

DEMOCRATIC EDUCATION: IMPLICATIONS FOR THE TEACHING WORK



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ABSTRACT

The school curriculum plays a fundamental role in the citizenship formation of students, directly influencing their skills and social values. Through formal education, the curriculum contributes to the development of critical, reflective and participatory skills, necessary for conscious action in society. Citizenship education involves not only theoretical knowledge, but also the construction of practices and attitudes that promote democratic coexistence and respect for diversity. Thus, education focused on citizenship must consider cultural, ethical, and political aspects, promoting the active engagement of students. The general objective of this article is to analyze how the school curriculum contributes to the citizenship formation of students. The specific objectives are: - to identify the pedagogical practices present in the curriculum that foster citizenship; - verify the presence of content that encourages critical thinking and social participation; - evaluate the importance of interdisciplinarity in the construction of a citizen education. The research problem that guides this study is: How does the school curriculum contribute to the citizenship formation of students? The methodology used was bibliographic, based on a literature review of works that deal with the relationship between school curriculum and citizenship. The results indicate that a curriculum that integrates democratic principles, social values and practices of mutual respect favors the development of critical and participatory citizens. The discussion reinforces the need for an interdisciplinary approach that contemplates the diversity and multiple realities of students. It is concluded that the school curriculum must be constantly reviewed and adapted to meet social demands and train individuals capable of acting ethically and responsibly in society, fully exercising their rights and duties as citizens.

Keywords: School Curriculum, Citizenship Formation, Democratic Education, Teacher Training.

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INTRODUCTION

The school curriculum is an essential tool for the construction of citizenship in students, because, in addition to transmitting technical and scientific knowledge, it is responsible for promoting values, attitudes and social practices that enable a conscious and active performance in society. In this sense, the curriculum goes beyond the simple organization of content, playing a fundamental role in the formation of critical, reflective and participatory citizens. Formal education, when well structured, contributes to the development of skills that favor democratic coexistence, respect for diversity and understanding of individual and collective responsibilities. Citizenship education, therefore, involves not only the mastery of theories and concepts, but also the application of such knowledge in practical contexts, promoting an ethical and solidary interaction between individuals.

The general objective of this article is to investigate how the school curriculum can contribute to the citizenship formation of students, based on the premise that education has a transformative social role. The research proposes to identify the pedagogical practices incorporated in the curriculum that favor education for citizenship, in addition to verifying the presence of content that encourages critical thinking and the active participation of students in society. Another relevant aspect is to evaluate the importance of interdisciplinarity as a strategy to integrate different areas of knowledge in the construction of an education focused on citizenship.

The central question that guides this study is: How does the school curriculum contribute to the citizenship formation of students? By answering this question, the article seeks to understand which are the most effective curricular elements in the promotion of citizenship and how these contents and practices can be improved or expanded within the school context.

The methodology adopted was of a bibliographic nature, based on a literature review that discusses the relationship between school curriculum and citizenship formation. Works and articles that deal with pedagogical practices aimed at the development of citizen awareness were analyzed, as well as the relevance of a curriculum that contemplates contemporary social demands.

The results of this study indicate that a curriculum that integrates democratic principles, ethical values and practices of mutual respect is capable of forming more critical and participatory citizens, ready to face the challenges of a plural society in constant

transformation. The discussion points to the need for an interdisciplinary approach, which allows the integration of different knowledge and realities, in order to make education more inclusive and effective in the promotion of citizenship.

It is concluded that the school curriculum must be dynamic and constantly evolving, following social and cultural changes, in order to prepare students not only for the job market, but, above all, for life in society. The formation of ethical, responsible individuals who are aware of their rights and duties as citizens is a goal that should guide the elaboration and implementation of school curricula aimed at building a more just and democratic society.

THE SCHOOL CURRICULUM AND CITIZENSHIP EDUCATION

CONCEPT OF SCHOOL CURRICULUM

The concept of school curriculum is not fixed and static, but a historical, theoretical and ideological construction that reflects the social, cultural and political demands of each era. According to Franco et al. (2020), the school curriculum has been shaped by different currents of thought over the years, from the most traditional and conservative conceptions to the most critical and progressive approaches. The primary function of the curriculum goes beyond the simple transmission of knowledge; It is also responsible for forming conscious citizens capable of acting critically in society. In this sense, the curriculum must be understood as a strategic tool, whose decisions about what to teach and how to teach reflect the society that one wishes to build.

