

**PROMOTING MEANINGFUL LEARNING IN THE CONTEXT OF HEALTH,
EDUCATION AND CULTURE**

**PROMOÇÃO DA APRENDIZAGEM SIGNIFICATIVA NO CONTEXTO DA SAÚDE,
EDUCAÇÃO E CULTURA**

**PROMOCIÓN DE LA APRENDIZAJE SIGNIFICATIVO EN EL CONTEXTO DE LA
SALUD, EDUCACIÓN Y CULTURA**

Micael Doria de ANDRADE¹

Rosangela Andrade Aukar de CAMARGO²

ABSTRACT: The Meaningful Learning Theory proposes the construction of knowledge by valuing students' previous experiences. The objective was to report the promotion of meaningful learning in the context of health, education and culture based on artistic manifestations. This is a report of experience about the Pedagogical Intervention Project "Literary Coffee: Adolescents in Action - Protagonists of their own history", which took place between February and May 2019 with high school students from a public institution in the rural area of Bahia, Brazil. The use of poetry, dramatization, dance and music as pedagogical tools instigated artistic skills among students, making them protagonists in the construction of knowledge. The students expressed their concerns and realized the role of the teacher as a notable mediator. It was evidenced the importance of art in promoting meaningful learning in the context of health, education and culture.

KEYWORDS: Learning. Knowledge. Art. Students. Adolescent.

RESUMO: A Teoria da Aprendizagem Significativa propõe a construção de conhecimento por meio da valorização de experiências prévias dos alunos. Nesse sentido, objetivou-se relatar a promoção da aprendizagem significativa no contexto da saúde, educação e cultura a partir de manifestações artísticas. Trata-se de um relato de experiência sobre o Projeto de Intervenção Pedagógica "Café Literário: Jovens em Ação – Protagonistas da própria história", ocorrido entre fevereiro e maio de 2019 com estudantes do ensino médio regular de uma instituição pública da zona rural da Bahia, Brasil. A utilização da poesia, dramatização, dança e música como ferramentas pedagógicas instigou habilidades artísticas entre os estudantes, tornando-os protagonistas na construção de conhecimentos. Os alunos externaram seus anseios e perceberam o papel do professor como notável mediador neste processo. Evidenciou-se a importância da arte na promoção de aprendizagens significativas no contexto da saúde, educação e cultura.

PALAVRAS-CHAVE: Aprendizagem. Conhecimento. Arte. Estudantes. Adolescente.

¹ Tiradentes University (UNIT), Aracaju – SE – Brazil. Degree in Portuguese/Spanish Letters. ORCID: <https://orcid.org/0000-0001-9506-6704>. E-mail: micaelandrade.unit@hotmail.com

² University of São Paulo (USP), Ribeirão Preto – SP – Brazil. Professor, Department of Maternal-Child Nursing and Public Health, Nurse and Pedagogue. Ribeirão Preto School of Nursing (EERP-USP). Postdoc (UALBERTA). ORCID: <https://orcid.org/0000-0002-4872-2331>. E-mail: rcamargo@eerp.usp.br

RESUMEN: *La teoría del aprendizaje significativo propone la construcción del conocimiento por medio de la valorización de experiencias previas de los estudiantes. El objetivo fue informar la promoción del aprendizaje significativo en el contexto de la salud, educación y cultura basadas en manifestaciones artísticas. Es un relato de experiencia sobre un Proyecto de Intervención Pedagógica, que ocurrió entre febrero y mayo de 2019 con estudiantes de una institución pública en el área rural de Bahía, Brasil. El uso de la poesía, dramatización, danza y música como herramientas pedagógicas instigó habilidades artísticas entre los estudiantes, convirtiéndolos en protagonistas en la construcción del conocimiento. Los estudiantes expresaron sus preocupaciones y se dieron cuenta del papel del maestro como un mediador notable. Se destacó la importancia del arte en la promoción del aprendizaje significativo en el contexto de la salud, educación y cultura.*

PALABRAS CLAVE: *Aprendizaje. Conocimiento. Arte. Estudiantes. Adolescente.*

Introduction

The Theory of Meaningful Learning was proposed in 1963 by the educational psychologist David Ausubel, being characterized by the construction of knowledge from the valuing and rescue of students' previous experiences. Meaningful learning occurs when the new information is anchored in relevant or preexisting concepts or propositions in the student's cognitive structure ("subsunitors" concepts) (AGRA *et al.*, 2019).

