

## EDUCOMMUNICATION AS AN EDUCATIONAL PRACTICE IN THE TEACHING OF THE PORTUGUESE LANGUAGE TO FULL-TIME HIGH SCHOOL STUDENTS IN PUBLIC SCHOOLS



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### ABSTRACT

This work is an approach to educommunication as an interdisciplinary practice that tends to make educational activities more meaningful and effective. It is also seen as a relevant tool for the teaching-learning process of full-time high school students, as well as a resource for the construction of critical knowledge of these individuals in society. In addition, educommunication uses Information and Communication Technologies (ICT), essential mechanisms to help this pedagogical method, to stimulate learning. In full-time high school, educommunication becomes a didactic support, notably important in Portuguese language classes and the use of technologies. The fusion of both can work to promote a more meaningful and contextualized study, bringing the student closer to innovative experiences developed at school and reflecting their daily life. However, despite their potential, public schools of full-time secondary education present some impediments for these conducts to be carried out, such as: the lack of adequate technological resources, the need for continuous teacher training and resistance to new pedagogical approaches. Therefore, this research aims to analyze the importance of educommunication, as a pedagogical practice, aimed at Portuguese language classes for full-time high school students in public schools, in addition to verifying the possibilities of these educational praxis inserted in the teaching of the mother tongue. As a methodology, a literature review was used, related through academic sources such as books, articles and dissertations available in the Google Scholar and Scielo databases, for the selection of these published works. With the expansion of studies on the subject, the results pointed out that its implementation in full-time high school can arise as an opportunity that facilitates the teaching of the Portuguese language and the active participation of students in the construction of knowledge. With this, it is concluded that educommunication cannot be considered only an instrument applied in the school environment, but also needs to have a commitment to the formation of critical-reflective thinking of this citizen, which goes beyond the walls of the school.

**Keywords:** Portuguese Language. Full-time high school. Educommunication. Information and Communication Technologies. Teaching-learning.

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## INTRODUCTION

Educommunication can be understood as the junction between the areas of Education and Communication, integrating teaching and information practices. When these two fields combine, there are advances in both, improving their specificities. Thus, understanding educommunication becomes essential to promote significant transformations in these two domains of knowledge. Therefore, it is an interdisciplinary practice that considers communication an essential tool in the teaching-learning process for the construction of knowledge and the critical and participatory constitution of individuals in modern society (Lima, 2022).

According to Valim *et al.* (2020), educommunication is based on the theories of communication and education, seeking complementarity between concepts and practices, considering that communication is the axis of the educational process, where not only the teaching-learning process, but also how people learn, appropriate information and build knowledge, is influenced.

Educommunication considers the media and Information and Communication Technologies (ICT) as important teaching aids and learning tools in the educational process. She emerges as an outstanding advocate for active student engagement, stimulating critical consideration of media, valuing creative expression, and promoting communication skills. Therefore, it aims to help citizens learn consciously, properly developing the ability to use the media ethically and responsibly, as well as improving the link between formal and non-formal education (Silva; Ghisleni; Carlesso, 2024).

At the level of public schools of Integral High School, educommunication becomes relevant, notably in the classes of the Portuguese Language discipline and in the use of technology. Language and technology fusions can work especially well to promote more contextualized learning, bringing the student closer to new modes of communicative practice in everyday life (Barreta, 2023).

Despite the potential of educommunication to revolutionize the teaching of the Portuguese language, Integral High Schools present a series of problems and impediments, such as the lack of technological resources, inadequate teacher training and resistance to new methodologies. Therefore, it should also be borne in mind how the integration of ICT should be done effectively, without compromising the quality of learning and without leaving in the dark the important aspects of student development (Silva; Lima, 2023).

Therefore, the objective of this article is to verify the possibilities and limitations of educommunication in public full-time high schools, considering the integration of various languages and technology in the teaching of the Portuguese language. It is expected, therefore, through this study, to offer subsidies for the consolidation of educommunication in Integral High Schools, improving the teaching-learning process in the discipline of Portuguese Language, as well as in the formation of citizens with more awareness, criticality and readiness to face the challenges that today's society imposes on them.

