


THE IMPORTANCE OF AFRO-BRAZILIAN CULTURE IN EDUCATION

 <https://doi.org/10.63330/aurumpub.046-006>Jessé Fernandes da Silva¹**Abstract**

The present study addresses the importance of Afro-Brazilian culture in education, highlighting its relevance in the formation of national identity and in the development of inclusive pedagogical practices. It is a theoretical study based on a literature review and analysis of educational legislation, especially Law 10.639/03, which makes the teaching of Afro-Brazilian history and culture mandatory in schools. The objective of this work is to analyze how the inclusion of this theme in the school environment contributes to the appreciation of cultural diversity, the strengthening of students' identity, and the promotion of an anti-racist education. The methodology adopted consisted of the analysis of academic productions, official documents, and pedagogical experiences reported in the literature. The results indicate that the inclusion of Afro-Brazilian culture in the school curriculum promotes the development of students' self-esteem, broadens critical awareness, and fosters more respectful relationships in the school environment. It is concluded that the appreciation of this culture in education not only fulfills a legal requirement, but also constitutes a fundamental instrument for building a fairer, more equitable society that is conscious of its historical and cultural diversity.

Keywords: Afro-Brazilian culture, Education, Identity, Cultural diversity, Inclusion.

INTRODUCTION

Afro-Brazilian culture constitutes one of the fundamental pillars in the formation of Brazilian society, being present in the country's cultural, religious, artistic, and social manifestations. However,

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historically, its recognition within the educational context has been neglected, reflecting inequalities and processes of exclusion that still persist.

The inclusion of Afro-Brazilian themes in the school environment gained greater prominence with the enactment of Law 10.639/03, which establishes the compulsory teaching of Afro-Brazilian history and culture in basic education. This legislation represents an important milestone in the recognition of African contributions to the formation of Brazil.

In this context, the present article aims to analyze the importance of Afro-Brazilian culture in education, highlighting its role in the construction of students' identities, in the appreciation of diversity, and in the promotion of a more inclusive and critical education.

LITERATURE REVIEW

Afro-Brazilian culture is the result of historical processes marked by resistance, struggle, and the preservation of knowledge brought by enslaved African peoples. According to Silva (2010), these contributions are fundamental to understanding the social and cultural formation of Brazil.

Education, in turn, plays an essential role in the construction of identities and in the reproduction or transformation of social values. In this sense, the inclusion of Afro-Brazilian culture in the school curriculum makes it possible to recognize different historical narratives, thereby contributing to the overcoming of stereotypes and prejudices (Gomes, 2012).

According to Munanga (2005), the lack of knowledge about African and Afro-Brazilian history contributes to the maintenance of structural racism. Thus, the teaching of this theme in schools is a fundamental strategy for promoting racial equality.

Furthermore, the appreciation of cultural diversity within the school environment fosters the development of students' self-esteem, especially among those who belong to historically marginalized groups. For Lorenzoni (2018), education should be a space for recognizing differences and for constructing pedagogical practices that respect cultural plurality.

METHODOLOGY

The present study is characterized as qualitative theoretical research based on a literature review. Books, scientific articles, official documents, and legislation related to the theme of Afro-Brazilian culture in education were analyzed.

The research also considered reports of pedagogical experiences described in the literature, seeking to understand how the inclusion of Afro-Brazilian culture takes place in school practice and what its impacts are on the teaching-learning process.

RESULTS AND DISCUSSION

The analysis of the data shows that the inclusion of Afro-Brazilian culture in the school environment contributes significantly to the holistic development of students. Among the main results observed, the strengthening of students' identity and self-esteem stands out, especially among those of African descent.

Pedagogical experiences involving cultural practices such as music, dance, capoeira, and Afro-Brazilian literature demonstrate greater student engagement and promote more meaningful learning. In addition, these practices foster the development of socio-emotional competencies such as empathy, respect, and the appreciation of differences.

Another relevant aspect is the role of the teacher as the mediator of this process. The continuing education of educators is fundamental so that they may develop pedagogical practices that integrate Afro-Brazilian culture in a critical and contextualized manner.

However, challenges still remain in the effective implementation of Law 10.639/03, such as the lack of specific teacher training and the absence of appropriate teaching materials. These factors contribute to the persistence of superficial or isolated practices that do not promote significant changes in the school curriculum.

CONCLUSION

Valuing Afro-Brazilian culture in education is essential to the construction of a fairer, more inclusive society that is aware of its diversity. More than fulfilling a legal requirement, the inclusion of this theme in the school curriculum represents an ethical commitment to equity and social justice.

The results of this study demonstrate that pedagogical practices that value Afro-Brazilian culture contribute to strengthening students' identities, promote respect for differences, and foster the development of critical awareness.

Therefore, it is essential that educational institutions invest in teacher training, in the production of teaching materials, and in the implementation of pedagogical projects that integrate this theme in a continuous and meaningful way.

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