

The life project in high school: Dialoguing about the protagonist student



<https://doi.org/10.56238/Connexpemultidisdevolpfut-037>

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ABSTRACT

This article discusses the Life Project advocated by the Base Nacional Comum Curricular do Ensino Médio (BNCC) in Brazil, established by the

Resolution Conselho Nacional de Educação, CP nº 4, of December 17, 2018, which emphasizes the role of the student in school. It is the result of a qualitative research whose methodology was the bibliographical analysis on the social function of the school and the formation of the student as a protagonist subject. As a theoretical contribution, it was based on Masschelein and Simons (2017), Goulart (2017) and Pasquali (2017), among others, also addressing socio-emotional skills and the role of the teacher in carrying out the Life Project for High School Students. (Brazil, 2018). The results indicate that the highlighted proposal has as a centrality the development of socio-emotional competences within the curriculum in a mandatory way for the new high school in the action that it called Life Project and that mobilizes the responsible school to re-dimension its Pedagogical Political Project and its educational process to, obligatorily, incorporate actions capable of promoting the protagonism and autonomy of students, for their critical, creative, ethical and supportive exercise in personal and collective life.

Keywords: Life project, High school, Common national curriculum base, Socioemotional skills.

1 INTRODUCTION

The rapid socio-cultural and political economic changes, combined with the dynamics of the relations established in them, over time, require from the subjects that constitute it, new social adjustments in all institutional spheres, directly affecting the Brazilian educational scenario. Endorsing that the century. XXI faces changes that emerge with a rapid frequency, as people are adapting and making use more and more of new forms of learning, such as the use of technologies and digital media.

Such transformations provoked a redefinition of the curriculum by the Ministry of Education, which implemented the National Common Curricular Base (BNCC), bringing in its core the mandatory development of socio-emotional competencies, mobilizing curricular changes and establishing a new focus on the development of socio-emotional competencies in the student aiming



at his protagonism. This protagonism reaches the understanding and strengthening of the subject and his relationship with the other, the social understanding, and his future prospection, as well as his development and professional yearning. Aiming at the student as a protagonist implies wanting in fact that this individual participates as an active subject in society, assuming responsibilities as a transforming citizen, assuming our decisions and actions. (ESCÀMEZ, GIL, 2003).

In this aspect, how BNCC works with the competencies and defines the essential knowledge for all Basic Education (Early Childhood Education, Elementary School and High School). Therefore, it is mandatory. Therefore, it is necessary that teachers and future teachers of basic education know and understand the context of creation and implementation of this in schools. As the competencies refer to the knowledge put into practice, it is expected that these studies allow a change in behavior. In the end, it is necessary that this learning is reversed in attitudes based on ethical and sustainable principles directed to a critical and reflective education.

In the conception of Brandão (1989, p. 21) "the education of man exists everywhere and, much more than the school, is the result of the action of the entire sociocultural environment on its participants". Thus, we understand that the human being is an eminently historical being, that is, actor and author of his history. Given this, we understand that it is through education that the agents that will integrate society and act for its development are formed. This education or training occurs according to the process in which people are inserted, with the conceptions and beliefs of their group and the work demands of their community. Knowledge and knowledge are multiplying and improving through teaching and learning.

In this context, the way in which the development of these socio-emotional competencies¹ in students will occur is the responsibility of the education networks and/or schools, through projects, workshops, laboratories, inter and transdisciplinary discussions between the curricula, among others. However, within these varied proposals for mobilizing the protagonism of high school students, the students' Life Project is the students' Life Project as the guiding thread of this segment, in order to improve and foster the development of these skills, in addition to discussing about the academic, professional, personal and social future, through professional guidance to them. (BRAZIL, 2018).

In view of the above, studies on the development of competencies and especially socio-emotional competencies gain a prominent place in discourses and research in the most diverse areas of science. So that the information produced converges more and more to the need for the development of the and in the subject; especially with regard to social-emotional competencies, as these can favor the subject better conditions and strategies of administration, transformation and resolution of social demands, that is, they enable the ability of adjustment and adaptation of the subject to the new, due to the socio-emotional adaptation of the same.

The educational context is currently pointed out as the appropriate dynamic space for the



development of these social-emotional competencies in children and adolescents throughout their academic career, with the possibility of providing coping strategies and social and emotional development of future adults. Thus, in recent times, the concept and development of socio-emotional competencies are linked to educational processes and the school space, as well as all the authors who constitute it are perceived as potentiating agents of the mediation of the development of such competencies.

In this context, in order to seek an understanding and reflection of the research and debates on the school curriculum and the socio-emotional competencies that direct the educational process of the student, as well as his formation, in its entirety, in the scope of schools, becoming a very important factor for the task of forming critical, reflective and conscious citizens.

This study aims to reflect on the proposal of the Life Project in the promotion of the student's protagonism in basic education, seeking to understand specifically what is the proposal of the life project for high school. And how in fact occurs the "function" of the school in the proposal of the new High School, describing possible possibilities and limitations of the teacher's performance in the Life Project.