The methodology used in this research was a descriptive literature review, using the keywords: educommunication; Portuguese language teaching and full-time high school, in the Scielo and Google Scholar database for selection of articles published in the last five years. The selection of publications was based on the systematic reading of titles and abstracts in Portuguese, aiming to cover relevant works and discussions, where the works were selected to compose the proposed research. The present study is a review of educommunication and its pedagogical practices, as well as the problems faced in full-time public high schools, especially in teaching related to the subject of Portuguese Language.

## **CHALLENGES OF BASIC EDUCATION OF INTEGRAL HIGH SCHOOL: EXPANDING POSSIBILITIES**

Basic education in Brazil has been facing problems that compromise the fullness of student development, thus making it difficult to constitute critical citizens who meet the demands of the twenty-first century (Santos, 2022).

The most evident problems are educational disparity, the poor quality of education most of the time, the lack of infrastructure in the school environment, pedagogically scarce school resources and the aversion to basic subjects, such as Portuguese and mathematics. This affects the educational system, which often fails to provide the student with a comprehensive education, thus limiting cognitive, social and emotional skills (Bezerra; Freitas, 2022).

Traditional basic education treats the student as a container to be filled only with the contents prescribed by the curriculum. Forgetting to inculcate practical skills and critical thinking. In addition, the difference that persists between diversified social and regional classes removes the gap between students. Public schools mainly lack infrastructure, more qualified teachers and adequate teaching materials. Inequality in the learning process is directly manifested in the future lives of students (Silva, 2021).

In this sense, the full-time high school education model emerges as the best approach to overcome these limitations. Full-time high school has the purpose of forming citizens capable of acting at full capacity in society. Full-time education increases the school workload and the time to make space available for a variety of activities, such as interdisciplinary projects, cultural activities, sports, arts, and even reinforcement in essential subjects (Lima, 2024).

Full-time high school is not an increase in the level of school load, but a reformulation of the educational process. Its goal is to provide a more complete and diverse education, not just confined to standard school content. By incorporating extracurricular activities and increasing the hours in which students are present, full-time education promotes the development of cognitive, social, and emotional skills on which the emergence of a judicious and responsible member of society is based (Santos; Gontijo, 2020).

Another principle of this model of full-time high school is the extended school day, allowing more time for students to analyze several other areas of knowledge. Instead of regular lectures, full-time education has a more dynamic teaching structure, with activities that emphasize student engagement. There may be interdisciplinary projects, art workshops, sports, cultural activities, debates, and even volunteering that help develop citizenship and socio-emotional skills (Barcelos; Moll, 2021).

According to Lima and Andrade (2022), "full-time education is not only about increasing time, but also about bringing experiences to the student that stimulates critical thinking, collaboration, and problem-solving". Time to enter school, with a few more different activities, in the full-time education model. The attractiveness and meaning of students' experience with education changes when the full-time education model increases the time it takes to enter school and diversifies activities (Gontijo; Fagiani; Previtali, 2022).

Some research studies prove the advantages of full-time high school for students, especially when it comes to reading, writing and the cognitive skills acquired by students during this period. Schools that present the *full of good* education model have better learning rates, giving importance to the progression of students in Portuguese Language and Mathematics, being some key subjects for commerce and academic careers (Groenwald; Panossian, 2021).

In addition, education has some influence on the emotional and social aspects of students. As it allows more interaction with the school, the full-time high school model

builds an environment of belonging in which students feel safer and, therefore, obtain more motivation to learn (Sousa; Shah; Pedrosa, 2023).

Another important aspect of this model is the fight against school dropout. As school activities are expanded and offer greater opportunities for learning and social interaction, the full-time model makes school more attractive and, therefore, decreases school dropout rates. This is especially important in contexts of high social vulnerability, when most students drop out of school, at the advent of adolescence, due to lack of motivation or to work and give some money to the family (Teixeira, 2023).

Full-time high school education has the added advantage of providing a more comprehensive civic education, allowing students to participate in activities related to social, cultural, and environmental issues. These projects and debates encourage students to reflect on ethics, social justice, human rights, and sustainability, making them critical citizens engaged in social transformation (Moll, 2020).