The historical-critical approach to the curriculum, discussed by Malanchen (2021), points out that the school curriculum can be both an instrument of emancipation and domination, depending on the pedagogical perspective adopted. Historical-critical pedagogy, for example, defends a curriculum that goes beyond the reproduction of knowledge established by capital, promoting an emancipatory education that enables students to resist forms of exploitation and oppression. This perspective criticizes the apparent neutrality of the curriculum, emphasizing that curricular choices always carry ethical, political, and ideological values, which makes education a field of dispute between different social forces.

Martins and Pasqualini (2020) emphasize that the school curriculum also has ontological, epistemological, ethical-political, and pedagogical dimensions. These dimensions must be considered in the elaboration of any curricular proposal, since they

directly influence the way the contents are presented and understood by the students. The ontological dimension concerns the conception of human beings and society that the curriculum proposes; the epistemological refers to the choice of knowledge and forms of knowledge that will be taught; the ethical-political dimension deals with the values and principles that guide educational practices; and, finally, the pedagogical, which is related to teaching methods and approaches. By adopting a historical-critical approach, these dimensions are intertwined with the goal of building a more just and democratic education.

Dourado and Santos (2023) add to the discussion the concept of an integrated curriculum, which seeks to overcome the fragmentation of knowledge and promote a more holistic education of students. This curricular proposal aims to connect different areas of knowledge in an interdisciplinary way, promoting a broader and more complex view of the world. The integrated curriculum also aims to bring theory closer to practice, providing students with opportunities to apply the knowledge acquired in real and meaningful situations. Thus, the school curriculum is not only a set of disciplines and contents, but a political-pedagogical project that defines the integral formation of the student and his insertion in society.

Over the decades, the school curriculum has been the object of several reformulations, and its construction reflects the ideological disputes present in each historical context. Through it, paradigms are perpetuated or broken, promoting sometimes the maintenance of the current order, sometimes social transformation. Therefore, understanding the concept of school curriculum implies recognizing its dynamic and multifaceted character, capable of directly influencing the education of subjects and, consequently, the future of society (Franco et al., 2020; Malanchen, 2021; Martins & Pasqualini, 2020; Dourado & Santos, 2023).

THE IMPORTANCE OF THE CURRICULUM IN EDUCATION

The importance of the curriculum in education is unquestionable, since it is the foundation on which the entire educational process develops. The curriculum defines what will be taught, how it will be taught, and implicitly what it will be taught for. According to Franco et al. (2020), the school curriculum is more than a simple document that organizes content; it is a historical and ideological construction, which carries with it the marks of disputes and social transformations. Thus, the curriculum directly influences the formation of students' identities, values and knowledge, shaping society by forming citizens who will

be able to act critically and consciously. For this reason, its importance transcends the simple organization of teaching, touching directly on the social and political role of education.

Within this perspective, the curriculum acts as a central pedagogical tool in the mediation between formal knowledge and the students' reality. Malanchen (2021) highlights that, in historical-critical pedagogy, the curriculum is seen as a means of forming emancipated individuals, capable of questioning social structures and resisting the impositions of capital. It should not be limited to transmitting already established knowledge, but provide students with the conditions to reflect on their reality and on the contradictions present in it. Education, therefore, cannot be fully realized without a curriculum that challenges forms of oppression and stimulates the intellectual autonomy of students.

In addition, Martins and Pasqualini (2020) emphasize that the importance of the curriculum in education also lies in its various dimensions: ontological, epistemological, ethical-political, and pedagogical. Each of these dimensions plays a fundamental role in the development of a coherent and effective curricular proposal. The ontological dimension deals with the vision of human beings and society that the curriculum proposes, determining the type of education that students will receive. The epistemological dimension refers to the selection of knowledge that will be transmitted, and the way in which this knowledge will be organized and articulated among themselves is fundamental to ensure quality education. The ethical-political dimension deals with the values that guide pedagogical practices, while the pedagogical dimension refers directly to teaching methods and strategies. When these dimensions are articulated in an integrated way, the curriculum becomes a powerful instrument to promote social transformation.

