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## Education and global society: challenges of human development from a historical-critical perspective .

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### Abstract:

This paper aims to discuss the challenges of human development in the context of a globalized society, in light of Dermeval Saviani's historical-critical perspective. Globalization, marked by economic, technological, and cultural transformations, has profoundly impacted the educational field, promoting an instrumental view of learning geared towards adapting to the demands of the global market. In contrast, Saviani proposes a conception of education committed to full human development, in which systematized knowledge and work are understood as fundamental formative principles. This theoretical and analytical study is based on a literature review and conceptual analysis of the ideas of Saviani and other authors who discuss education in contemporary times. It concludes that the historical-critical perspective offers a way to resist the commodification of education, reaffirming the role of the school as a space for integral, critical, and emancipatory education.

**Keywords:** Education; Globalization; Human development; Saviani; Historical-critical perspective.

### Abstract

This paper aims to discuss the challenges of human development within the context of a globalized society, through the lens of Dermeval Saviani's historicalcritical perspective. Globalization, characterized by economic, technological, and cultural transformations, has deeply influenced the educational field by promoting an instrumental view of learning focused on adapting individuals to the global market's demands. In contrast, Saviani proposes an education model committed to the full development of the human being, where systematic knowledge and labor are understood as fundamental formative principles. This theoretical and analytical study is based on a literature review and conceptual analysis of Saviani's ideas and other contemporary educational theorists. It concludes that the historical-critical perspective provides a pathway to resist the commodification of education, reaffirming the school's role as a space for integral, critical, and emancipatory formation.

**Keywords:** Education; Globalization; Human formation; Saviani; Historicalcritical perspective.

### Introduction

Contemporary society is marked by a process of globalization that redefines...  
social, cultural, political, and economic relations, directly affecting ways of thinking and producing.  
and to organize education. The advancement of digital technologies, the globalization of markets, and the  
The consolidation of a neoliberal development model has driven profound transformations.  
in the way educational systems are designed and managed. In this context, training  
Human development tends to be reduced to the acquisition of technical and behavioral skills geared towards



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The individual's adaptation to the demands of the global market, shaping a pragmatic vision and utilitarian approach to education.

The logic of economic globalization imposes a social adjustment function on education. guided by performance and efficiency indicators. This concept, oriented by values. In business, it redefines the role of knowledge, which is now seen as human capital and not... as an instrument of emancipation. In contrast, the historical-critical perspective of education, Developed by Dermeval Saviani, it proposes a dialectical reading of educational reality. based on the understanding of work and knowledge as constitutive elements of human development.

Thus, this reflection proposes to analyze the challenges of human development in the context of globalization, from a historical-critical perspective. The aim is to understand how... Saviani's thought offers a theoretical and political alternative to resist the commodification of education and to reaffirm the role of the school as a space for integral, critical and emancipatory.

## **Literature Review**

According to Saviani (2016), education is a social and historical phenomenon, linked to It is not simply a matter of the material and cultural conditions of each era. It is not limited to the mere transmission of information. or to the development of skills, but it constitutes an essential mediation in the process of Humanization. The author argues that the main function of school is to guarantee access to knowledge. Systematized and culturally developed, these are indispensable components for the full development of individuals.

Saviani's critique focuses on contemporary pedagogical trends that empty the Teaching content in the name of active methodologies, curricular flexibilities and competencies. generic. This devaluation of school knowledge reflects, according to him, the adaptation of education. to the productivist logic and demands of globalized capitalism, which reinforces social inequality. and hinders the development of critical awareness.

In this sense, the National Common Curriculum Base (BNCC), by proposing a standardization of skills and abilities, it can be seen as part of this global movement of control and homogenization. Apple (2005) and Giroux (2011) argue that education, under neoliberal dominance, It becomes an instrument for reproducing social hierarchies and legitimizing structures. Economic. Globalization, therefore, not only transforms the economy, but also redefines the The social role of the school.

Authors such as Bauman (2001) and Santos (2019) highlight that globalization produces a A scenario of uncertainty, fluidity, and precariousness, in which collective and ethical values are replaced by A competitive individualism. The school, in this context, is pressured to produce adaptable individuals.