As desirable as this is, this type of education has some difficulties in implementation, among them is the lack of necessary infrastructure. Most public schools do not have adequate space for extracurricular activities, such as art rooms, science labs, sports halls, or recreation areas. In addition, there is a lack of teaching materials and technological resources in schools, restricting the level of quality in which education can be provided (Ventura, 2024).

Another issue is the lack of incentive for teacher training. The success of full-time education will depend on the ability to adequately prepare the teaching team and the pedagogical team to deal with the diversity of functions and activities implied by this model of education (Moreira; Marques, 2023).

In this sense, the continuing education of teachers is treated as a priority so that innovative pedagogical practices can be infused and the development of students is properly monitored. This is further supported by Simões (2021), who argues that teacher training is a fundamental condition for the success of full-time education because, without a qualified and motivated teaching staff, it is impossible to guarantee the success of the planned results.

Schools need to have, especially for this teaching model, an effective management in the coordination of all activities in the managerial domain, coordinating pedagogical actions and providing complete education to students. For this, it is necessary that the

school leadership review the needs of the students and also make an effort to organize time and resources (Lima; Silva; Silva, 2020).

In a way, however, the full-time high school model will be Brazil's first step towards a more inclusive and efficient education, for which there must be sustained public investment in infrastructure, teacher training and pedagogical resources. Education should be valued by all citizens, considering that it has a heavy responsibility to prepare students to calmly face a world in perpetual rotation (Raminho; Síveres, 2023).

As Silva (2021) states, the full-time teaching model is a proposal for a great revolution in education, by proposing the formation not only of students, but also of complete citizens who can act with responsibility and social awareness. Full-time education is an approach that, through the articulation of different areas of knowledge, and the extension of the time in which students are in contact with school, tends to further humanize education, make it inclusive and prepare it to meet the demands of the twenty-first century (Rodrigues; Elijah; Honorato, 2024).

Thus, this teaching model should be considered not only as a way out of the current problems of education, but as a strategic investment in the future of the country. It is a key to the transformation of the educational system that has in its arsenal the provision of all students with tools, regardless of social background, to become critical and creative personalities ready to promote positive social change (Conceição; Ferreira, 2022).

## **PORTUGUESE LANGUAGE TEACHING IN FULL-TIME HIGH SCHOOL: A HOLISTIC VIEW**

Full-time high school is a new approach to education that has been considered more than a greater approach to learning methods for students. With the increase in the number of hours in the school environment, the full-time high school student allows the inculcation of knowledge not only in the usual subjects, but also in other efforts related to language with importance and creativity (Guimarães; Souza, 2021).

The concept of full-time education involves extending the school day, providing students with more opportunities to relate to the contents and this school in a more dynamic and diverse way. This makes it possible to teach the discipline of Portuguese Language not only in terms of grammar, spelling and textual interpretation, but also in segments that contribute to the development of communicative skills, both oral and written,



in addition to promoting literary production and critical reflection on the language and its social role (Vieira; Costa, 2022).

When integrated into the curricular context of basic education, pedagogical practices in Portuguese can contribute significantly to the development of a more critical and reflective view of the language in learners, "consumers-researchers" of texts and the circulation of messages characteristic of today's world (Barbosa; Mariano; Sousa, 2021).

According to Marcondes, Ferrete and Santos (2021), the holistic approach to education facilitates the teaching of the Portuguese language to be treated in an integrated way with other areas of knowledge. In this way, the improvement of language skills can happen through the use of educommunication in projects related to other areas of knowledge, such as history, geography, science, art, which make teaching more meaningful and contextualized.

For example, a project on educommunication may involve the reading and analysis of journalistic and advertising texts, the creation of videos and *podcasts* by the student and the participation in debates on the subject. These activities can do a lot for students' linguistic development and also enable them to apply language as a tool for social transformation and citizenship, as it places them in real contexts (Lima, 2022).

For Oliveira *et al.* (2024), the application of educational technologies to full-time education opens up new opportunities for Portuguese language teaching. Websites, social networks, podcasts, videos and reading platforms, all digital tools, provide new ways for students to express themselves and contact texts of various kinds, using the educommunication tool in all areas of knowledge.

This also means that by using technologies, students can create, share, and reflect on content collaboratively and not only to enhance their writing skills, but also for critical media literacy and critical reading skills (Santos, 2020).