Based on these considerations, organizing and conducting the development of the Students' Life Project, as guided by the (BNCC) in the school environment, reveals the need to restructure educational actions aimed at promoting competencies, in a special way, highlighting the last three mentioned in the (BNCC), namely: the first provides for knowledge and care of physical and emotional health, Following with the provocation to the high school student in the practice of empathy, dialogue, conflict resolution and cooperation. And finally, to reflect and act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, with decision-making guided by ethical, democratic, inclusive, sustainable and solidary principles. (BRAZIL, 2018).

In this perspective, based on the principle that learning involves multiple knowledge and aspects that go beyond the cognitive, such as social-emotional development, in its various competencies, this writing becomes relevant since it seeks to understand the socio-emotional competencies, established in the National Common Curricular Base, in the main instruments and references of national basic education and in the theoretical understanding of important authors who address this theme in the timeliness. Understanding how this proposal launched in 2018 has been developed from studies already carried out, in addition to the contributions that can be reflected for the better effectiveness of this Life Project of High School Students. With this purpose of collaboration, the following is discussed within the theoretical frameworks already existing about: The school and the protagonist student; Socio-emotional Competencies and Life Project for high school students; and, The Teacher and the Life Project for High School Students.



1.1 THE SCHOOL AND THE PROTAGONIST STUDENT: BRIEF CONSIDERATIONS

Studies and research on education and school, as well as its pedagogical work, have been the subject of heated discussions and investigations for many years. Since the colonial period to the arrival of the Jesuits with the process of catechization of indigenous peoples bringing with it the ideal of "civilizing" education, the process of schooling of the Brazilian population began to go through various mediations and (re) meanings throughout history, resulting in diverse educational policies.

Therefore, discussing the educational process, as well as the epistemology of school spaces today becomes a theme that should be debated with great responsibility by education professionals, as well as by society as a whole, considering that these transformations affect school institutions, raising reflections on their role as a space that fosters the teaching and learning process.

School institutions have been naturalized in contemporary societies, where many of the studies involving this theme mention their social function and their role in the process of training individuals to live in society, promoting their intellectual and professional skills. Forwarding actions through educational processes that aim to awaken in young people the social commitment, promoting changes and transformations in the fulfillment of educational duty, through criticality and participation.

The school, as well as teaching in Brazil, although governed by democratic ideals, still leaves in evidence many aspects of education of the 1930s and 1940s. Since its invention, the notion of subject that passes through it is that of universal subject. Conflicting with this, educational theories seem to take into account the existence of historical subjects. But in the school that is effective in our modernity, disregarding the assumptions of the theorists, the devices that permeate schooling are based on the notion of a universal subject and exercise individualizing control.

In their findings Masschelein and Simons (2017), the authors do not study the school institution, but finding oneself outside the school institutions the main strategy of the authors is to shift the focus from the historical, social and cultural field, which emerged in the ancient Greek school: *skholé*. They defend something that, in a way, would cross different times and spaces, something that persists through geography and history as something that is the essential of the school. The authors bring numerous criticisms to the school among the main ones: alienation, concentration of power, corruption, demotivation, ineffectiveness, lack of employability, redundancy. They do not want to respond to such criticisms directly, showing what is fundamental to the school and nor condemn the school.

The school for Masschelein and Simons (2017, p. 5), is a historical invention:

And it can therefore disappear. But it also means that school can be reinvented, and that is precisely what we see as our challenge and, as we hope to make clear, our responsibility in the current moment. Reinventing school comes down to finding concrete ways in today's world to provide "free time" and to gather young people around a common "thing", that is,



something that appears in the world that is made available to a new generation. For us, the future of the school is a public issue – or rather, with this apology, we want to make it a public issue.

Within this perspective and the analysis of the study of the aforementioned authors, it is hoped that the school of contemporaneity has the role not only of transmitting knowledge, but also of being active and seeking to understand what kind of society it intends to build, creating relationships and preparing the basis for dealing with the contradictions of society, its differences and conflicts. Collaborating with the idea of the aforementioned authors Moll (2004, p.10) highlights that, more than establishing new rules it is necessary, "[...] that we think of the school as a space of creation, in which countless possibilities of knowledge and proposals are organized for the boys and girls who enter it".

By understanding that the school in its social function needs to be active we agree with the ideals of Piaget (1980), who in his studies understands the active school as:

[...] it is not necessarily a school of manual work and that, if at certain levels the child's activity implies a manipulation of objects and even a certain number of material apportionments, for example, to the extent that elementary logical-mathematical notions are taken away, at other levels the most authentic activity of research can manifest itself on the plane of reflection, more advanced abstraction and verbal manipulations, as long as they are spontaneous and not imposed, with the risk of remaining partially understood. (PIAGET, 1998, p. 74).