This learning is compatible with Vygotsky's conceptions, which considers the relation between individual and environment as the main means for the construction of knowledge (RESENDE; SOUZA; RESENDE, 2017). With the support of this concept, it is understood that school education is still one of the most important ways of disseminating knowledge, whose pillars need to be signified and re-signified through meaningful learning (SANTOS, 2019).

School education comprises 12 years in the basic educational system of the United States of America, corresponding to Elementary and Secondary Education in the Brazilian educational system. However, it is emphasized that there is a glaring disparity, in absolute and relative terms, in the amount of resources invested in education between these two countries, especially in the professional sphere (PERALTA; DIAS; GONÇALVES, 2018). Linked to this fact, the social inequality of most Brazilian families reflects obstacles in the continuation of schooling in the country, among other implications (DAYRELL; JESUS, 2016).

Regardless of these social, historical and political conditions in different educational systems, adolescence must be seen primarily as one of the decisive stages in the human being's formative process.

It is known that healthy adolescent development concerns not only physical condition or absence of organic problems, but also psychological and socio-environmental aspects that

help them to face challenges. No less important, culture is considered to be an agent that strengthens ties between the lives of adolescents and their family, social and emotional bonds, since the cultural context and its manifestations influence the individual's behavior and socio-educational condition (RAMOS, 2018).

In view of this, when observing the challenges that involved the development of significant learning in the educational, cultural and health context among regular high school students in the interior of the Brazilian Northeast, a pedagogical intervention project was carried out to highlight the possibility of promoting learning from artistic manifestations, using poetry, dramatization, dance and music as pedagogical tools to highlight the student's role in this process (SOUSA *et al.*, 2015).

The theoretical framework was the Theory of Meaningful Learning, since the planned and developed activities sought to bring existing knowledge closer to the new experiences proposed to students (MOREIRA, 2011).

It is believed that the following thoughts and reflections contribute to enhance the understanding of teaching practice through the development of a project of pedagogical intervention for the promotion of meaningful learning, targeting regular high school students from public schools. Therefore, the objective was to report the promotion of meaningful learning in the context of health, education and culture based on artistic manifestations.

Methodological procedures

The present descriptive study consists of an experience report on the Pedagogical Intervention Project entitled “Literary Coffee: Adolescents in action - Protagonists of their own history”, which took place between February and May 2019.

The Literary Coffee was held in a public institution of regular high school, located in “Lagoa Redonda”, in the interior/rural district of the municipality Itapicuru, Bahia, Brazil.

According to data provided by the Itapicuru Social Development Secretariat, in 2019, “Lagoa Redonda” had a total of 8,230 inhabitants. It is worth noting that Lagoa Redonda preserves few artistic and cultural manifestations, but even so, typical of the northeastern interior, such as: festivities of patron saints, contest of June quadrilha dances, processions and religious celebrations. These events, basically, supply the population's need for cultural activities, because due to greater investments, other cultural subsidies are not offered.

The school board of the educational institution where the Literary Coffee was held informed that the school was founded in 2014, and currently serves about 500 high school

students, both from the locality and from neighboring villages and towns. Most are low-income and their family groups benefit from government programs, especially Bolsa Família. The current scenario of the school institution can be defined as challenging, since there is no basic sanitation, paved roads and sewage system.

Regarding the planning of the Literary Coffee, even at the beginning of the school year, at the pedagogical meeting, the project was designed by the first author of the present study / teacher in the field of languages and presented to the school's management and coordination team, in order to ensure its insertion in the school calendar, as well as to make clear the objectives and the process of development of activities.

One of the challenges was to adapt the project schedule without interfering with the pedagogical activities and the team's planning. On the other hand, there was encouragement and support from other teachers and the management team. Thus, Literary Coffee took place concurrently with the existing activities in the annual curriculum and school grade, respecting and not interrupting the students' performance and achievements, being, therefore, a work that envisioned the direct and indirect participation of other areas of knowledge in a joint transversality.

Then, specifically in the first week of class, all 11 (eleven) classes of the 1st, 2nd and 3rd grades of high school, in the morning and afternoon shifts - two of them in the 1st morning series (1st A/M and 1st B/M); two from the 1st afternoon series (1st A/V and 1st B/V); two from the 2nd morning series (2nd A/M and 2nd B/M); two from the 2nd afternoon series (2nd A/V and 2nd B/V); two from the 3rd morning series (3rd A/M and 3rd B/M) and one class from the 3rd afternoon series (3rd A/V) - were informed by the language teacher that the project would be developed.

