present. Disseminating this knowledge and placing it within reach of the teacher and the classroom contributes to an honorable endeavor.

In this regard, Saviani stands out for his intense dedication to scientific research, the advancement and socialization of public

education in our country. The author also contributes as an example for all researchers of rigorous and rich application of scientific theory and methodologies, making use of a vast exploration of the most diverse sources and the dialectical-historical method for the formulation of his critical hypotheses. Therefore, during the discussion of the present study, we relate this method to the abductive thinking method exposed by Eco and Sebeok (1983) in “O signo de Três”.

The relevance of perceiving the construction of the thought developed by Saviani (2013) occurred in the face of the difficulties and efforts found in the traditional paradigms of Brazilian historiography, as well as in the intellectual investment dispensed in this activity, aiming to find the moment of “dialogue” between works and authors. involved, based on an academic proposal.

## **METHODOLOGY**

Thus, our methodology is based on a bibliographical review of the cited works and authors, with the objective of creating a discussion, highlighting their points of convergence, presenting as an academic contribution the focus on the meritorious social subsidies that Saviani provides to scientific research and to the socialized education.

The exposition structure of this exam is divided into parts such as the Introduction, in which we expose the justification, objectives, relevance of the theme, the synthesis of the methodology used and the limits of the argumentative scope. Then, the body of the work demonstrates the main core of the discussion, reaching the final considerations.

## **THEORETICAL- METHODOLOGICAL FOUNDATIONS, CONSTRUCTION OF ABDUCTIVE HYPOTHESES AND THE SOCIALIZATION OF KNOWLEDGE IN THE “HISTORY OF PEDAGOGICAL IDEAS IN BRAZIL” (DISCUSSION AND RESULTS)**

“I observe that this book is a first effort in the sense of making available to teachers a resource that allows them to approach Brazilian education as a whole, from its origins to the present day”. (SAVIANI, 2013).

According to his professional and academic biography, Demerval Saviani’s (2013) publications were strategically directed towards the target audience of his ideas, teachers. The work “History of pedagogical ideas in Brazil”, represents his statement very well when, at the end of the introduction, he establishes its main purpose “(...) *to contribute to the development of the work of teachers in the classrooms, as well as of leaders of schools and education systems, (...)*”.

When we experience, in Saviani, the approach and exposition of pedagogical ideas and their trajectories in an overview of the history of Brazilian education, we observe that it is a scientific work carefully supported by primary and secondary sources, aiming to equate the various issues identified, given the large amount of information collected. (SAVIANI, 2013, p. xx).

Several documental, classical and historiographical sources about the referred object were raised and examined, periodizing it from the arrival of the Jesuits in Brazil until the beginning of the 21st century. Thus, a broad and complex investigation was carried out, motivated by a historical-educational research project, which had begun in 1989, aiming at a historical retrospective of public schools in Brazil (1870-1996), divided into

four periods, linearly understood, with the general historical context, in which the striking facts, such as changes and specific events were highlighted, followed by the pedagogical ideas.

The work was fundamental for observing that periodization puts pedagogical ideas in opposition to systematized ideas, hegemonic until the 1980s, and that according to the author “theoretical simplifications that, much more than sterilizing the thought of an author, contribute to the sterilization of the scientific procedure” (SAVIANI, 2013).

Saviani’s investigation, however, demonstrates educational conceptions of each historical period. It also emphasizes the identification and classification of school organization, schematically addressing some current trends, in an attempt to reflect on the direction of education in contemporary times. (SAVIANI, 2013, p. 02).

In the words of the author, in his preface, we have that one of his intentions with the results of this vast and rewarding research would be to **socialize** its fruits, although there is still much to investigate. (SAVIANI, 2013, p. xxvii).

The work emphasizes particular cuts in historical-educational research, based on available sources, building broad-ranging explanatory syntheses that can integrate school programs, enabling their socialization. It is with this aim in mind that Saviani claims to focus his studies, regarding the work on canvas, “more on the synthesis than on the analysis”, not overcoming, however, the importance of analytical studies. (SAVIANI, 2013, p. xviii).