An active school, therefore, is a school that directs differentiated practices and methodologies based on the performance, commitment and commitment of its actors and reflection. An active school, according to Piaget (1998) is a school that combines individual and collective work and that prepares for life and democracy.

That said, we understand that education must be inserted not only within school spaces, but linked in social practices, reflecting the reality of the contemporary world. Needing to adapt to the frequent changes of theoretical and social knowledge where the readjustments of school institutions need to rethink their spaces and school practices, where the main focus of learning are students and their integral training for citizenship and their qualification for work, making it the protagonist of their life. For Costa (2000) the term protagonism is directly linked to the preparation of young people for citizenship, providing opportunities for their personal development to enter and thrive in the world of work.

In the conception of Goulart (2017, p. 49) "the strength of protagonism in / of the school depends and influences its form and organization, in its times and spaces, in the management and in the curriculum. But, above all, in how the relations between its inhabitants take place in this context." To understand and make the student as a young protagonist is to understand how their relationships are built, from a collective construction. Not being carried out in an individualized way, but in communion with others.



This collective protagonism still restricted in schools and young people is a reflection of a process of solidarity, of the relations between the actors and of the dynamism of the activities that will define their place in society, where not only students are protagonists, but all who attend and integrate the school are protagonists of this environment. (Goulart, 2017). Thus, we understand that it is necessary to have a link between protagonism with education, where the school can provide differentiated methodologies and pedagogical practices based on active pedagogy, where the student is the center of the teaching and learning process, building his personal and social identity and the teacher is only the advisor.

For Pasquali (2017), in this process where the young is considered the protagonist of his life, it is up to the teacher to mediate the relationships lived in the school environment, either between the students or the students with the world, their function is to feed their curiosities by creating, tools and various methodologies that instigate the student to want to discover, helping the students to deal with the numerous adversities that arise in the course.

Within this reality, the school receives a differentiated attention, as a place of possible school education assumes an essential function for the formation and development of the authors who compose it, and, in addition, a space of social integration that assists a heterogeneous group from various social contexts. Being the responsibility of the school to organize and favor the construction and appropriation of historically developed knowledge, it must thus promote in its spaces favorable conditions for cultural appropriation, development and human formation to its students needs to know and understand the demands and political, economic and social conditions in which school and students are inserted. (GUZZO, et al, 2010).

With this panorama, sociocultural authors (BOCK, 2020; GUZZO & ET AL, 2010; LIBÂNEO, 2012) highlight that the greater the social segregation and its inequalities in the economic, political and cultural perspective, the greater the impact of these inequalities within schools. And such inequalities have as sequelae the non-development of the student, and in the common sense, there is a pathologization of social inequalities, in which the student and his conditions are blamed for most of the time his failure or failure at school.

When in reality several scholars when criticizing the initial training of teachers defend that what exists is a lack of preparation or incipient preparation of teachers and the school as a whole in the understanding of the social reality of their students and a non-viability of pedagogical strategies to face such demands, in which this institutional non-mobilization has as a result the non-development and formation of the student, mostly sometimes. (BOCK, 2020; GUZZO & ET AL, 2010; Lebanon, 2012).

Parallel to this, the current configuration of society assumes an immediatist character, in which technology, technological resources and access to them, grow unbridled, in which there is significant



appreciation to training for the labor market, often in the history of evolution leaving in the background socio-emotional issues. Without understanding how this can still happen in the twenty-first century in which we are inserted in an era, where technology and access to them are fast and instantaneous, often schools suffocate it, do not respect these students, so that they are protagonists of their stories. In this sense, it becomes a great challenge within education, so that these young people who are in the phase of high school, feel welcomed and respected, even in the midst of society that incessantly seeks results.

1.2 SOCIO-EMOTIONAL COMPETENCIES AND LIFE PROJECT OF HIGH SCHOOL STUDENTS

After the approval of Law No. 13415, of February 16, 2017, through which the Ministry of Education (MEC) establishes a new high school, simultaneously implementing the policy of Fostering the Implementation of High Schools in Time. (BRAZIL, 2017). Soon after it institutes Resolution No. 3, of November 21, 2018, which updates the National Curriculum Guidelines for High School, brings as one of its initial purposes the full development of the student, especially with regard to the protagonism of the student, in his exercise of his citizenship, as well as qualification for work from the new demands of the contemporary world. In such a way that this full or integral formation involves values, physical, cognitive and socio-emotional questions; and also, principles that permeate the research, creation of socio-environmental reflections, articulation of knowledge involving the socio-historical context of the same, among other questions that favor the high school student, continuously a development in three dimensions: personal, social and professional. This resolution understands in its article 6, Item I that Integral Formation is, according to Article 6,

The intentional development of the physical, cognitive and socio-emotional aspects of the student through significant educational processes that promote autonomy, citizen behavior and protagonism in the construction of their life project. (BRAZIL, 2018)

In order to mobilize the production of knowledge that promotes by the student the resolution of conflicts and demands of daily life in their full exercise of citizenship and professional world, the new Curricular Guidelines of High School bring the maximum about the need to foster competencies and socio-emotional skills in those, bringing them as protagonists of their future developments and constructions.