In turn, the details and characteristics of Literary Coffee became evident, presenting the objectives, methods and activities to be developed in the following months, in accordance with the knowledge of Portuguese language, literature and textual production. Thus, the students knew in advance that the project was focused on the artistic, literary and cultural fields and that they would be encouraged to explore creativity in order to achieve the valorization of youth protagonism.

In this regard, the students had to form groups and work in partnership with colleagues to produce plays, choreographies, recitals of poems or string literature, as well as singing MPB (Brazilian Pop Music) songs or parodies that dialogue with the theme proposed at Literary Coffee. This allowed us to trace the students' view of artistic self-concept in the realm of art,

which is a construct of multidimensionality interconnected to knowledge (PIPA; PEIXOTO, 2014).

The artistic strands used were poetry, dramatization, dance and music, with the area of languages as the basis for the idealization of activities, as described below:

A) POETRY – The poetry produced should be unpublished, respecting the characteristics of the textual genre poem or string literature, containing rhymes, verses, stanzas, musicality and a literary language. Being group or individual, poetry needed, above all, to promote a reflection on the importance and/or appreciation of young people and/or coping with everyday problems, offering the listener a motivation in the face of difficulties. The estimated time for reciting the poem was between three and five minutes per production, whether collective or individualized.

B) DRAMATIZATION – In this activity, which was developed only in groups, between five and ten minutes, students used theatricality to enact the different ways in which young people can be at work in a society surrounded by challenges. With free subthemes, within the central theme of the project, students acted around issues such as: depression, self-mutilation, anxiety, teenage pregnancy, sexual abuse, bullying, family rejection and prejudice related to the sexual orientation of gays and lesbians in the social environment.

C) DANCE – With regard to choreography, students had the opportunity in groups or solo performances to show how body movements would be able to express the anguish, suffering, joy and overcoming that many experience. With national, international or instrumental music, each group and / or student allowed the art of dance to speak with bodily gestures what bothered them socially, in the face of each yearning or anxiety experienced. The choreographies were stipulated in short presentations of a maximum of three to five minutes.

D) MUSIC/SONG – In this modality, students were also able to divide into groups or individually, in up to four minutes. The criterion of this activity was to respect and obey the MPB genre, whether to create parodies or sing songs from the national repertoire. The songs sung should promote an analysis of the political-social context, bringing challenges from the world of young people as a background.

The activities mentioned above were prepared and developed between the months of February and May 2019. The students under the guidance of the teacher-advisor produced the artistic manifestations according to the central theme of the project, that is, young people in action, being these protagonists of the story itself.

In the first weeks of the months of February and March, the language classes of the responsible teacher were partially opened for group discussions about the activities, in addition, in each class of the series contemplated, the teacher sought, in the initial stage, to identify which subthemes, ideas or possible doubts that the students might have, with this, it was sought in all classes to investigate what the groups had already researched and, through conversation circles, those involved exposed their findings in a chat intermediated by the teacher.

Also, in this process, an identification form was prepared for each group or student with a solo presentation, in order to accompany the students and observe the description of what they were developing or intended to idealize during the preparation phase of the Literary Coffee.

The first two months (February and March) were essential to diagnose what the students' needs were in view of their upcoming presentations, thus allowing them to provide the coordination with materials and resources that would be used in the final phase of the project, for example: sound, fabrics, paints, papers, scenery, among others.

It is worth mentioning that, even with all the preparation of the project, the contents of the curriculum of each series/class were not harmed, since the discussions and orientations mediated between teacher and student occurred in the final moments of each meeting, thus, in addition to following the conventional lesson plan, it was also possible, in parallel, to pay attention to the activities of the Literary Coffee.

After the process of idealization of ideas in each artistic modality, all groups were encouraged to use the subsequent months (April and May) to carry out weekly essays to improve the presentations, thus, it became consensual between teacher and students that, of fifty minutes of each class, the final twenty minutes would be reserved for rehearsals. In this phase, the students used the improvised spaces that were available at the school, such as a patio, corridors, computer room, library or even a tree shade, because the institution belongs to the rural area, it still has a limited space as auditorium and/or dance hall.