According to Ramos, Ramos, and Santos (2022), digital platforms give access to texts of all kinds, literary, informative, scientific, and much more. For the exploration of different styles, genres, and communicative contexts, this diversification is necessary to assist students in developing a comprehensive view and understanding of multiple ways of using language in the modern world.

However, an important element of learning in any educational institution is interaction with students, so they have the opportunity to express themselves, listen to others, share and build knowledge through involvement in collaborative practices, such as

reading groups, conversation circles, classroom discussions and group writing projects (Junior; Benedict; Ribeiro, 2023).

Text production is very important in Portuguese classes in the full-time high school course. Students are encouraged to write through various textual genres, such as essays, argumentative essays, chronicles, reviews, reports, stories, poems, letters and others. Writing contributes both to the improvement of language, as well as to the strengthening of critical thinking and the ability to express and organize ideas (Barros; Barros, 2023).

One of the great advantages of full-time high school education is to promote the socio-emotional development of students and the Portuguese Language discipline plays a crucial role in this process. Through literature, the production of texts and the use of language in everyday school life, students can work on various emotional, social and cultural issues closely related to their experiences and the process of becoming citizens (Baptista; Colares, 2022).

This fact has as an example the reading of literary works, which can help students to contact alternative universes and points of view, thus provoking a sense of empathy and respect for differences. Therefore, writing and oral expression activities can promote the development of self-confidence and effective communication, which are basic factors for this student to become an active and responsible citizen (Lima, 2022).

While the potential benefits are enormous, the implementation of a comprehensive teaching model to support the Portuguese language discipline has some obstacles. The inadequacy of continuous teacher training, the lack of technological resources in most schools, and the inequality in access to quality education facilitate the effective imposition of this model in many regions of Brazil (Valim *et al.*, 2020).

In addition, in many cases, the vast majority of public schools do not have adequate infrastructure to support the multiple activities that full-time high school proposes. This includes spaces for extracurricular activities and various modern and up-to-date didactic-pedagogical materials. Therefore, success in integral education is directly dependent on investments in school infrastructure and the professionalism of educators, as long as innovative methodologies can be applied efficiently. It offers high-quality comprehensive education as a means of innovation in the teaching of the Portuguese language in Brazil, with the training of subjects not only technical, but also critical and reflective (Silva; Ghisleni; Carlesso, 2024).



To change the student's relationship with the mother tongue, full-time education must invest in technology and interdisciplinarity and stimulate creativity and collaborative work, enabling powerful uses of the language in the construction of knowledge and, in practice, citizenship (Silva; Lima, 2023).

Investing in comprehensive education, therefore, is a fundamental step towards quality so that every learner in the stratifications of social classes or countries has the chance to acquire an education of complete democratic transformation (Barreta, 2023).

## **EDUCOMMUNICATION AND THE PORTUGUESE LANGUAGE**

The adoption of educommunication in the pedagogical practices of education innovates, in a highly effective way, the process of teaching and learning the Portuguese language, while increasing the reach and impact of activities in education (Oliveira, 2024).

Educommunication, by its very nature as a synthesis of education and communication in interactive and multidisciplinary modes, represents a methodological commitment to ensure the critical, creative and reflective maturation of students with a view to preparing them on the fronts for the challenges that digital worlds and contemporary societies pose (Silva; Ghisleni; Carlesso, 2022).

In a full-time high school environment, educommunication can be a turning point, not only for learning the Portuguese language, but for learning to communicate well in any language (Souza; Silva, 2024).

Educommunication suggests a methodology that respects the leadership of students in the construction of content and reflection on various modes of communication, be it written, spoken, audio and video. Considering the interface, it empowers students with the means to express themselves more freely and creatively, reinforcing their linguistic skills in the process (Moretto; Fan; Bueno, 2022).

In the teaching of the Portuguese language, educommunication can be put into practice through the development of collaborative projects of which students are a fundamental part to revisit products related to their reality and social context. For example, creating the school newspaper, *podcast* about current events, or documentaries about local or global issues. All of this would require research and textual production, along with critical analysis and speaking and writing skills. In addition, there is an adaptation of the language, through projects, which make learning more personal and meaningful for the student, since there is an involvement in them (Moraes, 2021).