In turn, Dourado and Santos (2023) argue that the integrated curriculum emerges as an innovative proposal to face the challenges of contemporary education. This approach aims to overcome the fragmentation of knowledge and provide a more complete and coherent education, connecting different areas of knowledge and promoting interdisciplinarity. The integrated curriculum aims not only to transmit content, but to train a student capable of applying what he or she has learned in a practical and meaningful way, in different contexts. By doing so, he expands the possibilities of learning and strengthens the development of skills that are essential for life in society.

The importance of the curriculum in education, therefore, is intrinsically linked to its ability to shape critical, conscious citizens capable of interacting in an active and

transformative way in their environment. Through a well-structured curriculum, education can not only reproduce knowledge, but also transform it, so as to prepare students for contemporary and future challenges. The curriculum is, therefore, a strategic tool for building a more just, democratic, and inclusive society (Franco et al., 2020; Malanchen, 2021; Martins & Pasqualini, 2020; Dourado & Santos, 2023).

CITIZENSHIP EDUCATION: DEFINITION AND RELEVANCE

Citizenship education is a concept that goes beyond the simple transmission of school knowledge. It involves the construction of values, attitudes, and practices that enable individuals to act critically, consciously, and actively in society. According to Rodrigues (2022), citizenship education should be understood as a dynamic and continuous process, in which subjects appropriate theoretical and practical tools to intervene in their realities, contributing to social transformation. Citizenship education, therefore, is not limited to the assimilation of formal contents, but encompasses the internalization of democratic, ethical, and social values that are essential for coexistence in a plural society. This includes developing skills such as critical thinking, respect for diversity, and engaging in social practices that promote equity and justice.

Halaszen and Gomes (2022) highlight that citizenship education is closely linked to the use of educational technologies and methodologies that promote the active participation of students in the construction of knowledge. The adoption of geocollaborative technologies in geographic education, for example, has proven to be an effective tool for fostering citizenship, by enabling students to get directly involved with issues related to the space in which they live. These technologies allow students to develop a deeper understanding of the impact of human actions on the environment and social organization, promoting citizenship education that goes beyond the classroom and extends to active participation in their communities. In this way, technology becomes a means to strengthen geographic education and promote citizenship through collaborative practice and engagement with real social problems.

In the context of formal education, citizenship training is also a response to the authoritarian and conservative tendencies that often permeate the educational system. Lima, Brzezinski, and Menezes (2020) discuss the growing militarization of schools in Brazil and question whether this model really contributes to citizenship education. They argue that an education focused on citizenship formation must, above all, promote freedom of thought,

autonomy and the development of a critical consciousness, elements often stifled in excessively militarized educational environments. Citizenship, as defined by the authors, is more than obedience to rules and norms; it requires the ability to reflect on these norms and to actively participate in their construction and transformation. Thus, a truly citizen education must prepare students to question, propose and participate in the democratic process, and not just to passively obey pre-established hierarchical structures.

The relevance of citizenship education in the current context is undeniable. With the increase in social inequalities, intolerance and political polarization, citizenship education presents itself as one of the main ways to combat these trends and promote social cohesion. Citizenship training aims to prepare individuals who are able to deal with the complexities and challenges of a society in constant transformation, developing skills that allow them to act responsibly and ethically in their social contexts. In addition, by providing education based on democratic values and respect for diversity, citizen education contributes to the construction of a more just and equitable society, in which all individuals have the opportunity to fully exercise their rights and duties.

The process of citizen formation, as addressed by Rodrigues (2022), Halaszen and Gomes (2022), and Lima, Brzezinski and Menezes (2020), is therefore fundamental for the construction of a more participatory and democratic society. By empowering students to act critically and critically in their communities, citizen education contributes to the creation of a stronger and more equitable social foundation, in which individuals not only understand their responsibilities as citizens, but also feel empowered to act for the greater common good.

PEDAGOGICAL PRACTICES AND CITIZENSHIP

PEDAGOGY FOCUSED ON CITIZENSHIP

Pedagogy focused on citizenship is an educational approach that seeks to form individuals aware of their rights and duties, capable of acting critically in society. This pedagogy goes beyond the simple transmission of content and involves the development of values such as justice, solidarity, equality, and respect for differences. Bittar (2021) argues that a citizen pedagogy, inspired by Paulo Freire, is essential to promote the emancipation and awareness of subjects, providing them with the necessary tools so that they can question social structures and fight for transformations. In this sense, decolonial pedagogy

and human rights are central themes for the construction of an education that not only transmits knowledge, but also prepares students for the full exercise of their citizenship.