In view of all the preparation and as was already known to the students, on the last school day of that month, 29 May 2019, the project ended. All classes were eager to exhibit their presentations in the school's central courtyard. It is worth remembering that this space - the stage for young people in action - was previously decorated with the help of students. In this place, panels, posters and illustrations that alluded to the central theme of the project were exhibited, as well as phrases and expressions collected in the classroom debates, thus showing that the ideas and suggestions issued by the students had been accepted and came to life even in the decoration of the environment.

Thus, both in the morning and in the afternoon, the presentations took place as planned, in sequential order from the 1st to the 3rd grades of high school, obeying the following artistic modalities: poetry, dramatizations, dances and music, the teacher-supervisor being able to invite each group or student organized in the order of presentation.

In addition to the students themselves honoring each other's talent, some parents, other teachers at the institution, school support staff and even alumni were also spectators, who, upon hearing about the event to finish the Literary Coffee, felt interested in attending presentations.

It is worth mentioning that, in this text, only the development of pedagogical activities was described in a high school where the main author teaches, without carrying out any type of procedure or intervention for the purpose of scientific research. It is a theoretical deepening of situations that arise spontaneously from the pedagogical practice exercised.

Results and discussion

Considering the reality and the social context in which the target students of the project are inserted, it was observed that the realization of Café Literário provided those involved with an opportunity to live and improve new educational experiences, which resulted in a meaningful, dynamic, interactive and sociocultural learning, promoting well-being and, consequently, promoting health. Thus, we sought to make the school environment a promoter of significant learning, democratizing access to knowledge (TEDESCO; REBELATTO, 2015).

It is pertinent to clarify that the “locus” in which they are inserted, be it the school or the community itself, distances students from effective public policies, which automatically generates obstacles for teachers and students in adhering to cultural and artistic practices, because as it is of a rural locality, the presence of spaces that offer cinema, theater, dance, music and other artistic-cultural experiences are still very scarce. It is believed that, when this is not balanced, there is the possibility of negatively influencing innovations that could result in favorable conditions for education and/or culture.

This situation reveals the need for the Literary Coffee project to have been carried out in this community, because, through its activities, it brought students closer to a reality that was not offered to them.

The theme was chosen because of the need for students to feel valued by their psychosocial conditions, since many of the young people were discouraged in relation to the recognition of their social function inside and outside the school environment, making them socially vulnerable, or that is, subjects exposed to the incidence of risks in political and

technical ethical factors that may compromise human capacity to face them (CARMO; GUIZARDI, 2018).

It is worth mentioning that expanding students' knowledge is a constant challenge, however, it becomes even more pleasurable when they become protagonists of their achievements and these go beyond the classroom, because when the focus is on ensuring meaningful learning, it is important that everyone, in the school environment, consider the different areas of education as a way of articulating multiple social, cultural and singular elements that also result in the well-being of students, intensifying the promotion of teaching-learning (NEVES, 2017).

By following the educational challenges that the school and the community are experiencing, such as the absence of public policies that offer material and cultural subsidies, the reach of meaningful learning in professional practice has become noticeable, expanding the values necessary for teaching work and ensuring empathy in students, even in the face of this difficult scenario (NALOM *et al.*, 2019).

Therefore, it is clear that, from the union between perspectives of education, health and culture, students were able to experience in practice the knowledge they held in an internalized way, which was linked to artistic practices and manifested in different modalities (poetry, theater, dance or music), that is, there was a sociointeractionist knowledge that sought to approach the students' previous knowledge, as well as a problematizing attitude aiming at a critical and reflective production.

In this sense, it is important to highlight that the commitment in such activities explored the interpretive capacity of the students, promoting an optimization of reading, writing and expressiveness of orality, in addition to body language movements through the performing arts and choreography, allowing a learning sprinkled by meanings and senses, since the union of students' knowledge of the world plus empirical and systematized practices favored meaningful learning through the needs of social groups and their confrontations (PAVAN, 2016).

With regard to students' contact with new experiences, promoted by Literary Coffee, it was found that all classes developed a continuous, participatory and interactive learning process, based on the teaching-learning precepts.

In this perspective, the students created an even more efficient sense of responsibility, as they had to be active in search of knowledge, assume leadership of groups, develop the autonomy of learning and organize readings to support the proposed activities, that is, they developed innovative strategies strengthening the concepts of problematizing education and meaningful learning (MACEDO *et al.*, 2018).

It is evident that they also manifested a spirit of unity among colleagues, since while they questioned each other or met for rehearsals and discussions, the group's interaction and dynamics were reinforced.