One of the biggest challenges in teaching mother tongue is how to make reading and writing attractive and relevant to students. Educommunication has the potential, through the integration of various media and forms of expression, to change students' relationships with texts (Nascimento, 2021).

The work with multimodal texts, video, audio and the technological universe, encourages students to develop critical reading skills. Of course, this means reading between the lines, both literary texts and journalistic, advertising, and digital texts (Cunha, 2020).

Involvement with projects such as creating blogs and educational websites helps students practice writing and learn how to edit content on the web. Such projects, in the context of full-time high school education, when transformed into reality, become enriching experiences that broaden the horizons of learning by bringing the Portuguese language to the digital world, showing the ways to use language to express oneself and connect with others (Bertone, 2023).

In addition, the production of audiovisual works, such as documentaries or short films, can be done to strongly distort the act of critical reading in a text. When producing scripts, whether to adapt literary texts in audiovisual media or advertising campaigns, students slowly begin to pay close attention to the messages that writers want to portray and their creativity in reflection (Fiuza, 2021).

This is, in fact, an effort that creates an appreciation for the action of writing and reading texts, which are the two most critical dynamics to achieve linguistic competence. In full-time high school, where there is more time available to integrate digital technologies, this represents the crucial point for its implementation in Portuguese language classes, with the help of innovative educommunication practices. This includes access to digital platforms, where students can find available options to make their creations in various formats and reach a larger audience (Marques; Xavier, 2021).

Interaction with media content can also promote digital literacy, as there is the ability to not only read and write physical texts, but also to produce creative digital content from these texts. Therefore, the implementation of educommunication in full-time education is of paramount importance, as students are challenged to use technology in a critical and creative way to build knowledge and share productions with the school community (Guimarães; Quadros, 2022).

The fusion of verbal and non-verbal language, together with the use of technological resources, places students as active producers of knowledge while using language to articulate their ideas, question the world and have an active participation in the construction of knowledge. In addition, one of the great benefits of supporting educommunication in education concerns the learning of social skills. By carrying out collective projects of a communicative nature, which require the creation of newspapers, videos or podcasts, students learn to work as a team, respect differences of opinion and listen to others (Quintaneiro; Fernandes; De Pontes Filho, 2024).

This automatically leads to improved language skills, as these collaborative activities begin to nurture citizenship, as students begin to consider the place they occupy in the community and how fundamental communication is for the construction of a democratic and pluralistic society (Silva, 2022).

Emotional learning and moral principles are another strong point of educommunication, taking into account the creation of educational content on diversity, sustainability, human rights and tolerance that will move students to develop criticality about these social issues and will prepare them wonderfully to act responsibly and ethically in their community (Velosos *et al.*, 2023).

Although it is effective, educommunication faces enormous challenges to be implemented in education. There are several reasons that contribute to the inability of many public schools to develop this tool, they are: lack of necessary technological infrastructure, absence of continuous programs for teacher training, and sufficient teaching resources to fully integrate educommunication into the curriculum of full-time education.

However, the help of ICT and the pedagogical autonomy of teachers in the use of different communication tools aimed at teaching Portuguese require teachers to be able to develop skills in the use of technologies (Silva; Bozza, 2024).

It is important to emphasize, however, that even considering these difficulties, educommunication gives ample space, motivates and leads the renewal of the teaching of the Portuguese language through more meaningful, critical and interactive learning, consistent with the requirements of contemporary society (Santos, 2020).

Educommunication in full-time high school provides a complete innovation that can dynamically enable students in Portuguese classes to become critically active, creative, and engaged people with the use of the language (Silva; Lima, 2023).

Multimodal content creation and collaboration at work through digital technologies make mother tongue teaching more meaningful and engaged with the real and challenging dimensions of the modern world. Through educommunication, which mixes education with communication, students are prepared not only to learn the standard language, but to use it appropriately and responsibly, in order to contribute to the construction of social justice and democracy (Garlaça, 2024).

## **EDUCOMMUNICATION AND INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)**

The introduction of ICT in the teaching-learning process has proven to be necessary in the context of educommunication. Digital devices, online platforms, social networks, educational applications, and multimedia resources and content can play a transformative role in the entire teaching and learning process, making it more active, interactive, and collaborative (Pinheiro; Santos, 2020).