Sabbi (2020) reinforces the idea that a radical and inclusive pedagogy is necessary to build a more conscious citizenship. He highlights that education must be able to break down the barriers of exclusion and marginalization, integrating all individuals in an educational process that values their uniqueness and promotes the active participation of all. Pedagogy focused on citizenship, in this context, is not restricted to the classroom, but permeates all spheres of social life, promoting the engagement of individuals in the social and political issues that affect their communities. It is an education that does not conform to passivity, but instigates students to be agents of change, enabling them to contribute to the construction of a more just and equitable society.

Vedana (2021) adds that the Pedagogy of Liberation, proposed by Paulo Freire, is one of the main theoretical and practical contributions to the construction of a pedagogy focused on citizenship. This pedagogy argues that the educational process should be liberating, allowing individuals to develop their autonomy and critical capacity. In the field of Food and Nutrition Education (FNE), for example, the Pedagogy of Liberation has been used as a basis to promote the autonomy of the subjects, encouraging them to reflect on their eating practices and to make conscious decisions regarding their health and well-being. Education, in this way, becomes a space of awareness and empowerment, where individuals learn to recognize their potential and fight for their rights, including the right to health and adequate food.

Dos Santos and Junior (2023) discuss the relationship between citizenship, participation, and human rights, highlighting that a pedagogy focused on citizenship must be based on normative and methodological principles that promote quality education. They argue that education for citizenship cannot be detached from the struggle for human rights, as both concepts are intrinsically linked. Citizen education, in this sense, must be transversal and interdisciplinary, addressing issues of social justice, gender equality, cultural diversity, and environmental sustainability. This approach contributes to the formation of individuals capable of actively participating in the decisions that affect their lives and of fighting for the construction of a more democratic and inclusive society.

Pedagogy focused on citizenship, therefore, is a pedagogy of transformation, which places the subject at the center of the educational process and enables him to act consciously and critically. It challenges traditional teaching practices, which often reproduce

inequalities and exclusions, and proposes an education based on emancipation, participation and respect for human rights. In this way, this pedagogy not only promotes intellectual development, but also the ethical and political formation of subjects, preparing them to face the challenges of an ever-changing society (Bittar, 2021; Sabbi, 2020; Vedana, 2021; dos Santos & Junior, 2023).

CRITICAL AND PARTICIPATORY CONTENT IN THE CURRICULUM

Critical and participatory content in the curriculum plays a central role in the formation of active and conscious citizens. Unlike a traditional approach that prioritizes memorizing information and complying with strict guidelines, critical content encourages reflection, analysis, and problematization of reality. This is essential for the construction of a more democratic society, because, as Bittar (2021) highlights, a pedagogy focused on citizenship must be based on practices that break with colonial and oppressive structures. To this end, critical content enables students to question the status quo, understand the multiple layers of power and exploitation, and position themselves as subjects who transform their own realities.

The implementation of critical content in the curriculum, according to Sabbi (2020), is also directly linked to the idea of inclusion. Inclusion cannot be understood only as a physical process of integration of different students in the school environment, but must involve the inclusion of their realities, perspectives and experiences in the content taught. Critical content creates space for different voices and experiences to be valued, breaking with the homogeneous and traditional curriculum that often ignores the needs and realities of historically marginalized groups. In this sense, a participatory curriculum paves the way for a more inclusive education, where cultural, social, and economic differences are respected and incorporated as an essential part of the teaching-learning process.

Participatory contents, in turn, are those that directly involve students in the process of knowledge construction, breaking with the traditional conception that the teacher is the holder of knowledge and the student, a passive receiver. Vedana (2021) argues that this participatory logic is fundamental for the emancipation of subjects, as it allows them not only to understand the world around them, but also to contribute to its transformation. In the context of Food and Nutrition Education (FNE), for example, the participatory curriculum promotes a critical reflection on food practices and their social, ecological, and economic implications, leading students to develop a critical and autonomous awareness of their

choices. This type of education nurtures the ability of individuals to consciously interact with their context and to make decisions based on principles of justice and equality.