It also became noticeable that the teacher-student interaction was achieved. The mediation of knowledge in the process of implementing this project allowed the teacher to act as a mediator, leading students to be the main agents in the construction of knowledge inside and outside the classroom. (ALTET, 2017).

Therefore, it becomes clear that the realization of this intervention project occurred due to the need for students to feel valued and autonomous, due to their psychosocial, socio-cultural and socio-educational conditions, since many of the young people were discouraged in relation to the recognition of their role as active and participative subjects in the process of signifying and reframing their learning, inside and outside the school environment.

It is understood that this project promoted the promotion of health among students through the ability to overcome social vulnerability, instigating in them the confrontation of problems and alternatives to overcome the difficulties faced and overcome the weaknesses that surround them (CARMO; GUIZARDI, 2018).

It is noteworthy that the school, even though it is not a specialized therapeutic center, cannot deny the students' emotional context (ABED, 2014). Through this work, we sought to be aware of the students' emotions, sensations, feelings, thoughts and actions.

For that, the considerations of these discussions took as main subsidy the theoretical basis and the concepts of the significant learning of the scholar David Ausubel. The latter, in his conceptions in the field of Psychopedagogy, says that meaningful learning, as a cognitive construction, occurs when there is interaction of new information with the knowledge that the subject brings with him, be it social, historical, emotional or artistic (DISTLER, 2015).

It is also noteworthy to consider that the present work made use of the participation raised by the contributions of Marco Antônio Moreira, professor and researcher of national renown. This preserves the origin of meaningful learning, but also broadens its concept, associating the teaching of this type of learning as an organized act to provide students with positive experiences, since they, as human beings, are integrated in learning through thoughts, feelings and actions (MOREIRA, 2017).

Final considerations

The present study described the process and the results from the “Literary Coffee: Adolescents in action - protagonists of their own history”, which made it possible to promote meaningful learning from artistic manifestations among high school students, using poetry, dramatization, dance and music as pedagogical tools to highlight the student's role in this process.

Students were able to recognize themselves as active and responsible subjects in their conquests and achievements, as they realized that they are able to convert a challenging reality into motivations, through their productions, whether these are in the reach of formal knowledge, in the classroom, or in the process of self-knowledge as a citizen able to see himself in the midst of society.

It was noted that significant learning was enhanced through the teacher-student relationship and, as a result, it was observed that all the proposed activities were carried out. The students understood that the process of valuing knowledge must be continuous, shared and associated with the reality that surrounds them.

In addition, using artistic support, Literary Coffee has appropriated art as a pedagogical tool to instigate high school students to explore their capacities within the scope of artistic creations, dialoguing with the curriculum of textual productions in the field of literature. The school became the stage for activities that allowed both the teaching team, and especially the students, to reflect on the role of school education in their lives.

Students discovered new talents in the most diverse artistic fields. Many recognized themselves for their skills as poets, dancers, singers and actors. This favored the individual's identity recognition process, fostering the desire to improve these discoveries as professional areas.

It is relevant to point out that many students also showed their emotions during the activities carried out, leaving aside aspects of shyness, which were previously seen as problems in socializing and carrying out group work, inside and outside the classroom.

With regard to health, it was noticed that the activities helped students to express their discomforts and desires, because as the theme was associated with “young people in action - protagonists of their own history”, many of them brought their realities of internal conflicts, doubts and anxieties. Some, through poetry, portrayed suffering depression, bullying and even sexual abuse.

Soon, knowing the difficulties and problems that certain students faced, the school was careful to get even closer to these young people, in search of seeking help, whether through the family or institutions that guarantee a more specialized monitoring for each case/situation.

It also highlights the role of the teacher as a mediator of knowledge and encourages meaningful learning. In addition to using all activities as a process of continuous assessment in the student's learning process, the Literary Coffee's mentor managed to convert interdisciplinary activities into the area of languages, thus promoting non-fragmented and isolated knowledge, but that dialogued with the artistic world, through the diverse productions of the students, in poetry, dance, music and theater. Because of this, it was also observed that many students developed an interest in the world of literature and authorial writing of poems.

Therefore, the results of this work are positive, as meaningful learning was promoted/achieved and students recognized themselves as “young people in action”, who above all, can be seen as “protagonists of their own history”. Furthermore, the school environment and the community around them were able to perceive the students' potential, allowing them to be valued even more, regardless of the absence of actions of certain national public policies..

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