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**THE RELATIONSHIP
BETWEEN STATE,
DEMOCRACY,
DIGNITY OF THE
HUMAN PERSON
AND HUMANISTIC
EDUCATION'**

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Abstract: The research addresses the relationship between the four thematic nuclei included in the title, that is, “State”, “Democracy”, “Dignity of the Human Person” and “Humanistic Education”. The objective is to investigate and understand how this relationship takes place, as well as to obtain a reflective analysis of the Brazilian scenario within the scope of the theme. For this, an in-depth study of the historical and philosophical development was carried out, conducted mainly from the perspective of the Philosophy of Law, the key elements brought, the connections involved, and the national panorama. A reflective reading of the selected bibliography was carried out, composed mainly of works on the Philosophy of Law, but also containing the presence of different forms of materials, from different areas of knowledge, insofar as they are shown to be relevant. The analyzes carried out are predominantly qualitative throughout the research, without prejudice to other methodological forms at certain times.

Keywords: Right; Philosophy; Humanism

INTRODUCTION

It is common in political speeches or in certain journalistic programs to use the words “State”, “Democracy”, “Dignity”, and “Education” without proper systematization, reasoning or contextualization. Especially in the last three decades, there has been an intensification of a simplified idea that education is the key to solving all the problems of a country [1]. It could be questioned, in this line, what is meant by education, and how this would be the great differential to solve the most diverse difficulties present in a certain society.

Despite the importance of education, it is clear that an abstract statement that emphasizes an educational element unaccompanied by systematic and reasoned thinking does little

to contribute or even hinder any effort that aims to somehow understand and/or improve society.

A series of elements show signs that education is at the same time something that has the potential to promote democracy, human dignity and a State that is structured based on these values, as is the result of the way in which these ideas are materialized in a certain context, considering the state regulation and the present socioeconomic characteristics. Reading a series of authors from different approaches such as Norberto Bobbio, Eduardo Bittar, Guilherme Assis de Almeida, Michael J. Sandel, Paulo Freire and Marilena Chaui lead to such an understanding.

This line of thought leads to the question of whether there is any form of specific education that must be considered in order to have a social organization based on democracy and human dignity, duly regulated by the State. With the development of the research, it is pointed out that it is necessary to adopt an education understood here as humanistic, aimed at the human being in all its integrality and as an end in itself.

Furthermore, this logic of reasoning leads to the appearance of evidence that democracy is both a basis and a result of the idea of human dignity, and vice versa. Considering the whole context, it is understood that the thematic nuclei that make up the research title are inserted in a relationship of interdependence and circularity. Investigating and understanding this relationship is the main objective of this work.

METHODOLOGY

The methodology approached consists primarily of a reflective reading of the selected bibliography. Most of them are books on Philosophy of Law, Philosophy and/or related topics, such as education. There are also academic articles, reports from international

bodies, and journalistic materials.

Despite the prevalence of some authors, a single method of a given author was not adopted as a methodological basis for the research, but different theoretical lines were compiled and systematized in a specific and adequate construction for the contours of the research.

RESULTS AND DISCUSSION

The research carried out led to a set of results. Firstly, it was understood that the themes addressed here must not be considered grounded by natural law or idealist currents, but rather understood within the scope of a historical context and to the extent that the different philosophical thoughts had a historical materiality, moving away from an abstract or purist. In this sense, the themes addressed are not closed concepts, but directions whose dimensions are constantly being constructed in the historical process.

Furthermore, the themes addressed here cannot be understood vertically. In this sense, it is not education that leads to democracy or human dignity, or to a State in a certain way. All the thematic nuclei, in their materiality, are at the same time constructors and products of each other, so that any analysis carried out that takes place in a non-systematic way will not be able to understand the complexity of the relationship addressed in the research.

For there to be a complex political community that is based on the values of democracy and human dignity, regulated by the State, an education is necessary that will contribute to the promotion of such values and such form of organization. This education will necessarily be humanistic, in the sense that it aims at the individual in himself, in all dimensions that involve his life.

Likewise, a society that does not have consolidated and materialized the values of democracy and human dignity, with a State

structured in this sense, will inevitably lead to an education that will not be humanistic, and that will reproduce what is considered power. dominant, political and/or economic.

If you consider a scenario in which education is not humanistic, and there is no absorption of the values of democracy and human dignity in social structures and by the State itself, this will reproduce itself until it is contested by popular pressure in a mobilized demand movement, being the possible way to break this cycle.

CONCLUSIONS

The conclusion of this research is based on the verification of the historicity and permanent construction of the thematic nuclei involved and their relationships. Still, it is understood that there is a relationship of circularity and interdependence between the key nuclei brought.

Furthermore, it is possible to state in this context that a society effectively based on democracy and human dignity, regulated by the State, will necessarily depend on a humanistic education, as well as result in the constitution of such an educational form, in a circular movement. Finally, considering the very content of the research and the recognition of historicity and that the transformations of the circular movements brought about occur collectively in the form of a mobilization, it is concluded that it would be impossible at that moment and individually to exhaust the theme, which will be in permanent development in a plural form.

QUOTES

[1] SANDEL, Michael J. A tirania do mérito: o que aconteceu com o bem comum? – 5ª ed. – Rio de Janeiro: Civilização Brasileira, 2021. Página 128

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