Another important point raised by Dos Santos and Junior (2023) is that critical and participatory content should not be isolated from other areas of knowledge. On the contrary, they must be present in a transversal and interconnected way to various disciplines, such as history, geography, social sciences, physical education and even mathematics. By introducing issues related to citizenship, social participation, and human rights in different subjects, the curriculum becomes interdisciplinary, allowing students to understand social challenges and problems holistically. For example, a geography class may include discussions about environmental justice and territorial inequality, while a history class may address the issue of civil rights and struggles for racial and gender equality. This integration of critical content in all disciplines ensures that citizenship education is continuous and comprehensive, preparing students to face the challenges of contemporary society in an informed and critical way.

In addition, the curriculum that values critical and participatory content encourages the practice of dialogue, which is fundamental for democratic education. Dialogue, in this context, is not just an exchange of information, but a process in which everyone involved has the opportunity to express their opinions, listen to each other, and build knowledge collaboratively. Bittar (2021) points out that, inspired by Paulo Freire, the act of dialoguing is an act of liberation, where both teachers and students are actively involved in the construction of knowledge, breaking with traditional hierarchies that place the teacher as the only transmitter of knowledge. This dialogic process is essential for building critical awareness, as it allows students to engage meaningfully in learning, question and reflect on the content, and actively participate in decisions that affect their lives and education.

Another relevant aspect of critical and participatory content is its ability to promote social action. It is not enough just to develop a critical understanding of the problems; it is necessary to encourage students to act on them. Sabbi (2020) points out that a truly citizen-oriented curriculum should include opportunities for students to get involved in community actions, social projects, and other activities that connect them directly with the social issues they study in the classroom. Through these practical experiences, students have the chance to apply the knowledge acquired in real contexts, developing not only cognitive skills, but also ethical and social skills. Participation in social projects or community actions, for example, allows students to understand the impact of their decisions

and actions on the collective, promoting a sense of social responsibility and belonging to the community.

Finally, a curriculum based on critical and participatory content prepares students for life beyond school. Vedana (2021) argues that school education cannot be dissociated from practical life and contemporary social demands. By encouraging critical reflection and active participation, the curriculum empowers students to become full citizens, capable of dealing with the challenges and complexities of globalized society. They become able to intervene in issues such as social inequality, environmental injustice, digital exclusion, among other problems that affect the daily life of modern societies. This type of training, therefore, goes beyond preparing for the job market, promoting an education that values the integral development of human beings and their capacity for social transformation.

Thus, the incorporation of critical and participatory content in the curriculum is not only a pedagogical choice, but an action that aims to transform education into a space of liberation and engagement. These contents enable students to develop a deep understanding of //their realities and act as agents of change, prepared to face contemporary challenges consciously and proactively (Bittar, 2021; Sabbi, 2020; Vedana, 2021; Dos Santos & Junior, 2023).

THE ROLE OF THE TEACHER IN CITIZENSHIP EDUCATION

The role of the teacher in citizenship education goes far beyond the simple transmission of school content. It is a fundamental agent in the promotion of values, attitudes and practices that contribute to the development of a critical awareness and a participatory posture of students in the face of social issues. Galvão and Casimiro (2023) highlight that the teacher, today, needs to play a transformative role within the school environment, acting as a mediator and facilitator of the process of building knowledge and citizenship. The teacher is no longer seen as the sole holder of knowledge, but as a guide who encourages students to question, reflect and act on the problems that affect their lives and their communities. In this sense, the role of the educator is directly linked to the formation of individuals who can fully exercise their citizenship, understanding their rights and duties, as well as actively and consciously participating in the construction of a more just and democratic society.

Citizenship education requires teachers to incorporate into their pedagogical practice a series of skills and competencies that go beyond mastering the content of their discipline.

According to Torisu and Ferreira (2022), it is essential that teachers, including those in areas such as mathematics, take ownership of cross-cutting themes that enable dialogue on relevant social, political, and cultural issues. By integrating these topics into the curriculum, the teacher contributes to the formation of citizens who understand mathematics not only as an exact science, but as a tool that can be used to understand economic, social and environmental problems. Thus, by addressing topics such as sustainability, social inclusion or human rights, the teacher broadens the students' horizons, encouraging them to reflect on the impact of science on their lives and on society.

