

THE HISTORICAL-CRITICAL PERSPECTIVE OF INTEGRAL EDUCATION: MORE THAN JUST TO EXTEND SCHOOL DAY

Abstract

The current public policies for full-time education in Brazil are based on the recognition of school's results insufficiency, so that more time is necessary to reverse this scenery. However, the causes of this situation are considered external to the pedagogical practice. The extension of the school day is not organized with the aim to improve the learning of school contents. Instead, the extra time has been used for activities that would allegedly solve problems related to school's failure, such as: violence, "unstructured family", lack of interest, low expectations about life etc. In the so-called second shift, full-time schools usually do activities which are not linked to the learning of school knowledge, being mostly related to a recreational nature somehow prejudicial to children's learning, because at the end of the journey, students are tired and do not have time to do their homework. In the Marxist perspective of the historical-critical pedagogy, this type of full-time education is pointless, once it extends the permanence of children at school, but does not ensure the public policies discourse agenda, which encompasses a broader formation and an educational improvement arising therefrom.

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