

Project Come to the Wheel!



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ABSTRACT

The E.E. Professor Francisco Pereira da Silva has been part of the Integral Education program since 2013, one of its strands being the Life Project. Given this, we thought of a project that could promote, in addition to self-knowledge, the scientific curiosity of students through research of articles related to their life projects. The Vem Pra Roda Project provides students with direct access to texts from scientific journals and books so that they can develop and expand their scientific language, in a differentiated way, and interdisciplinarity between the areas of knowledge: Natural Sciences and Mathematics, Language Codes and Human Sciences. It also stimulates the student to practice reading in a pleasurable way, making him acquire the habit of seeking knowledge through literatures with which he identifies, as well as establishing relationships with other contexts, stimulates the exchange of ideas, research and the continuous search for his life project through scientific research.

It is understood that this project is relevant for students, because it researches texts of scientific subjects related to the students' life project, which provides a more in-depth reflection, both oral and written, on the possible careers they will exercise. In this way, one can contribute to the formation of professionals who are aware and committed to society.

Keywords: Research, Scientific Texts, Reading.



1 INTRODUCTION

The incentive to read books and scientific journals from various areas of knowledge has been challenging regarding the interest, approximation and appreciation of this type of reading by students. Seeking something that would bring the student closer, we thought of a project that would meet their life project, which is the highlight of the conception of the Integral Teaching Program of the Secretary of Education of the State of São Paulo, and meet the challenges of the public school network, to encourage the student to the habit of reading, and introduce him into the world of scientific research, as a theoretical and methodological support tool for the formation of a student researcher.

This idea meets some of BNCC's competencies, as described below, p. 17:

Valuing the diversity of knowledge and cultural experiences, appropriating knowledge and experiences that allow you to understand the relations of the world of work and make choices aligned with the exercise of citizenship and your life project, with freedom, autonomy, critical awareness and responsibility.

Exercise intellectual curiosity and use the approach of the sciences, including research, reflection, critical analysis, imagination and creativity, to investigate causes, elaborate and test hypotheses, formulate and solve problems and create solutions (including technological) based on the knowledge of the different areas.

2 METHODOLOGY

The project is applied in the 10 high school classes, during the three years, and consists of three stages: in the first, students are directed to the Reading Room of the school, where they experience a workshop on the textual genre critical review, with the teacher of the Reading Room. In the second stage, the professors of the area of Natural Sciences and of the diversified Life Project direct the students to research texts related to the scientific area (magazines, reports, books, both printed and virtual) that meet their Life Project, that is, texts related to professions with which they identify. Soon after the research and readings, students choose the text that most caught their attention and produce a critical review about it. In the third stage, the students make a large scientific circle in the Reading Room, and each one presents the text he has chosen, explaining it through the critical review produced.

2.1 INSTRUMENTS USED IN THE EVALUATION

- Reading of scientific texts (printed and online magazines, books from the collection of the reading room and others) of scientific subjects, according to the life project of each student.
- Approach on the characteristics of the textual genre review, with examples, as well as orality techniques for subsequent presentation of the reviews produced.



– Production of critical reviews and oral presentation in the conversation circle.

3 FINDINGS

The development of skills such as: oral exposition, written - elaboration of projects; study of scientific articles, scientific journals and theoretical and scientific basis and the identification about their life project.

Figure 1- The teacher of the Reading Room explains the structure of the critical review and also presents several suggestions for scientific journals in the collection, as well as those of Google Scholar.

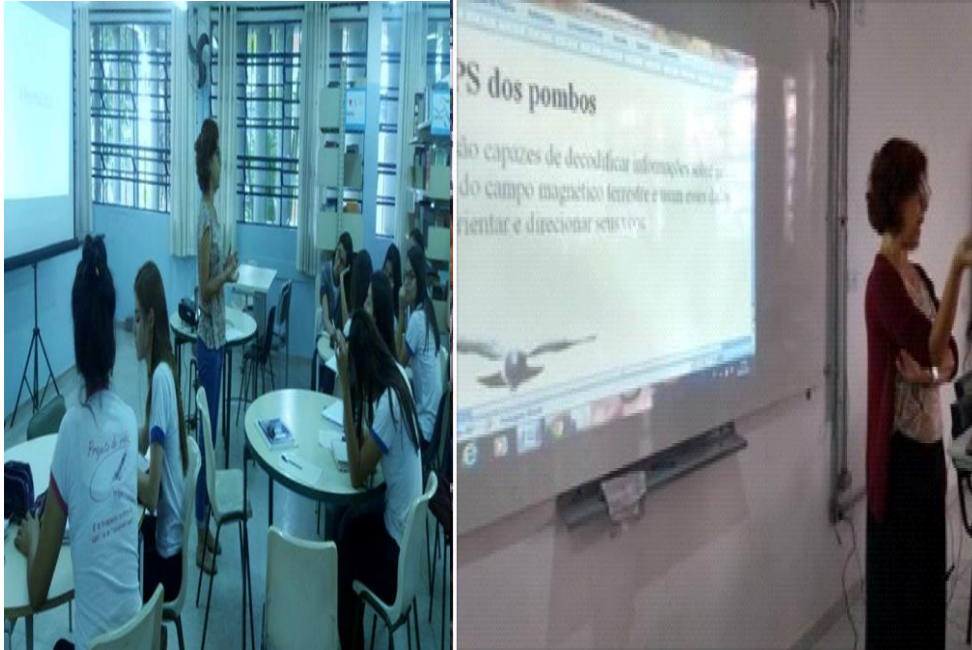


Figure 2- The student socializing critical review according to her Life Project.





Figure 3- The student socializes critical review according to her Life Project.



4 CONCLUSION

With the research of scientific articles and the production of critical review it is expected that, at the end of high school, the student can glimpse his life project, be able to perform a good writing of academic review and develop the taste for research and search for scientific innovations.



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