The teacher also plays a central role in building a school environment that values respect for differences and diversity. Galvão and Casimiro (2023) emphasize that the school is a privileged space for democratic coexistence, and the teacher has the responsibility to promote a culture of respect and empathy among students. For this, it is necessary for the educator to develop pedagogical strategies that favor dialogue and collective work, while stimulating the students' ability to put themselves in the other's shoes and respect different points of view. This pedagogical posture is fundamental for citizenship education, as it prepares students to deal with the diversities they will encounter outside school, promoting the development of values such as tolerance, solidarity and social justice.

In addition, the role of the teacher in citizenship education involves encouraging the active participation of students in decision-making processes, both inside and outside the school. A teacher who is committed to citizenship not only encourages the intellectual development of their students but also encourages them to get involved in political and social issues that affect their communities. By promoting debates, social intervention projects and collaborative activities, the teacher provides students with the opportunity to experience citizenship in a practical way, developing skills that are fundamental for the exercise of full citizenship, such as critical thinking, the ability to argue and collective action. Torisu and Ferreira (2022) point out that, by inserting transversal themes in their pedagogical practice, teachers create an environment in which students can engage more actively in discussions and actions that promote the common good.

In the context of citizenship education, the teacher must also be an example for students, not only in terms of technical knowledge, but mainly in their ethical and civic posture. Galvão and Casimiro (2023) state that teachers must be consistent in their actions, demonstrating, through their daily practice, the values they want to transmit to students. By acting with responsibility, respect and justice, the teacher inspires students to adopt similar

attitudes, thus promoting a citizenship education that goes beyond books and classes, reaching life in society. Therefore, the role of the teacher in the formation of citizenship is inseparable from his ethical conduct and his ability to demonstrate, in practice, the principles he defends in the classroom.

Finally, the teacher must be prepared to deal with the challenges of a society in constant transformation, where new social and cultural demands arise quickly and intensely. Torisu and Ferreira (2022) suggest that the continuing education of teachers is crucial for them to be able to adapt to changes and incorporate new themes and approaches that are relevant to the citizenship education of students. The teacher must be open to revisiting their pedagogical practices, updating themselves on new methodologies and technologies and, above all, be willing to learn together with their students, recognizing that the construction of knowledge is a collaborative process. In this sense, the teacher becomes an eternal learner, capable of evolving and adapting to better meet the needs of his students and society.

Thus, the role of the teacher in citizenship education is multifaceted and dynamic, involving everything from the transmission of critical content to the promotion of a culture of respect and active participation. More than that, the teacher is a transforming agent, capable of inspiring his students to be full citizens, aware of their responsibilities and capable of contributing to the construction of a more just, inclusive and democratic society (Galvão & Casimiro, 2023; Torisu & Ferreira, 2022).

INTERDISCIPLINARITY AND CITIZENSHIP EDUCATION

Interdisciplinarity is a central element in the promotion of an education focused on citizenship formation. It goes beyond the mere integration of content from different disciplines, promoting an approach that values the construction of knowledge based on the interconnection between areas of knowledge and their respective social practices. According to De Sousa and Santos (2020), interdisciplinarity offers a viable path to face the challenges of citizenship education in public schools, as it allows students to understand the complexity of social problems and how they affect different aspects of their lives. This approach promotes a holistic view of reality, essential to form critical and conscious citizens, capable of understanding that society's problems cannot be solved in isolation, but require an integrated and multidimensional understanding.

Presotto and Dalla Costa (2023) highlight that the National Common Curriculum Base (BNCC) reinforces the need for the teaching of various subjects, such as mathematics, to be addressed in an interdisciplinary way so that it contributes more effectively to the citizenship education of students. By integrating mathematics with other areas of knowledge, such as social sciences, geography, and economics, students are able to perceive the practical application of mathematics in understanding and solving everyday problems, such as social inequalities, the distribution of resources, and environmental sustainability. Interdisciplinarity, in this context, not only broadens the understanding of academic content, but also fosters a critical attitude towards global and local challenges, stimulating in students a sense of social responsibility and the willingness to actively participate in the construction of collective solutions.