Based on this assumption, it is up to the National Common Curricular Base (BNCC) to propose the general and specific competencies and skills to be developed in the high school curricula, with the possibility of curricular integration, consequent dialogue between the various areas of knowledge and with teaching and evaluation strategies that in addition to enhancing learning promote cognitive competencies and skills, socio-emotional and social practices, supported by current



scientific and technological principles (BRASIL, 2018).

The BNCC highlights, also in the questions or indications that should be included in the basic general education, the need for the curricula to enable the development of socio-emotional competencies in students, exposing them to debates and reflections of social demands of their context in the search for coping and resolution strategies. It also adds that it is up to the network or schools to create, define and organize how the development of these competencies will be addressed in the curricula to be used, and may not only consider the particularities and social contexts of each federative unit, but may occur in an interdisciplinary and/or transdisciplinary way. (Brazil, 2018).

With the consideration of the need for the development of such competencies the BNCC proposes in addition to the articulation of these with the existing curricula, the creation and execution, of what it calls "Project of Life of the Students", in which this project will have to work three directions to the life professional, organization of goals of the students in the personal life, academic, professional and social.

The Student Life Project has as its starting point the self-knowledge for the reflection of short, medium and long term goals, having as its apex the discussion of future projects including the professional. In this movement of self-knowledge the student will be provoked to know himself, understanding and identity formation, in its potentialities and limitations from its reality, enabling the recognition and development of its socio-emotional, academic and professional competencies with prospection of the future. With this is formed the tripod that underlies the whole proposal of the discipline Life Project that is: personal, social and professional. (BRAZIL, 2018).

In this reality, this base broadens the reflection and function of the educational environment, by dissertating the need for the school to be a structured space, thought and focused on the development of competencies that enable the subject to develop resilient, self-regulating, resolution mobilizing and social development behaviors. (BRAZIL, 2018).

From the logistics brought by scholars of emotional intelligence, skills and social-emotional development and consequent socio-emotional competencies, who defend the direct relationship between the development of this construct and cognitive development, that is, the existence of a direct correlation between socio-emotional aspects and their impact on the success or not of learning, is that the proposal brought by the BNCC of 2017, it is imperative that school curricula should contemplate within the areas of knowledge, the possibility of developing socio-emotional skills (DELL PRETTE, DELL PRETTE, 2008; BRAZIL, 2018).

Throughout the studies of social-emotional competencies, it is possible to discriminate more than 160 types or representations of them, however the BNCC proposes a grouping of those in five macrocompetencies and 17 specific competencies, and the focus for schools is mainly aimed at the first, they are: openness to the new, emotional resilience, engagement with others, kindness and self-



management. (BRAZIL, 2018). In this way, the school, its environment and its authors need to assume new postures and intervention strategies with the students. In this way, this research brings to the center the teacher, as the front line of the educational process and as a subject who needs to adapt to the new requirements, with the proposal of reflective training to foster the development of socio-emotional competencies in students, in this one, directed to high school.

Being a teacher from Nóvoa (1999) requires a constant transformation of methods and strategies to promote knowledge in the other, since the teacher acts within a historical demand and social reality in which the educational system is legitimized as adequate. All these transformations and modifications become triggers to the need for professional updating of being a teacher constantly.

1.3 THE TEACHER AND THE LIFE PROJECT FOR HIGH SCHOOL STUDENTS

Teaching activities require a wide variety of knowledge to carry out the teaching and learning process. The formation of this knowledge begins with the initial formation, which is fundamental for the implementation of teaching. However, teacher training does not end with initial training, so it is necessary to continue throughout the career, triggering changes in classroom practice through a conscious and planned process. (SCHÖN, 2000).

Among the various authors who make school and education happen, the teacher, because he is in the front line of educational relations with students, is the one who assumes the function of favoring the path to the simplification of teaching processes and not the determinant for the establishment of new and complex thoughts, because these originate in the problematizing tension between the knowledge that one has and the knowledge that one can acquire. For this process of knowledge construction to really happen, the teacher as a conductor in the classroom must provoke external and internal circumstances (structures or instruments of mediation) in which the "new" is understood and subjectivated by the student, that is, formation of understanding of new concepts.

Henceforth this mission requires that the teacher has technical knowledge about the curricula and contents to be provoked and developed in the student; teaching strategies and mediating instruments capable of favoring new learning, and in addition, understanding education in its mobilizers, builders and target audience as socio-historical subjects that are submerged in cultures and situations that directly impact on their educational processes. In the higher education of undergraduate courses, it is important to develop in apprentices the ability to deal with challenging, singular, unpredictable situations, to enable the resignification of their university knowledge in the face of such adversities, to develop the "professional artistic talent" concept developed by Schön that concerns "(...) to the competencies that professionals demonstrate in certain practice situations that are unique, uncertain and conflictual." (SCHÖN, 2000, p.29).

