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MUSIC AND TEACHING: THE RESULT OF AN ACTION-RESEARCH ON HIGH SCHOOL EDUCATION FROM A PUBLIC FORMATION

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ABSTRACT

This This text presents some discussions about a reflexive practice involving teaching and music in a high school in Cruz Alta, Rio Grande do Sul. The practice had the action research as an alternative methodology, considering that this search promotes improvements in contexts, especially in the public school, and involves teamwork, which leads those involved in the process of action-reflection-action. The analysis of the data was focused on the productions that involved the activities of the educators in the process of considering the transversal theme in the other teaching activities. In this sense, individual and collective textual and written debates and productions about lyrics by Chico Buarque de Hollanda in the areas of Humanities and Languages were conducted. The theoretical foundations were based on authors such as Thiollent (2011), Diniz (2014), Japiassú (1976), among others. The results evidenced the relevance of collaborative work in a team that is characteristic of action research, especially in the educational context of the public school so in need of actions aimed at improving the quality of teaching.

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INTRODUCTION

We experience educational situations in which many students come to universities with limited knowledge of the Portuguese language and without the ability to understand a poetic text and the music is present today in the lives of young people, especially as a complementary part of a common day, originated, many times, schools, among countless other forms of manifestations in different times and places.

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Music is present in a remarkable way in society and we are affected by it every day, often without realizing it. Music, in truth, is part of our republican political-historical roots, influence behavior of Brazilian society, which was concentrating its desires a restructuring of the State by means of the deployment of the First Republic. Even though there is an official hymn in the anxieties of the Republican Revolutionaries Brazilians, we adopted the Marseillaise, which starred in the French Revolution. Although the Brazilian republic has come so late, the music was present at these events as nurturing of revolutionaries. "The sound that cradled the French revolutionaries was considered by many to be the soundtrack of our republic". The melody has won a letter Tupiniquim:

Free to be!
 Free made!
 Scream our chest!
 Like a broken thunder!
 Live, live, live the martial,
 Strong, loyal!
 Live, live the martial ones!
 (DINIZ & CUNHA, 2014, p.25).

There are analyzes such as these which will, without doubt, make real growth of our skills facing the problems of linguistic nature, mainly in what refers to the interpretation held by our high school students. From this perspective, we carried out the research with teachers and students of secondary education in a public school, which will be described in the sequence. This text brings; therefore, some discussions about this reflective practice involving the teaching and music at a middle school in Cruz Alta, Rio Grande do Sul. The practice had the action research as an alternative methodology, in order that it seeks to promote improvements in specific contexts, especially in public schools, and involves working in a team, which leads the people involved in the process to action-reflection-action. The data analysis was directed to productions that involved the activities of educators and students in the process of considering the cross-cutting theme in other educational activities. In this sense, discussions were held and individual and collective textual productions on letters of the songs of the Brazilian composer and singer Chico Buarque de Hollanda, in the areas of Humanities and Languages. The assessment instruments that based the trimester in the areas of the Humanities and Languages were debates on presentation of slides and texts, textual production individually and collectively, making posters made collectively and interdisciplinary assessment of areas of knowledge with the theme involving the work of Chico Buarque.

MATERIALS AND METHODS

The School, in its educational philosophy, establishes the commitment to training for the emancipation of their students, seeking to break with the social prejudices, ethnic, gender and unequal distribution of income, with views to the popular participation as a democratic principle. In this way, the methodology is focused on the preparation and development of educational activities, associated to the areas of knowledge, developing the research through work with analyzes about the social issues found in the letters of the compositions of Chico Buarque, with the characteristics of this pedagogical training, i.e., criticality and emancipation purposeful in all democratic decisions. The method proposed this work consists in the undertaking of the research-action⁴, seeking to switch part of the literary musical context of Chico Buarque de with the receptivity and the unfolding of the final series of basic education and its developments. In this process of research were taken steps which consisted in the organization, implementation, evaluation of the process and its results, taking into consideration all the possibilities of interpretation and understanding under the context of the sociocultural practices present in the compositions of the author and his relations with the routine of the Brazilian social reality. The study had a scope that allowed a job within the proposed Middle School, involving in particular two areas of knowledge, being the Area of Languages and the Area of the Humanities.

In this way, the organization was constructed from the proposal of the historical-literary production to which the student initially had the knowledge of the works of the author on consonances with the programmatic content established by the educational project of the school and through the guidance of teachers in the respective areas of knowledge. The methodology of action research had proposed the development of activities aimed at promoting a permanent reflection among the characters of the work in its various and different facets in relation to individuals of social life. Thus, the curricular components of knowledge areas have established a work plan that, for instance, has referred to the studies now focused on history, philosophy, sociology, now and the languages. In this sense, it was felt that it would, through the wire driver that resides in the musical literature of Chico Buarque, a connection between art and life. This project showed that the group of five teachers in the respective areas and 44 students formed by two classes of final series of secondary education.