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Flexible and efficient, at the expense of critical and supportive citizens. It is in the face of this crisis of meaning.

that the historical-critical perspective proposes a counter-hegemonic alternative, reaffirming the

The centrality of knowledge in human development and the ethical-political commitment of education.

According to Saviani, the curriculum should be guided by the principle of work, understood as three fundamental dimensions: as an ontological category, as an educational principle, and as mediation.

between man and reality. This conception repositions education in its historical role, as

It is a transformative social practice and opposes the fragmentation and instrumentalization of education.

Key characteristics of neoliberal educational reforms.

## Methodology

This study adopts a qualitative, theoretical-analytical, and bibliographical approach.

based on the assumptions of historical-critical pedagogy, formulated by Dermeval Saviani, and

complemented by contributions from authors such as Karl Marx, Paulo Freire, Antonio Gramsci, István

Mészáros, Michael Apple, Henry Giroux, and Boaventura de Sousa Santos. This methodology is justified.

due to the central objective of the research, which is to understand and problematize, at a conceptual level and

Interpretive, the challenges of human development in the context of a globalized society and under the logic

neoliberalism permeates educational policies.

Because this is a theoretical investigation, the study does not involve data collection.

not empirical, but rather a critical analysis of scientific, philosophical, and pedagogical productions that deal with...

relationship between education, globalization and

human emancipation. The qualitative approach was chosen because it allows for understanding

A deep and contextualized understanding of educational phenomena, comprehending them as expressions of processes.

interconnected historical, economic, and cultural aspects.

## The research was developed in three fundamental phases:

1. **Survey and selection of the theoretical framework:** in this stage, the aim was to gather works and articles that underpin the historical-critical conception of education and that discuss the impact of globalization on school practices. Priority was given to texts that analyze the social function of the school, the role of work as an educational principle, and knowledge as an element of humanization.
2. **Conceptual analysis and critical interpretation:** an in-depth reading of the selected texts was carried out in order to identify the central categories for discussion, including *work*, *knowledge*, *emancipation*, *human formation*, *alienation*, and *the commodification of education*. The analysis was conducted in light of the historical-dialectical materialist method, which understands social phenomena in their contradictions and totalities, seeking to overcome fragmented and idealistic views of reality.
3. **Theoretical-interpretative synthesis:** In this phase, the analyzed concepts were articulated in order to construct a coherent and critical interpretation of the contemporary challenges of human formation, considering the global context and the tensions between the logic of capital and the emancipatory project of education.



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The methodological approach, therefore, is not limited to a literature review of a purely bibliographical nature. descriptive, but it proposes a **movement of reflection and theoretical reconstruction**, in which the concepts are Reinterpreted in light of present-day social and educational contradictions. Inspired by dialectics. From a Marxist perspective, the method seeks to understand educational reality as a constantly evolving historical process. transformation, where pedagogical practices are configured as mediations between structure and superstructure, between the economic and the ideological, between being and consciousness.

The methodology adopted is also based on a critical epistemological approach. committed to overcoming positivist and technocratic views that reduce education to a instrument of social adjustment. Thus, the study seeks to highlight how historical-critical theory, when To connect educational practice to the social whole offers a solid theoretical basis for resisting... fragmentation of knowledge and the market logic imposed by neoliberal globalization.

Therefore, the methodological choice reflects not only a scientific option, but also a **A political and ethical stance towards educational reality**. It is understood that researching education It is also an act of resistance and affirmation of a practice committed to holistic education. of the human being, with social justice and with the construction of a more democratic society and egalitarian.

## **Development / Analysis**

Globalization, as a historical phenomenon, has intensified the interdependence between nations, but it also exacerbated social and economic inequalities. In the field of education, this The process materializes in policies of curricular standardization, large-scale assessments, and in... Strengthening a managerial logic in teaching. These measures reflect a conception The instrumental approach to education, in which knowledge is transformed into a commodity and the student into capital. human.

Saviani (2016) warns that, by prioritizing the adaptation of individuals to the production system, the The school risks losing its essential function: that of promoting the formation of the human being as... The author argues that true education is that which ensures that the individual is a historical, critical, and social subject. The individual possesses a mastery of systematized knowledge, which allows them to understand and intervene in reality. This concept is inseparable from the ideal of a public, democratic, and high-quality school, committed to... with substantive equality and social emancipation.