To achieve a formation that enables the teacher to develop socio-emotional skills in the



students it is necessary, a priori, a movement of awareness and sensitization of the same to the emotional, psychological and social dimensions that surround the educational practice. The process of continuing education of teachers represents an alternative to correct this conflicting reality, however, bringing the thought of Thurler (2002) continuing education has an ephemeral character and produces limited results and little impact on the educational reality.

Within this process, the participation of the teacher in the construction of new didactic-pedagogical models in his own training can lead to more applicability in educational practice and, consequently, improvements in the results of the affective, emotional, cognitive and relational development of students. This reality is already present in undergraduate courses, according to the author, in the coordination of teacher training courses it is already noticeable a break with the traditional teaching ideology, allowing the training of critical, autonomous and transformative teachers (CARVALHO, 2007)

In the educational practice there are situations with which the teachers are familiar and have methods to solve them, however there are situations that represent a break of this logical expectation, such contexts are endowed with greater complexity and, consequently, the educator is required to rearrange his knowledge, especially in the case of situations involving the affective-relational dimensions. Within the social reality inserted in Brazilian schools, teachers sometimes need to assume multiple roles within their performance, including the role of arousing the conscious administration of emotions by students.

2 METHODOLOGY

The purpose of this study was to have a broad view of the phenomenon: Life project in high school students, as the BNCC grants, with the possibility of describing the phenomenon studied and establishing relationships between the variables found. Thus, this study was structured in an investigation of qualitative approach of the exploratory type, which according to Goldenberg (2004) and Gil (2008) has the focus on deepening the study of a social phenomenon, providing a general or approximative view about it, being opportune its use when the theme is still little explored.

The method sought was the integrative literature review, because this procedure within the literature reviews becomes broader, by allowing the combination of previous theoretical studies, whether these from experimental or non-experimental research, favoring an extensive understanding of the phenomenon, seeking similarities and divergences between articles and other selected studies. construction of the review based on 8 steps: Formulate the question precisely; Develop the protocol of the systematic review; identify relevant primary studies; Select the studies; Extract data from studies; Synthesize the data; Analyze the data; Discuss and publish them (GIL, 2008; SOUSA, 2015)

The integrative review information was collected based on data consulted in May 2022,



obtained from the electronic search sites of the Scientific Electronic Library Online (SciELO) and Google Scholar, using the descriptors: "Life Project and High School", "New High School" and "BNCC and Life Project" and word combinations: "high school, BNCC, socio-emotional skills.

To survey the articles, the following inclusion criteria were adopted: research that addressed the understanding of Life Project in High School; articles available in full that portrayed the phenomenon studied; publications made in the period from 2019 to 2022; as well as the exclusion criteria used: repeated articles, articles not available in Portuguese and articles not available in full in the Portuguese.

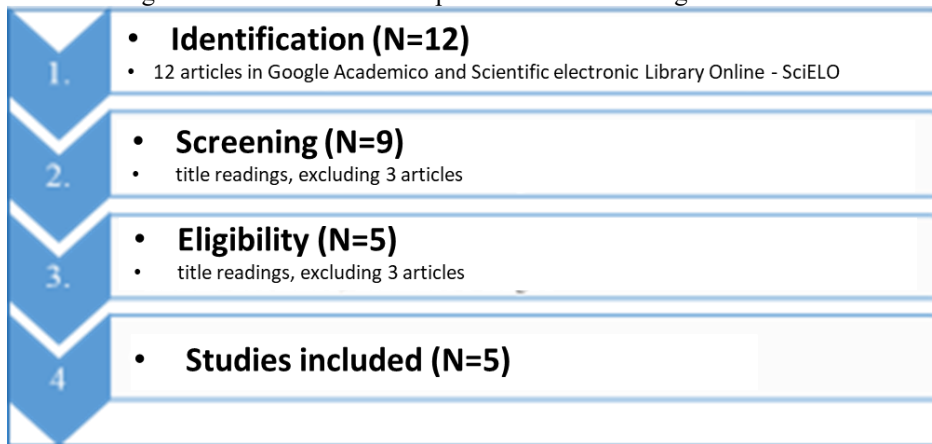
As a support tool that was used was a flowchart organized in four of four stages with the intention of improving the reporting of systematic reviews of the Prisma model (2009), and guided by the stages of the integrative review described by Souza (2015) each step of this study was rigorously executed. The steps of the flowchart were: 1. Identification or search of articles, 2. Screening, 3. Eligibility and 4. Included.

After defining the object of study and the descriptors and combined words to be used in the search for information, the first phase of *Identification* and search of article within the platforms already specified began, from this beginning a universe of 12 articles was achieved whose titles tangented to the proposal of this study.

