

MULTIGRADE SCHOOLS AND HISTORICAL-CRITICAL PEDAGOGY: BEGINNING OF A REFLECTION

Abstract

This study aims to analyze existing teaching practices in multigrade schools in the municipality of Tocantinópolis/TO, having the contribution of historical-critical pedagogy as reference. Thus, the articulations of pedagogical work with social issues become a priority to be analyzed in this research, regarding multigrade schools, precisely because these classes are offered to children of the working class living in the countryside. Therefore, the problem appears, based on the following question: how are pedagogical practices in multigrade schools in Tocantinópolis municipality have been materializing? To solve the proposed problem, we appealed to the historical-critical pedagogy proposition to better understand the object studied. For methodological organization of the article, a theoretical, field research was conducted. The result, temporary, provided a view on teachers' practice in multigrade schools in Tocantinópolis, which demonstrated the lack of a revolutionary pedagogy.

Keywords: *Historical-critical pedagogy. Pedagogical praxis. Multigrade schools.*