The interpretation was part of the process of recognizing the entire literary and social entity, once identified the peculiarities between the character and the individual social, passes the survey to serve as a subsidy of criticality and proposition, and Ventura, who knows how to intervene in the social environment, from its considerations arising from the analysis of the studies proposed in this work. The researchers/teachers have developed activities that allowed the interpretation of the musician-literary object and its relationship with other object that relates to the social environment. In this specific case, the characters illustrated by Chico, by means of the individuals in the face of social reality.

It is a set of actions articulated by an interdisciplinary work, comprising the school space (micro), where the protagonists in the process, they were able to inter-relate the programmatic contents, cross-cutting themes found in the literary object-musician by various facets designed by Chico Buarque. In this perspective, Thiollent (2011) defines that action research, although participatory nature cannot be reduced solely to participation, but the intervention of the researcher and, therefore, it is possible this possibility in research groups, small institutions. Action research is a type of social research that is designed and carried out in close association with an action or with the resolution of a problem and collective in which researchers and participants representative of the situation of reality to be investigated are involved in a cooperative and participative (Thiollent, 2011). In this sense, the educators of the areas mentioned above had the task of baste together their proposals, whereas the assumptions of action research, mainly in what refers to work in a team. The first time the areas of knowledge gathered with the objective of building the pedagogical proposal of work, being that as soon as it was defined in its fullness, was duly ensured for its realization in the third series of average education, during the second half of the year two thousand and sixteen. The proposal to be discussed and which was observed by teachers obeyed the steps as follows:

- Training meeting with the presentation of the project to all teachers involved;
- Meetings of the areas of knowledge, for the planning and evaluations of work in activities;
- The observation of the teachers' group regarding the musical literature of Chico Buarque de Hollanda,

considering the association between a selection and the programmatic contents;

- Establishment of a joint work plan with the aforementioned areas, providing full conditions to the students for the development of pedagogical activities, which had as its culmination presentations at the end of the second quarter, involving the evaluations of the different areas, as exemplified below:
- The integration of the contents worked in the disciplines of the areas of the knowledge of the languages and the human ones with part of the work of Chico Buarque acting like generating theme;
- Through the previous knowledge of the figures of language the recognition of these figures in the compositions and characters of Chico Buarque de Hollanda;
- "The social nature", the identity represented by the characters of Chico Buarque under the historical perspective in its economic and social political structures;
- The production of works developed with the students with the expectation of fostering the social critical sense, through the generative themes and their transversalities, with reference to homophobia, poverty, violence, access to health, housing, education and that are identified in the work by Chico Buarque de Hollanda.

RESULTS

It is the student's role in the interpretation and intervention in the research. The school environment offered the conditions for the development of activities proposed for access to information, ensuring space for media and libraries for ancillary materials to complement the work; they may serve as school productions and can be presented in educational fairs or events of interdisciplinary presentations. These joint assessments, among other things, offered the possibility of blogs for posting the work of these productions and also made opportune the confection of a book containing all the productions performed during the research period. The research made opportune interdisciplinarity and transdisciplinarity, allowing the universalization of the curricular components, emphasizing the areas of Language and Humanities combined with the historicity that comprises the musicality, the dramaturgy and the chronicles that make the author an exponent of Brazilian popular culture. Japiassú emphasizes that we can say that we recognize in the face of an interdisciplinary venture all the times in which he can incorporate the results of various specialties who take loan to other disciplines certain instruments and methodological techniques, making use of the conceptual schemes and analyzes that are in the various branches of knowledge, in order to make them integrate and converge, after having been compared and judged. Hence we can say that the specific role of interdisciplinary activity consists primarily in launching a bridge to connect the borders that had been previously established between the disciplines with the aim to ensure each character exactly positive according to particular modes and with specific outcomes (JAPIASSÚ, 1976). This entire historic musical literary scaffold was added to the social movements which Chico Buarque remained in constant contact. In its social formation has fostered and strengthened that democracy is established before the institutionality of the State, i.e., by the express wish of the unconditional freedoms, and for this