The educational principle of work, central to historical-critical pedagogy, represents the axis. The link between theory and practice, between knowledge and action. Work is understood as A fundamental human activity that transforms nature and, at the same time, transforms itself. human being. Thus, human development is not limited to professional qualification, but takes place in Appropriation of culture, science, and art as constitutive dimensions of existence.



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In dialogue with Gramsci (1975), Saviani acknowledges that the school plays a central role in the formation of class consciousness and the overcoming of alienation. Education should train intellectuals, organic beings capable of understanding social structure and actively participating in its construction. The new historical project. Paulo Freire (1996) complements this vision by proposing a pedagogy of autonomy, in which the educator and the learner construct knowledge together, overcoming relationships of domination and promoting freedom.

In contrast to neoliberal rationality, historical-critical pedagogy proposes a emancipatory rationality, centered on the integral formation of the individual. Education, in this sense, is conceived as an intentional and transformative social practice, and not as a commodity subjected to Market laws. Saviani's critique of the BNCC and recent educational reforms reinforces this perspective, denouncing the risk of subordinating the Brazilian educational system to the demands of global capital.

Human development, therefore, must be understood as a process of constructing awareness and the capacity for transformative action. The school has the responsibility to enable It is through this that students are given access to historically accumulated scientific, philosophical, and artistic knowledge, ensuring mediation between high culture and popular culture. mediation that education can contribute to the emancipation of individuals and to the construction of a a more just and equal society.

## **Conclusion**

Human development in a globalized society faces increasingly complex challenges. resulting from the hegemony of neoliberal thought and the increasing commodification of social life. Education, in this context, has been constantly pressured to align itself with market demands. prioritizing results, indicators, and technical skills at the expense of critical and holistic education. It is in this scenario that the historical-critical perspective, formulated by Dermeval Saviani, emerges. reaffirms itself as a theoretical and political alternative capable of rescuing the true humanizing meaning. and emancipatory of education.

The analysis carried out throughout this study shows that globalization, although it presents In terms of cultural and technological integration, it operates predominantly under the logic of reproduction. of inequalities. In the educational field, this dynamic is expressed in curricular standardization, in Large-scale assessments and the devaluation of systematized knowledge. Such practices reinforce An adaptive education that produces docile and productive individuals, but devoid of... critical awareness.

Historical-critical pedagogy proposes an opposite path: it understands education as essential mediation in the humanization process, guided by work as an educational principle and



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through knowledge as an instrument of liberation. The school, in this sense, must assume its role.

social responsibility to guarantee access to elaborated knowledge, to scientific, artistic and philosophical culture, enabling to help the student understand the contradictions of reality and intervene in them.

For this to become a reality, it is essential to strengthen public, secular, free and... of social quality, ensuring that it remains a space for the production of knowledge and of exercising citizenship. The challenge facing educators is to resist the trends Mercantilists who try to transform the school into a business and the student into a consumer. This Resistance must be theoretical, political, and pedagogical, grounded in a critical conception of education. human.

Saviani, in dialogue with Marx, Gramsci, and Freire, proposes an education that goes beyond... Beyond the limits of mere instruction, it should constitute a transformative practice of social reality. This implies to understand that emancipation is not an individual act, but a collective process, built in The relationship between knowledge, work, and the concrete lives of individuals.

Thus, it can be concluded that the historical-critical perspective offers a consistent response to contemporary dilemmas of globalized education, as it reaffirms the social and political character of the act. Educational. From this perspective, educating a human being means allowing them to recognize themselves as a historical subject. capable of acting upon the world and transforming it. In short, facing the challenges of Human development in a globalized society requires:

- Strengthening critical thinking and social awareness;
- the appreciation of knowledge as a form of resistance to alienation;
- the recognition of the school as a space for collective emancipation;
- and the political commitment of educators to a historical project focused on substantive equality and to social justice.

Education, therefore, will only fulfill its humanizing function when it ceases to be... An instrument of adaptation and an active force for social transformation. Historical pedagogy- Critique, by integrating theory, practice, and ethical commitment, points the way to this transformation. This path, more than just a pedagogical alternative, represents a societal project. based on emancipation, solidarity, and the full realization of the human being.

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