Allowing to articulate a wide-ranging understanding of the results of particular investigations referring to the tautochron of the history of Brazilian education contributes to the structuring of an overall view lacking the preferred recipients targeted

by the author: teachers. This way, the work contributes to teacher training and to the practice of disseminating this knowledge in the classroom, highlighting its social scope. (SAVIANI, 2013, p. xvi).

The socialization of knowledge defended by Saviani integrates the character that promotes a process motivated by the awareness and internalization of evaluative contents for the construction of the social subject, a priority task for the defense of a quality and accessible public education for all Brazilians. (SAVIANI, 2013, p. 449).

It imposes, therefore, a practice that democratizes teaching, reaching the most varied social classes with the dissemination of scientific knowledge and its results without segregating them within the reach of a few, transforming itself into an important educational instrument and an indispensable resource for researchers.

Furthermore, by immediately clarifying his meaning for the terms “pedagogical ideas”, the author reinforces his socializing ideas by translating them as an expression of the educator’s work concreteness. Thus, it relates them much more to educational practice, embodying the educational needs of our time.

By pedagogical ideas I mean educational ideas, not in themselves, but in the way they are embodied in the real movement of education, guiding and, more than that, constituting the very substance of educational practice. (SAVIANI, 2013, p. 6).

The theoretical - methodological perspective used by Saviani in this work takes contributions from Marx and Gramsci and was built under the careful aegis of the dialectical-historical method and five principles as the “concrete character of historical-educational knowledge” under a “long-term perspective”, establishing the “synthetic analytical look” in the treatment of the sources, in the “articulation of the singular and the universal” with a guideline in the “currentness of

historical research”, respectively. Furthermore, the research demonstrates, concomitantly, tenacity in surveying and criticizing numerous research sources, among them a vast list of bibliographical references. (SAVIANI, 2013, p. 3).

The dialectic-historical method that Saviani develops consists of, in the face of what is presented as truth (thesis), the contradiction (antithesis) is realized by confronting other realities and theories, in order to move towards a creative and transforming synthesis, to new theories. The relationship between this method and the abductive method, proposed here, is the analysis that we discuss.

From that point on, there is a moment of coalition with the abductive reasoning understood by Pierce (Eco, 1983), since Saviani (2013) develops a set of hypotheses as a result of the theoretical-methodological plurality to support his conception of historical-educational knowledge, this is stated in the five guidelines, from which we highlight the requirement to explain the complexity of the relationships and determinations of Brazilian education, the care with the treatment of the sources, seeking not to distort the investigated phenomenon, allowing the examination of the sources was aligned between local, national and international processes. Finally, the principle of currentness of historical research, which must be established in a state of clarity, considers that, like all research, historical investigation has its interests and directions, as Saviani states:

“Consequently, what provokes the investigative impulse is the need to answer some question that challenges us in the present reality. Obviously, this has nothing to do with “presentism” or even with “pragmatism”. It is the very awareness of human historicity, that is, the perception that the present is rooted in the past and projects itself into the future.” (SAVIANI, 2013, p. 4)

His method is “of a historiographical character”, understanding that a history of ideas proceeded, in which he adopted affinities with the methodologies employed in the studies of philosophy. It presents, however, a selection of 354 bibliographical references, consisting of several ideological manifestations of different authors, demonstrating with such eclecticism, the theoretical problem faced in the course of the investigation when distinguishing educational ideas from pedagogical ideas.

By explaining the “configuration of the research project” that gave rise to the book, the author demonstrates the scientific rigor with which he wove the steps of his investigations, revealing a standard of excellence to be taken as a reference by researchers in general. The bibliographic review is carried out in a way that several thinkers from different theoretical currents “talk” through the dissertation and quotations, linked by the Savian argumentative critique, questioning contemporary paradigms and, with that, configuring innovations in the field. (SAVIANI, 2013, p. 2).