reason, this state should serve and meet individual and collective expectations, ensuring civil and political rights, but mainly in the culmination by right of full citizenship that contrasts with the regimes of exception that precludes equality of rights. The proposal to analyze the works of the author, considering the historical context and their compositions, their relevance in the dictatorial environment and post-dictatorial, allowed a permanent reflection to reassess the history that we are building, from the eyes that see society and the desire to transform it according to the future of these and other generations. The character of this research presented itself and was manifested in the attestation of pedagogical action by means of transversal themes that emerged through the reflection of the nature of the interdisciplinary, when the language, history, philosophy and literature are intertwined through this same reflection. In the epistemic field, to the extent that the subject reported their abstraction on the object and it drew considerations and conclusions to illustrate results designed by the revelations and connections of the various and different knowledges, in this case, in particular the social knowledge by the dimensions of the curricula of formal, non-formal and hidden. The permanent observation in which weigh the social content, the characters of Chico Buarque came to be the social object to be exploited and their relationship or correlation for the verification of research on the conditions in which they live the social subjects, which could be relevant in the context in which the figured and the actual merge. This research led by groups of teachers and students from a public school, we sought to foster the spirit of curiosity, bringing social issues to the interdisciplinary content, by means of a pedagogy of alternation in the work in development.

In the case of an interpretative analysis, to the extent that it is necessary to carry out the individual give meaning to things, that in fact the "he" individual understand have real meaning, having in its main characteristic the speech and debate as a source the desires and wishes to strengthen the relations of these participants. It was felt that the whole manifestation produced and illustrated by means of work between students and teachers had relevant results, once the interdisciplinary environment and the transversal themes of works of Chico Buarque de Hollanda were inexhaustible sources from the point of view of discursive and all forms of intentionality that shape social structures. Varied curricula were introduced and abetted prays for the formality, sometimes by the informality and even by the discussions, proposals and the classroom became prosperous to the aspirations of the researchers who investigate, also became part of the process, as envisaged in the methodology of action research. The inferences, also a part of this process, have been highlighted by its participants: educators and students, using the literary work of Chico Buarque as object of study and makes the search of relation of science fiction illustrated by the artist in a permanent rethink of Brazilian society. The action research allowed, in addition to the inferences on the themes developed through the activities in the course of the survey, the observation that from the planned organization of a society is it possible to obtain results that allow a reframe of contexts that do not contemplate the social yearnings. With the purpose of illustrating the practice developed, describe, then one of the activities carried out by a professor of Brazilian literature, which presented a video with the timeline of the life and work of Chico Buarque, ending with an interview which Gilberto Gil, informs its partnership with Chico when the composition of the music

Cup, whose share of the letter is below, to be able to cross the reading with the analysis performed by students:

Cup

Chico Buarque-1973

Father, remove this cup from me.
 Father, remove this cup from me.
 Father, remove this cup from me.
 Blood red wine

How to drink from this bitter drink
 Swallowing the pain, swallowing the toil
 Even if the mouth is closed, the chest
 Silence in the city is not heard

What's the use of being a saint's son?
 It would be better to be the other's child.
 Another less dead reality
 Such a lie, so much brute force [...]

After the reading, discussion and reflection on the interpretations of the lyrics of the song, was drawn up a panel where students and teachers put a random word and with which brought the lyrics of the song chalice. Following reasoned about the meaning of this word in relation to work.

DISCUSSION

The practice illustrated highlights the relevance of collective engagement in a pedagogical and collaborative manner and, in this sense, the research-action sought to relate the themes of programmatic contents, associating them to the realities experienced with the illustrated by the work of Chico Buarque. The school context configured itself as appropriate for the actions that are interwoven in the construction of a conscience by citizenship and participation of social actors in the context of the school and beyond. The crises that afflict the society, whether of an economic, political, social, and consequently became a constant in the lives of Brazilians, require a reflection by means of debates in all sectors of society, whereas the common good must prevail to individual interests.

The society thinks is that dialog and debate permanently and, consequently, lets build, collectively, their purposes. It is a difficult task, but possible from the moment in which groups meet to reflect and (re)plan actions with a view to promoting improvements in a given context. In this perspective, the study showed, by means of reflective analysis of the music of Chico Buarque, who, regardless of the season, social problems are always the same and, therefore, the need to situate these problems in time and space in order to seek, through joint actions, alternative ways to improve, or at least the redness them. The action research, once it comes to the solution of problems of contemporary society, especially in the educational context, can contribute significantly to the improvement of an industry that requires collaborative actions that have as goals to promote the improvement of situations that affect this sector. The result of this research can be considered satisfactory, in so far as the expectations of all involved have emerged in the proposal, emphasizing the interest of students who have embraced the idea, brought productions are relevant both to the debate as to the material produced. The expectations of the group of researchers were overcome, once also documents the school had the popular participation with the protagonism in the initiative of the revision of the rules of coexistence, Circle of dialog and awarding of quarterly assessments of the school. In the same way, the research complied with not only the formal protocol, but also as a positive experience for purposes of renewing education and hope, which is made possible by means of actions involving the planning and redesign in moments in which, from debates, it was noticed that there was a need for a return to a result which, in fact, could contribute to the formation of individuals reflective and aware of their role in society today.

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