Digital technologies allow students to interact with information in a deeper way, doing countless other things, previously allowed due to the traditionalism of lectures. Videos, *podcasts*, blogs, websites, and other multimodal forms of expression can easily find their place in the curriculum, articulating students' ideas and feelings in new and creative ways (Silva; Ghisleni; Carlesso, 2024).

Educommunication and ICT come together to decisively support the critical and reflective development of the student. The use of these tools promotes, in students, a questioning of the sources of information and also brings to light an analytical evaluation of the content consumed, as well as considerations about implications, especially in the transmission of messages and in the sharing behavior. This happens at a time when the fight against fake news and disinformation is a growing challenge that directly affects the building of healthy public opinion (Valente; Andrade, 2022).

It is known that the tasks of producing school journalism, debating social issues on social media or creating opinion blogs, allow students to articulate their views and engage in discussions related to the topic, in a coherent and well-informed way. The intermediation of technology in the educational environment is seen as one of the challenges that education needs to face in the educommunication modality, where ICT is discussed more freely in the field of teaching-learning, thus enabling the use of different pedagogical practices, with technological resources as an intermediary (Junqueira, 2022).

ICT does more than retrieve critical mass; it is a huge generator of knowledge, allowing students to prepare communication projects on specific topics that will be treated in a rich and creative way. Multimedia tools and video platforms tend to lead them to say something about the subject, to organize their ideas, and to state their positions clearly and forcefully (Camacho, 2022).

Through these productions, it is shared with the school community or the public, expanding the scope of knowledge and allowing learning to go beyond the walls of the school. In addition, it increases the participation of group work, as many of the tools used will require more collaborative effort from students to develop a given project as a team (Souza; Silva, 2024).

The effectiveness of social networks as an instrument of educommunication appears as a strong area of interaction, where students can share their reflections on certain content, discuss among themselves and share their experiences. Moreover, civic participation, the propagation of educational campaigns, and the discussion of social and political issues can be initiated through sites such as Twitter, Facebook, Instagram, and YouTube (Jackiw; Haracemiv, 2021).

Although educommunication shows significant progress with the help of ICT, there are major challenges to be faced. First, the lack of infrastructure in some schools, more particularly in rural and peripheral areas, makes it difficult to adequately provide technologies to students. In addition, it is necessary to ensure continuous improvement at the professional level of teachers for the effective use of ICT and its integration into the curriculum in a way that enriches the pedagogical process but does not overwhelm students with extra tools and resources (Fiuza *et al.*, 2021).

Another difficulty is associated with the responsible and ethical use of technology. The digital space can be a place for the risk of *cyberbullying* and misinformation, violation of privacy, among others. Therefore, the school environment must propagate digital literacy, in addition to implementing an ethics of thought in communications, especially in an online environment (Brito; Senra; Luiz, 2021).

When integrated into the educational communication process, ICTs can transform teaching and open up new learning contexts to prepare students in the skills needed to live in a society. They provide powerful tools to make the construction of knowledge meaningful, where students have the opportunity to express creativity and produce critical and responsible citizens (Silva; Bozza, 2024).

## **EDUCOMMUNICATION IN AID OF THE TEACHING OF THE PORTUGUESE LANGUAGE AND IN THE FORMATION OF CITIZENS**

Educommunication goes beyond a tool to help in the teaching of the Portuguese language, it is a powerful instrument for the formation of critical and reflective citizens, capable of understanding, questioning and relating to the world in an ethical and responsible way (Prados; Danno; Almeida, 2024).

Educommunication is a methodology that aims to make learning interactive and consequential, with the participation and collaboration of learners in the expression of their ideas, knowledge built from the diversity of languages in written texts, audio, video and other media, and so on (Citelli; Nonato; Figaro, 2021).

In addition to teaching practices, the impact lies in the integration of the student into the process of knowledge construction, making him not only a receiver of information, but also an active producer. Thus, educommunication helps in the formation of citizens, creating citizens concerned with the place of ethics and responsibility of communication in society (Pinheiro; Santos, 2020).

