

## School Chemistry and its place in the daily school – extending the debate

Tacita Ansanello Ramos, Prof<sup>a</sup>. Dr<sup>a</sup>. Maria Inês Petrucci Rosa  
Faculdade de Educação/UNICAMP

In the modern history of the curriculum as it is active in the scholar context, the notion of school subjects appeared as a way to control, to command the knowledge taught to the people and passed from generation to generation, not being reflected of pure science the one that it corresponds, but like being on the social forces and interests on that knowledge in determined period.

Being thus, the curriculum can be seen as “producing” of people, producer of necessary identities at certain moment, as way of control searched for the system. In this perspective, the curriculum must be studied as determinative a social one and not only as a considered set of values and abilities truths.

This work, carried through here in level of scientific initiation (research realized in graduation level) and that it is being extending in mestre degree, has as purpose to analyze the attitudes related with component chemistry while school subject, exploring for this the concept of *place*, considered by Michel de Certeau.

A school subject that has for characteristic be scientific, the character of academic subject and that, by this and other reasons, many times are considered distant and of difficult learning for professors and students.

Taking in account the history of the school subjects and the movements proceeding from the last curricular reforms for Brazilian high school, initiated in the end of 90's, this work dedicates to the following question: For the practitioners of the curriculum in the daily school, which is the place of the chemistry inside of the educative institution? We understand the place here, inspired in Certeau that defines it as “what gives the form of the social existence of the subject”. The subject understood as a school subject, occupies a place that molds its existence inside the institution.

The construction of the data of this work was made through an activity of collection of information in the school spaces, in five public schools of the city of Campinas, that keeps courses of high level regularly, with curriculum that include the chemistry subject.

Working in a methodological perspective that if approaches to the ethnographic research, a survey of the material quantity that the schools possess was made with the objects that relate with the symbolic universe of chemistry, as well as interviews using the question: Which is the place of chemistry in the school? The answers had been produced of written form, totalizing 137 manifestations. The productions had been grouped chores and according to its axles of signification, in accordance with a boarding that if approaches to that one known as analysis of content.

From this reading of the material and in dialogue with ours theoretical studies, had been delimited some categories that they look to express, that of form exactly limited, the content of the answers given for this question. The joined categories had been of a Chemistry related to other fields of knowledge; of a Chemistry confused with things and objects existing in the to school context; of a Chemistry that only has place in the presence of a laboratory and a Chemistry present in all the places.

Beyond the interviews, the search of this “place” for the chemistry inside of the searched schools was made also through a look for what we call school material culture, through the field research. The study of the school through the school material culture, it looks for to identify an joined not verbal communication in the

physical space, through its blackboards, chalk, wallets, tables, walls among others objects, since the school, before everything, is visualized as a structure architectural, many times being difficult to speak of the school without in let us remember them the presence of its physical space.

This work had as pretension to contribute for a quarrel on the re-localization of chemistry subject in the school daily. Such focus is extremely important face to the last movements of curricular reforms in the Brazilian educational system, resulting in hybrid speeches and re-contextualised about this school subject.

Exactly with current official curricular speeches that value the immersed knowledge in the daily one of the people, it is possible to observe for the gotten stories, attitudes around a chemistry taught in the school still intensely tied with the academic knowledge. Mentions to the daily one, to objects and materials, the utilitarian dimension of the knowledge join with contents more theoretician- scientific, focused mainly in the college test that occur in the end of high school.

One concludes that the curricular politics related with the scientific education in high school, when being consumed in the school daily, are transformed into a hybrid of re-contextualised speeches demonstrating the force of the people that produce quietly, in daily, tactics that allow different forms of survival before the instituted order, in the interior of the educative institutions.

As continuation to the mestre degree, is intended, through ethnographic research, to investigate what speeches come being produced in the school daily about the school subjects, in this case the chemistry subject, having as reference the national curricular reforms initiates in years 90. For this, the theoretical lenses will be constituted from the reading of the daily one of Certeau that with the slight knowledge of use, consumption, tactics and strategy subsidizes the analysis of the data constructed with the interviews and registers elaborated in high public schools.