

RESIGNIFYING DIDACTICS: COLONIALITY AND DENATURALIZATION OF THE DIDACTIC EVENT IN THE PERSPECTIVE OF A SUBJECT DIDACTICS

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Abstract

This paper focus on the place of didactics in relation to curriculum theory and to its contemporary context of development. From the problem of theoretic approaches to didactic event as object of study, the hegemonic object oriented didactic -derived from the technical rationality- is criticized. According to this, text examines theoretic possibilities to resignify didactics as a discipline, starting from the consideration of coloniality and the recognition of projectuality as a key element to build an emancipation path for subjects.

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