Subsequently, he entered the second phase of *Screening*, whose determinant was the readings of the titles of the works. In the third stage, which deals with Eligibility with the reading of the abstracts and analyzing objectives, methodology and results obtained. In this study, 4 studies were excluded, which reduced the sample to 5 works. In the fourth and last stage, we worked with the included materials, required the researchers to read the complete works listed, and in addition to analyzing the proposed by each study, it was also evaluated whether they were eligible or not to this research, at this stage 4 articles were excluded, so that at the end of the fulfillment of the stages of the integrative review 5 studies were selected.



Figure 1: Flowchart of the steps followed in the integrative review.



Source: Prepared by the researchers (2022).

All the separate material was made available in full by the platforms Google Scholar, and Scientific Electronic Library Online - SciELO. The references found were manually analyzed by the researchers, performing the qualitative analysis of the data that took place through the process of condensation of the information found in the works based on the objectives intended in this study. (MINAYO, 2001).

Creating a table to better visualize the central information of this material: title, authors, year of publication, database, objectives, methodologies used in the studies and results obtained. After this organization, the information was divided by categories of analysis to contemplate the specific objectives, they are: Proposal of the life project for high school: understanding the proposal; The school in the proposal of the new high school; and, possibilities and limitations of the teacher's performance in the life project.

3 RESULTS AND DISCUSSION

In view of the selected works, read and analyzed, categories were generated that paid attention to the specific objectives of the study, thus facilitating the understanding of this section, the following categories are: Proposal of the life project for high school: understanding the proposal; The school in the proposal of the new high school; and, possibilities and limitations of the teacher's performance in the life project.

Five works were included in this study, between the years 2018 to 2022, it is worth noting that this time interval is reduced due to the implementation of BNCC: in 2018 for elementary school and 2019 for high school. And, it is from them that the construct of social-emotional competencies in the curricula and the proposal of the Life Project for high school students, assume the obligatory character. As shown in the following table, separated from the title with year of publication and author, objective, methodology and results presented, as represented in Chart 1.



Table 1: Studies published between 2019 and 2021 selected for the Integrative review.

IDENTIFICATION	TITLE/ AUTHOR/ YEAR	GOAL	METHODOLOGY	RESULT
A1 Santos, Gontijo 2020	High school and life project: possibilities and challenges Kaliana Silva Santos, Simone Braz Ferreira Gontijo	To analyze the theme Life project as a compulsory curricular component in the National Common Curricular Base (BNCC) of High School in order to analyze possibilities of insertion of this theme in this level of education.	Literature review	The project of life is traced between being and wanting to be, it is to reflect on the present to project the future with concrete actions. In this path, the project can not be individualized; it needs to be integrated with people, family members, a social and professional universe that goes beyond one's own aspirations, involves a way of being in the world and making a difference in it. The Life Project never ends, it goes beyond the classroom and the school and is for life.
A2 Silva, Danza 2021	Life project and identity: articulations and implications for education Marco Antonio Morgado da Silva, Hanna Cebel Danza, 2021	To explore the articulations between studies on life project and on identity with regard to the constitution, development and functioning of these constructs	Revision bibliographic: theoretical and inscribed	It provides knowledge that can contribute to the formulation and improvement of pedagogical practices so that young people attribute personal and social meaning to their formative process and their insertion in the world, becoming able to meet social demands and intervene on them with autonomy, competence and engagement, under ethical and moral parameters.
A3 Pereira, Zanon, Dellazzana-Zanon, 2021	Influence of Contexts School and Family in the Life Projects of Adolescents Bruna Caroline Cristian Zanon Leticia Lovato Dellazzana-Zanon, 2021	to understand the possible relationships between the life projects of adolescents and the variables of the school and family contexts.	Field research	It is possible to say that analyzing the relationship between life project and the variables of the school and family contexts was important to understand the influence that these aspects exert on the construction of adolescent life projects.
A4 Lopes, 2019	Formative itineraries in BNCC of High School: teacher identifications and youth life projects	Relations between school disciplines and proposals for integration in curriculum	Research Bibliographical	The article concludes that the proposal of curricular integration presented by the BNCC of high school does not enable



	Alice Casimiro Lopes, 2019	policies were discussed, focusing on the proposal of training itineraries and organization by competencies of BNCC.		curricular flexibility, and tends to be restrictive of possibilities of curricular integration by continuing to try to control the future project of students by means of goals initially set.
A5 Pereira, Ribeiro, 2019	Public Policies of Professional Orientation: a socioconstructionist analysis on the construction of the Life Project in the Program. Integral Education (PEI) Omar Calazans Nogueira Pereira & Marcelo Afonso Ribeiro, 2019	To understand theoretically methodologically and ideologically the proposal of the discipline "Life Project" in the schools of the PEI of the State of São Paulo.	Narrative Research	With the recent changes in the educational legislation and in the reference documents for the elaboration of the school curricula, there is a possible consolidation of the Professional Orientation through the nomenclature Life Project.

Source: Information cataloged by the researchers in May 2022.

From the analyses carried out, it is pertinent to start the discussion by initially understanding the proposal of the life project for high school.