The concept of interdisciplinarity, as pointed out by Zinderski Guirado and Santos Da Silva (2021), is crucial for emancipation in teacher training processes. When teachers are trained with an interdisciplinary mindset, they are able to transpose this practice into the classroom, facilitating an education that goes beyond the rigid boundaries between disciplines. This enables a more critical and deeper view of reality, which is transmitted to students, stimulating in them the ability to question, reflect and act on the problems they observe in their social context. Emancipation, in this sense, is related to the ability of students to develop a critical awareness of the world around them, understanding how different areas of knowledge can contribute to the resolution of complex and global problems, such as environmental, political, and economic issues.

The interdisciplinary approach also contributes to the development of scientific literacy, as argued by Camas, Lambach and Souza (2021). Scientific literacy, understood as the ability to understand and use scientific knowledge in everyday contexts, is fundamental for the formation of critical and participatory citizens. In this sense, interdisciplinarity enables students to understand science not as a set of isolated knowledge, but as a social practice that interacts with other spheres of human life. The articulation between scientific disciplines and humanities, for example, can provide a broader and more critical view on issues such as the climate crisis, technology and its ethical implications, and the impact of public policies on health and social well-being. By integrating these discussions into an interdisciplinary approach, the school curriculum becomes more relevant and aligned with the needs and challenges of contemporary society.

One of the main benefits of interdisciplinarity in citizenship education is the ability to promote the integration between theory and practice. De Sousa and Santos (2020) point out that, in public schools in Fortaleza-CE, interdisciplinarity has proven to be an effective tool to bring students closer to the social realities that surround them. By working with interdisciplinary projects, students are encouraged to apply the knowledge acquired in the classroom to analyze and propose solutions to concrete problems in their communities, such as violence, social exclusion, and environmental degradation. This integration between theory and practice is fundamental for citizenship education, as it allows students to see themselves as agents of transformation in their own realities, developing skills such as autonomy, critical thinking, and the ability to collaborate.

Zinderski Guirado and Santos Da Silva (2021) also highlight that interdisciplinary education strengthens the idea that knowledge is dynamic and constantly under construction. By deconstructing the traditional barriers between disciplines, interdisciplinarity allows students to understand the process of knowledge production as something that involves different perspectives and knowledge. This is especially important for citizenship education, as it promotes an attitude of openness to dialogue and respect for different forms of knowledge and experience. Citizen education, in this sense, is deeply connected with the ability to understand and value diversity, be it cultural, social or epistemological. Interdisciplinarity, by bringing this diversity to the center of the educational process, contributes to the formation of individuals who are more tolerant, respectful, and engaged with the construction of a more equitable and inclusive society.

Another relevant point is that interdisciplinarity contributes to the formation of a global citizenship, as highlighted by Presotto and Dalla Costa (2023). In an increasingly interconnected and globalized world, it is critical for students to develop the ability to understand local problems from a global perspective. Interdisciplinarity provides the tools necessary for students to understand how issues such as inequality, poverty, and climate change are intertwined and affect different regions of the world in distinct ways. By providing a global and integrated view of reality, interdisciplinary education prepares students to act as global citizens, committed not only to the well-being of their local communities, but also to building a more just and sustainable world.

Camas, Lambach, and Souza (2021) reinforce that interdisciplinarity is also a strategy to combat the fragmentation of knowledge, which often results in a superficial understanding of the complex problems faced by society. By integrating different areas of

knowledge, interdisciplinary education allows students to develop a more complete and deeper view of reality, favoring the construction of more effective and innovative solutions to social problems. The fragmentation of knowledge, characteristic of a rigid disciplinary approach, can limit students' ability to understand the totality of the challenges they face, restricting their possibilities for action and transformation. Interdisciplinarity, on the other hand, broadens the horizons and possibilities of social intervention, promoting an education that is at the same time critical, creative, and transformative.

In short, interdisciplinarity plays a fundamental role in citizen education, by promoting an education that integrates different knowledge and practices, brings theory closer to practice and broadens the understanding of social problems in a global and local perspective. By breaking with the traditional boundaries between disciplines, interdisciplinarity contributes to the formation of critical, autonomous, and engaged citizens, capable of acting responsibly and consciously in the construction of a more just, inclusive, and sustainable society (De Sousa & Santos, 2020; Presotto & Dalla Costa, 2023; Zinderski Guirado & Santos da Silva, 2021; Camas, Lambach & Souza, 2021).