By working with multiple modes of communication, students become increasingly questioning and analytical, developing a digital literacy that will allow them to question the discourses conveyed by the media. In this sense, educommunication is not limited to the formation of linguistic skills in Portuguese, but rather broadens the scope of skills and abilities. It encourages students to reflect on their social role, act ethically and be conscious and responsible in their relationship with the world (Mazzarino; Marques, 2024).

Citizenship education is one of the domains of greatest concern within educommunication, since this perspective filters what is taught in the classroom and promotes those values necessary for collective coexistence. Its use enables students, in the school environment, to carry out communication projects, promoting the development of responsibility, ethics and solidarity, thus reflecting issues related to social justice, diversity and human rights (Mota; Junior, 2021).

The production of school journalism, the creation of documentaries on social issues and public debates all induce students to investigate a particular subject, state their opinions and listen to the point of view of others. Through these activities, students become able to understand language and understand the social context in which they live, becoming well-informed citizens concerned about the problems that surround them (Junior; Ghisleni, 2024).



Educommunication is also one of the building blocks of social integration. By democratizing access to communication and information, it enables a voice for the least empowered, including peripheral communities, indigenous peoples, and vulnerable population groups. Therefore, through it, students can make sense of their culture, represent their reality and show their own problems and difficulties to create their identity and feel belonging (Silva; Lima, 2023).

In the midst of misinformation and fake news, educommunication proves to be a potent strategy to nurture students' ability to read critically and analyze sources. It leads the student to question and find the veracity of the information, helping in the development of critical thinking, a skill that will allow students to identify and refute such fake news and act responsibly and ethically (Silva; Bozza, 2024).

Through practices such as producing school journalism or debating the ethics of information, students need to verify that what is circulating on digital platforms, such as social networks and websites, is true. They learn to exercise their citizenship in a reflective way, bringing the opportunity to endure the impacts of information with such disastrous effects (Santos, 2020).

Digital technology in educommunication creates a purpose for students to use digital technologies to create content, in addition to providing opportunities for them to interact with the world in a multicultural way, communicating through social networks, blogs, videos, video platforms, discussion forums with people around the world, sharing experiences and expanding their horizons (Galarça, 2024).

The use of these technologies makes educommunication promote a space for the collective construction of knowledge so that students can not only learn together, but also act together to change the reality around them through information campaigns, actions in communities or social movements (Silva; Lima, 2023).

It goes beyond the mere teaching of the Portuguese language to play a fundamental role in the formation of the citizen. Just because it integrates education and communication, it helps build critical, creative, and collaborative skills in students to encourage them not only to appropriate the language, but to become conscious and responsible citizens. Educommunication also helps to insert social commitments, combat false information, and include student participation in political and social activities (Moretto; Fan; Bueno, 2022).

In an educational context that seeks to form citizens for a democratic, plural, and

just society, educommunication presents itself as an essential tool to transform learning into a meaningful experience, preparing students to act ethically and consciously in the world (Nascimento, 2021).

## **TEACHER TRAINING FOR THE USE OF EDUCOMMUNICATION**

Teacher training for the applicability of educommunication in the school environment is one of the basic pillars of the change in the transformation of pedagogical practice and an imbued education that bets on student learning and the growth of citizenship (Oliveira, 2024).

Comprehensive education requires innovation with a broader and more diverse curriculum, and requires a more dynamic and attractive methodology. Thus, educommunication emerges as a strategic device, to be transmitted in school life through appropriate programs that are implemented by teachers, who need to develop a more dynamic, inclusive and critical pedagogical practice, thus building processes of reflection (Silva; Ghisleni; Carlesso, 2022).

Teacher training should not be seen as an isolated or single activity, but as an ongoing activity. In this sense, teachers need to have specific skills to infuse these practices in the teaching of traditional content, such as in the discipline of Portuguese Language and, at the same time, in the social and civic skills that are really indispensable in the education of students in a holistic way (Silva, 2022).

Teachers need to know the role of media and ICT in the construction of knowledge and how to introduce these tools into the curriculum, favoring learning and the growth of citizenship. In this way, the production of multimodal content needs to be a relevant skill to start developing. Teachers trained in the integration of multimedia resources can have access to videos, infographics and animations in the classroom, to make these classes more interactive, creative and meaningful, which can increase the interest of students (Guimarães; Souza, 2021).