Therefore, it outlines the general lines of the project, discusses guiding theoretical issues such as the concept of “pedagogical ideas” and the issue of periodization, as well as justifies adjustments made during evaluations carried out throughout the research. (SAVIANI, 2013, p. 6).

This way, with the formulation throughout the text of several explanatory hypotheses for questions that have not yet been elucidated, Saviani indicates the demand for complementary research and encourages new investigations, a factor with which we weave a counterpoint with the work “The sign of three” below.

### REGARDING THE SIGN OF THREE

This work by Umberto Eco and Sebeok, TA et al. (1983) is a collection of several articles written by authors from various areas



of knowledge, in which the research method of Sherlock Holmes, Arthur Conan Doyle's character, and CS Pierce's abductive argument are confronted. One perceives, through interdisciplinary knowledge, through rational analysis, the methodological and scientific processes demonstrated in fiction.

It is necessary to register the influence of Cartesian rationalism in Western civilization supported by the thesis of infallible truth, based on mathematical and deductive reasoning, with knowledge and investigation for a privileged few. Charles Sanders Pierce (1839-1914), however, placed himself in the position of deconstructing the Cartesian method, introducing what could be called the "alternative method", an original concept for philosophical history.

The greatest contribution of the Pierce method refers to Philosophy (with pragmatism) and to the Theory of Communication. Pierce's triads, as they became known, include sign, object, interpretant, and the reasoning on which the work deals: deduction, induction and abduction, the latter identified as "conjectural thinking". Thus, from the point of view of the work "O Signo de Três", scientific discoveries, historical reconstructions, interpretations of literary texts, criminal and medical investigations are constituted as cases of conjectural thinking. (ECO; SEBEOK, 1983, p. 14)

It becomes clear in the work that Sherlock, although he presents his deductions, these do not appear as inductions, to what was intended. Rather, they refer to what Pierce named abductions, considered as a third type of logical inference, permeating induction and deduction, methods accepted by traditional science. (ECO; SEBEOK, 1983, p. 60)

Therefore, Pierce defends the logic of raising hypotheses to anchor the challenges of rationality, constituting a firm path for the discovery of new truths, even in an

approximate and provisional way. Through the new hypotheses it is possible to arrive at a new point to see the real, allowing new experiences and experiments, giving new meaning to the way of understanding the researched problem. (ECO; SEBEOK, 1983, p. 199)

What is concluded from the understanding of this work, turning to the problematic to be pursued, is that research must move away from the "form", in order to understand or define the object through the process of formation of exploratory hypotheses, allowing the elaboration of a general prognosis, even in the face of the possibility of not so successful results.

We understand that by bringing reasoning closer to a re-signified understanding, we tend to contribute to the socialization of knowledge, since it presents an innovative form of scientific research production, breaking traditional paradigms by promoting a wide range until reaching use in the classroom.

Thus, in Saviani (2013) we realize that we can establish a bridge between Pierce's exposed thought and what was developed in his work, in terms of methodology, in the formulation of explanatory hypotheses for the questions presented throughout the book.

## CONCLUSION

The singularity as a clue and the examination of the treated object by obtaining tested and observed data establishes a tension that makes us think about the "non-existence" of the truth, but its creation through the analysis of the sources, the "deciphering" of reality under a conjectural paradigm, involves semiotics and abduction in hypothetical premises.

On the other hand and on this, Saviani innovates in his work by presenting, as we have developed previously, the dialectical-historical method, originating the sounding of explanatory hypotheses for the questions raised throughout his discussion on pedagogical

ideas in the history of Brazilian education, with the aim of objective of socializing knowledge so that Brazilian education, especially public education, benefits from new ways of producing quality research to be put to good use in the classroom.

It becomes clear when associating the two mentioned works the point of convergence, as being, the abductive reasoning, inferring

the logic of what could be, going to meet new possibilities, even challenging the existing norms. This genius, which allows us the possibility of inferring relationships between his method and methods from other fields of knowledge, in addition to many other attributes, makes Demerval Saviani (2013) a prominent Brazilian intellectual of post-modernity.

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