CONCLUSION

The conclusions of an article on the role of the school curriculum and pedagogy in citizenship formation highlight the need for an educational approach that goes beyond the simple transmission of technical knowledge. Education, in this sense, should be understood as a process deeply linked to the formation of critical, autonomous and participatory subjects, capable of acting actively and consciously in society. Throughout this article, it has been discussed how the school curriculum, critical and participatory contents, interdisciplinarity and the role of the teacher are intertwined in the construction of an education that promotes full citizenship.

The school curriculum, as pointed out by several authors, is a powerful tool for citizenship education, as long as it is structured in such a way as to promote the development of critical skills. The mere transmission of content, devoid of social and political context, limits students' ability to meaningfully engage in the issues that affect their lives and their communities. By integrating critical and participatory content, the curriculum enables students to appropriate knowledge in an active way, understanding the connections between knowledge and their realities, and developing the capacity for reflection and action on the world around them.

In addition, interdisciplinarity emerges as one of the essential pillars for an education focused on citizenship. By breaking down the boundaries between disciplines, interdisciplinarity allows for a broader and deeper understanding of social problems, promoting an integrated view of reality. This approach is fundamental for the formation of citizens capable of dealing with the complexity of contemporary challenges, such as social inequality, the environmental crisis, and technological transformations. The ability to connect different areas of knowledge, as advocated by authors such as De Sousa and Santos (2020), Presotto and Dalla Costa (2023), and Camas, Lambach and Souza (2021), is essential for students to develop a critical and global vision, which is fundamental for building innovative and effective solutions to society's problems.

Another central aspect addressed in this article is the role of the teacher in the formation of citizenship. The teacher is much more than a transmitter of knowledge; He is a mediator, a facilitator of the learning process and an example of active citizenship for students. By integrating critical content and cross-cutting themes into their pedagogical practice, teachers create an environment conducive to the development of citizen awareness. In addition, the teacher has the responsibility to promote an inclusive and democratic environment, where dialogue, respect for differences and active participation are encouraged. Citizenship education depends, to a large extent, on the teacher's ability to foster these skills in their students, showing, through their daily practice, how citizenship can be exercised in an ethical and responsible manner.

The importance of an education that promotes citizenship is directly related to the construction of a more just, democratic and inclusive society. In a world marked by deep inequalities and increasingly complex global challenges, education needs to prepare individuals not only for the job market, but, above all, for the exercise of citizenship. This implies an education that promotes critical reflection on social, political, and economic structures, and that encourages students to actively engage in the search for solutions to the problems that affect their lives and their communities.

Throughout this article, it has also been emphasized that citizenship education is not an isolated process, but that it involves collaboration between different actors and areas of knowledge. Interdisciplinarity plays a key role in this regard, allowing students to develop an integrated understanding of social problems and be able to act on them effectively. Likewise, the role of the teacher is essential to ensure that the school environment is a

space for the development of citizenship, where students can appropriate knowledge in a critical and participatory way.

Contemporary challenges require a new educational approach, one that is able to prepare students to face the complexities of the modern world in a critical, creative, and collaborative way. This means that the school curriculum must be constantly reviewed and adapted, so that it meets social demands and promotes the formation of citizens aware of their rights and duties. An education focused on citizenship must be inclusive, respect diversity, and be deeply connected with the social and political realities of students.

Finally, this article points to the urgent need to value the role of the teacher as a transforming agent in education. Teachers, when trained and prepared to act in an interdisciplinary and critical way, have the power to transform not only the lives of their students, but also society as a whole. By promoting citizen education, teachers help to build a solid foundation for the development of a more just, equitable, and democratic society, where all individuals have the opportunity to fully exercise their citizenship and contribute to the collective well-being.

Therefore, the role of the curriculum, interdisciplinarity, critical content and the teacher in citizen education is fundamental for the construction of an education that goes beyond technical content, promoting social transformation and the development of conscious, critical and participatory citizens. This requires a collective and continuous effort to ensure that educational practices are aligned with the principles of social justice, equity, and democratic participation.

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