Another aspect would be the preparation of educators to integrate thematic axes, sustainability, citizenship and social issues, in every project that involves media production, research, debate or any type of student task. This would make learning more meaningful and applied to reality situations outside the school walls. Therefore, it is of paramount importance for the educator to develop skills in planning and executing a project that integrates different areas of knowledge and, at the same time, serves as a space where

students can express themselves, investigate and change their reality (Baptista; Colares, 2022).

It is notorious that the mastery of technological and communicative tools by educators can help them reflect on their pedagogical practice. This would imply a constant analysis of how the teaching-learning approach can be improved with the application of new methodological practices (Santos; Gontijo, 2020).

Thus, a requirement for the use of educommunication is to be open to change, always demonstrating dynamism and an experimental attitude to change the profile of that teacher of a more conservative and traditional nature. Continuing education is extremely important because it updates teachers and puts them on an equal footing with each new demand for education and technology (Barcelos; Moll, 2021).

Despite the great potential of this model of educommunication educational practice, its implementation in basic education is addressed by many challenges, and one of the main ones is in the training of teachers. The main obstacle is the very low technological infrastructure in public schools, as inadequate equipment and insufficient or non-existent quality internet access can hinder the effective use of ICT tools (Moll, 2020).

The development of teachers is challenging because they are updating themselves with new information and content, as well as taking improvement and professional specialization courses, on a continuous basis. However, there are those teachers who are resistant to change, especially teachers who are used to the traditional method, demonstrating a difficulty in adapting to new forms and pedagogical means, considering the infusion of technology in the production of digital content (Moreira; Marques, 2023).

Therefore, there is a great challenge regarding the massive investment in the technological infrastructure of full-time education schools to ensure that all educational institutions, especially public schools, are provided with adequate multimedia equipment, quality internet packages, and digital resources that can be accessed by teachers and students (Santos, 2022).

Continuous training and building technological infrastructure can address the challenges that still exist today. It will definitely provide educators with the resources and know-how to integrate educommunication into pedagogical practices (Fiuza, 2021).

Courses should be flexible and responsive to meet the varied needs and learning paces of teachers. Awareness and institutional support must also be evident so that teachers feel encouraged and empowered to adopt new educational practices. This can be

done through mentoring, workshops or the creation of forums for teachers, within their institutions to share experiences and learn from each other (Guimarães; Souza, 2021).

Another important point is that educommunication should be taken to schools for the development of a digital culture, training students and their teachers on how to use technologies responsibly and critically. In a word, training teachers in the use of educommunication in full-time education is a process that must be taken to allow education to be more dynamic, inclusive and transformative (Raminho; Síveres, 2023).

## **FINAL CONSIDERATIONS**

In view of the current educational challenges, it is of great value that critical thinking is fostered among public school students through a constituent role. The implementation of educommunication in basic education would make educational institutions fulfill their social responsibilities, as well as contribute to shaping a more democratic, sensible and responsible society. By valuing the interaction between students and a constructive approach to content, educommunication makes them participants in their own process of building learning and, therefore, encourages in them essential skills for life in society.

Educommunication focused on the teaching of the Portuguese language has the potential to transform the target audience into a more thoughtful, responsible and proactive generation, contributing to future citizens with critical-reflective thinking. Thus, it should be considered a tool to assist in the construction and formation of the individual capable of transforming his or her reality into positive changes for the common good.

It is undoubted that the current generation has an intense relationship with technology, and the school cannot ignore this reality, as its students bring with them this experience through the frequent use of ICT and other instantaneous, fast and diversified communication tools. This new dynamic shapes an informational society that was previously dominated only by television, radio, and physical newspapers.

Educommunication introduces, in the school environment, an innovative view of society, thus offering a more analytical approach. From this perspective, the student, who masters technology, begins to understand the social context in which he lives. From this understanding, he seeks ways to transform his own reality and consequently the reality around him. This movement stimulates the protagonism of students in the teaching-learning process, in addition to providing a better understanding of the culture that surrounds them, facilitating learning about digital culture and the appropriate use of ICT,

promoting autonomy, as well as critical and reflective thinking about the world. Therefore, educommunication has a very strong potential in the development of several dimensions of citizenship (cognitive capacity to think critically, creativity and power of argumentation) necessary to form conscious citizens and active participants.

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