3.1 PROPOSAL OF THE LIFE PROJECT FOR HIGH SCHOOL STUDENTS

The new high school in all its modalities has as it is oriented other principles besides the integral formation of the student, by the life project, as "strategy of reflection on the school trajectory in the construction of the dimensions 'personal, citizen, and professional of the student' (Brasil, p. 02). The idea of bringing integral education, as a favorer of the full development of the student, the BNCC of High School 2018 reiterates to this student his function of personal, social, academic and professional protagonisms, from reflections about his life and career project. Therefore, the Pedagogical Political Project of the school must incorporate this action as a way to promote the self-knowledge of the student and his citizen dimension, in order to guide him in the profession that he wishes to achieve from his aspirations and potentialities. (BRAZIL, 2018).

Santos and Gontijo (2020) highlight in their studies that the focus of the discussion of the Student Life Project component, as BNCC asks, is focused on the empowerment and protagonism of the student. Starting from the understanding of the student as a social being, completing by the social conditions presented today and by all its dynamic and market scenario, presented in an unstable way that generates uncertainties and insecurities to the adolescent/young person with regard to their future and perspective of life, such curricular component of giving conditions for reflection and construction



of new knowledge that are beyond cognitive aspects, but that rest on socio-emotional aspects.

It is worth noting, continue the authors based on field studies whose audience were high school students, that this proposal of Life Project should be presented, discussed and constructed in a dialogued way considering mainly the context of the subjects involved. thus, Santos and Gontijo (2020) point out significant differences between the perception of private school students and those of public schools, because while private school students perceive the moment of the Life Project as a space for discussion of professional guidance; in the scenario of public schools this same proposal is perceived as a locus of discussion of themes such as inclusion, improvement of life, social ascension; social demands such as vulnerability, marginalization and the recognition of oneself in that context as a driving force for mobilization and transformation.

In this reality, the challenge of the Life Project is to consider the diversity and context of students, in addition to the particularities that constitute the subjects involved in the proposal, in their socio-emotional competencies and cognitive abilities, highlighting even socio-historical and cultural issues in which they are submerged.

The study brought by Silva, Danza (2021) praises the benefits of the proposed Life Project for youth, the authors initially highlight that it is in the phase of youth that they have a cognitive maturation that already makes them realize the notion of the future as a scenario of multiple possibilities choices and understanding about themselves, the other, values and social context. They also conclude that studies of identity of life project mobilize, in the young, in a conscious way constructions and recognition of knowledge, skills, abilities, limitations and possibilities capable of favoring them the construction and reconstruction in a conscious, collaborative and autonomous way of life projects, and their dexterity in the face of reflection and resolution of conflicts, unforeseen, uncertainties and changes throughout their future lives. Still on the meanings and impacts of the Life Project in adolescents and high school youth, Pereira, Zanon, Dellazzana-Zanon (2021) highlight and in a certain way praise what Silva, Danza (2021) also discuss when talking about cognitive maturity and point out the discussions that occurred in their research revolved around the basic needs of this high school public and not bringing demands that they define as superfluous. After the understanding of this proposal of Life Project, punctuated in a mandatory way by the BNCC of 2018, it becomes necessary to expand the reflection about the scenario of the school in front of the proposal of the new high school, as presented below.

3.2 THE SCHOOL IN THE PROPOSAL OF THE NEW HIGH SCHOOL

It is interesting to seek a reflection of Vygotsky (1998) there in his primary studies, when he himself attributed to the school a function of integral and social formation, without at that time emphasizing about socio-emotional competencies. By bringing to the school the social function,



which is beyond the transmission of content, the referred author makes a significant sense to the school, as a dynamic space, responsible for mediating social exchanges and constructions, as a locus of understanding and cultural appropriation, in which individuals become co-responsible for each other's development.

When analyzing the theme of Life Project of High School Students, as a compulsory curricular component of the BNCC of 2018, Santos and Gontijo (2020) highlight the complexity of the proposal for bringing aspects such as self-knowledge; relation of the self, other and society; planning, guidance and preparation for the labor market to be developed in adolescents. The authors ratify the proposal once highlighted by Vigotsky and highlight that the school as the best domain to develop these constructs, due to exchanges, constructions, interactions and consequent formation of the subject, understanding the school as a stage of individual and social experiences, cultural explosions, artistic experiences, beyond the functions traditionally already of its responsibility. They continue to highlight that the Life Project component to be debated in school comes as an ally to the integral formation of the student, since this locus has structure, dynamics and conditions to enable debates and constructions of knowledge through the exchange and interaction of peers who most often share the same social reality, cultural and historical.

Collaborating with this positioning, Silva and Danza (2021) provoke an interesting reflection by pointing out that if the school is the institution responsible for preparing its students with an integral formation for life in all its complexity, this means that it is the school that must enable the integral formation of the subject. Parallel to this, the proposal of the new high school strengthens and gives even more subsidies for the realization of this larger proposal of the school, because it brings the obligation of the development of socio-emotional competencies in spaces of construction of intentional learning, when it proposes the development of these within the school curricula and in addition, it punctuates the "axis" Life Project as a space of its own and directed to these provocations in the students. They also argue that it would not be necessary to have an axis focused on competencies and their development if the school itself fulfilled its function of integral development of the subject: knowledge of itself, integrating the physical, social, cognitive, affective and ethical components.

In the sense of Pereira, et al., (2021) the execution of the project within the reality of public school and private schools, point out that in public schools, by the student's own profile and educational structure, students present life projects in the Affective Relationships dimension, while in private schools the focus given is to professional guidance and / or professional career development. After these considerations about the school in front of the new high school, and if it is perceived that there are significant variants that directly impact on the effectiveness of this new one, it was necessary to understand the possibilities and limitations that surround the Life Project.



3.3 POSSIBILITIES AND LIMITATIONS OF THE TEACHER'S PERFORMANCE IN THE LIFE PROJECT

Because it is not a domain of teachers in general and there is no minimum structure for the execution of the proposal of the life project, it is necessary a methodological (re) adaptation on the part of the front line of education, the teachers, Santos and Gontijo (2020) highlight that the proposal of the Life Project becomes relevant by providing knowledge and development of socio-emotional skills and competencies, However, they emphasize that the best effectiveness of the same depends on the methodology in which it will be used to develop it. The authors also defend a dialogued proposal in which aspects such as identity, respect, equality and participation, solidarity, construction of meanings and reflections on social dynamics, solidarity, accountability and mobilization will be highlighted. A space in which differences are reflected and respected from subjects, context and individual perceptions. And all this movement requires a new posture of the teacher and sometimes the need to recognize in themselves such competencies and abilities, to only thus develop and recognize in the other. Henceforth, it is necessary to point out that there is still a very small number of scientific productions that analyze the proposal of the Life Project from the perspective of the teacher.

4 FINAL CONSIDERATIONS

When returning to the initial objectives of this study, which had as general to reflect the proposal of the Life Project in the promotion of the student's protagonism; and more specifically: define what is the proposal of the life project for high school; understand the "function" of the school in the proposal of the new high school; to describe possible possibilities and limitations of the teacher's performance in the life project, it is perceived that these were achieved in a significant way.

In such a way that it was understood that the proposal of the BNCC, which popularly received the title of new high school, brings as a master spring the development of socio-emotional skills in all curricula and in an imperative way in what it called the Life Project for High School Students. Therefore, it is incumbent on the school to adapt its Pedagogical Political Project and reorganize its educational process to, mandatorily, incorporate actions capable of fostering the protagonism and autonomy of students, for their critical, creative, ethical and solidary exercise in personal and collective life.

It should be noted that this project can be offered as a discipline, fair, workshop, in a trans and interdisciplinary way and focuses on the recognition of the "I" in the student, in which he tends to know and develop skills and competencies, recognizing their limitations and possibilities, in addition to discussing and reflecting the relationship of the "I" with the social context bringing to the center of the discussions demands and social possibilities and finally, to empower in the student the self-



responsibility of the same and its protagonism in the construction of its life project, praising aspects of the professionals.

It is also understood that the school as a function of integral formation of the subject who assists, should already bring in its actions proposals in this sense, but in the absence of this aspect to be once practiced in the school. The authors brought here to the discussion and presentation of their studies, validate the idea that it really is the school environment that is the most conducive to develop the proposal of the Life Project, as advocated by the BNCC, precisely because of the exchange of knowledge, because the space is an extension of the social context experienced by the students and in addition to the school being still the stage of various expressions and constructions of students.

Finally, with regard to describing the possibilities and limitations in the performance and execution of the Life Project proposal, it is considered that for the success of the proposal, there must be a more dialogued and reflective methodology, free from judgments or pre-judgments, in which the differences and experiences of each student are considered, validating them from their social conditions, however, provoking in them how responsible they are and able to resignify themselves and yearn for better living conditions, making them realize how much they are protagonists of themselves.

In view of all this exposure it is believed that the greatest challenge of the Life Project for High School Students, is not the proposal or the theme or discussion that the BNCC recommends, on the contrary, the greatest provocation is in how the development of the same will be mediated and how the educators are or will be prepared to execute such a proposal, because it excels in a reflective, collaborative and constructive thinking on the part of the teacher/educator.

This study, in addition to provoking reflections and understandings about the proposal brought by the BNCC both in the intentional development of socio-emotional competencies in high school students, discussed the need for greater involvement in research on the 'Life Project Proposal', granted by the same base, focusing on the role of the learner. However, for the effective viability of this proposal and as this study itself demonstrates, there is a latent need for more studies on this theme mainly in an empirical way that involves teachers and school in its entirety of the development of these competencies, which will unveil teaching and school practices that give greater support to the effectiveness of the Life Project in the proposal of the new High School contemplated in the BNCC.



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