

***EDUCATION IN ANCIENT GREECE: STRUCTURES, PRACTICES, AND
INFLUENCES¹***

A educação na Grécia antiga: estruturas, práticas e influências

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Abstract

Communication contributes to education and even to the holistic development of human beings. And, because this development involves the whole being—sensations, feelings, knowledge, movements, internalization, relationships—we consider, as mentioned above, these experiences to be valuable. In schools, given the increasing bureaucratization of the system, teachers' concerns continue to revolve around quickly resolving bureaucratic problems imposed by the governing body (Ministry of Education), rather than being able to lightly embrace the greater concern of entering the classroom and assuming professional roles—that is, engaging their students, developing actions that they will implement alongside them, and seeking to understand from the outset the potential they discover in each of them, with the utmost precision, harnessing them so that they can become independent and develop as a whole. Educommunication plays a key role both as a strategy and as a resource in connecting different areas of knowledge, from a transdisciplinary perspective, contributing to broader and more assertive communication among all, as well as the implementation of innovative and engaging ideas for students and the school.

Resumo

A comunicação é um contributo para a educação e até mesmo para o desenvolvimento holístico do ser humano. E, porque esse desenvolvimento implica o ser no seu todo – sensações, sentimentos, conhecimentos, movimentos, interiorização, relacionamento – consideramos, como acima se refere, essas vivências são mais valias. Nas escolas, dada a crescente burocratização do sistema, a preocupação do corpo docente continua a passar pelas resolução rápida de problemas burocráticos impostos pela tutela (Ministério da Educação) em vez de se poder assumir levemente a preocupação maior que é a de entrar na sala de aula e assumir-se como profissional, isto é, envolver os seus alunos, desenvolver ações que vai juntamente com eles implementar, e procurar saber desde início decifrar as potencialidades que descobrir em cada um deles, com o máximo de precisão, aproveitando-as para que eles possam autonomizar-se e desenvolver-se no todo do seu ser. A educomunicação revela ter um papel preponderante quer enquanto estratégia quer enquanto recurso no elo de ligação entre diferentes áreas do saber, numa perspetiva transdisciplinar, contribuindo para uma comunicação mais ampla e assertiva entre todos bem como a implementação de ideias inovadoras e aliciantes aos alunos e à escola.

Key-words: *Communication; Education; Educommunication.*

Palavras-chave: *Comunicação; Educação; Educomunicação.*

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1. EDUCATION AND COMMUNICATION AS A TRANSFORMING POLE IN THE TEACHING LEARNING PROCESS AND IN TEACHING

Communication plays a crucial role in the learning process, acting as a link in the transmission and assimilation of knowledge (Meusbürger, 2017). This complex phenomenon involves the exchange of information between different parties, such as educators/teachers, students, and learning environments. By exploring the communication process within the context of learning, it is possible to address the dynamics that influence the understanding, retention, and application of knowledge. Communication is inherently linked to education, as it involves the transfer of information, ideas, and concepts between participants in the educational process. At the heart of this phenomenon is the need for mutual understanding and effective transmission of knowledge. When applied to the learning context, the communication process becomes a determining factor in educational success.

By definition, education “designates and encompasses all those human facts in which a process of creation or transmission of information takes place and whose protagonist is the man who assimilates such information” (Puig, 1986). In turn, communication refers to a “vital process through which individuals and organizations relate to each other, influencing each other” (Thayer, 1979). These two broad and comprehensive conceptions highlight the substantial interdependence between education and communication. Both represent essential and social processes through which individuals conceive, organize, and develop ideas and interact with each other. On the one hand, education is intrinsically linked to acts of communication. Educational objectives depend on communicative occurrence.

Communication, in turn, cannot do without the educational endeavor in its broadest sense (Berea, 2019). This aims to empower human beings to create symbols to express themselves, communicate, and contribute to the cultural foundations of society, in the construction of the world's structure. The importance of the teacher obtaining feedback from students constitutes an important phase when considering the specific terminology of communication and its application in the classroom context (Munna & Kalam, 2021; Garret, 2008; Ruiz-Primo & Li, 2013). Through this practice, the teacher, as the sender, can perceive whether the message transmitted was understood and decoded by the recipients – the students, the receivers (Garret, 2008; Ruiz-Primo & Li, 2013). This

attention is fundamental to determining whether the linguistic code used was effective or whether it resulted only in noise in communication. The encoding of the message by the sender and the subsequent decoding by the receiver play distinct roles in information processing, creating a bidirectional flow that generates continuous feedback (Eremeeva & Khamisovna, 2020).

Without this exchange between sender and receiver, an effective communication process does not develop. Noise in communication can arise from various situations, such as inadequate or barely audible use of sound, illegible handwriting, lack of punctuation, unclear images, untimely interventions, among others. Thus, the elimination of noise and the synchronization between sender and receiver are achieved through a methodology that involves redundancy. This redundancy is obtained through the repetition of information, the use of explanatory parentheses, comparisons, explanatory videos and images, diagrams, expressive gestures, and clear and audible verbal language (Eremeeva & Khamisovna, 2020; Garret, 2008). For all these reasons, a study was applied bridging education and communication, where the specific objectives were defined as follows:

1. To highlight educommunication studies, emphasizing their importance for Communication Sciences, from a transdisciplinary perspective that emphasizes bridges with Educational Sciences;
2. To understand and value art (music) as an instrument of communication, expression, motivation, and inclusion of individuals in the school context;
3. To assess the importance of the intersection of communication with formal, non-formal, and informal learning, using music education, art, and media literacy as a reference;
4. To contribute to the appreciation of the knowledge and skills of learners acquired outside the school context;
5. To reveal the importance of communication and artistic expression for the educational success of the individual from a holistic development perspective.

These objectives are integrated into the principles that emerge from the motivations we have presented and are therefore linked to four guidelines that we recognize as fundamental for education and society today:

1. The practice of collaborative work with a view to integrating teachers as essential elements in promoting educational success;
2. Communication as a primary strategy for improving teaching and learning relationships;
3. Educommunication as an instrument of innovation and motivation for new educational practices from the perspective of education for change;
4. Inter- and transdisciplinarity among the various pedagogical areas, curricula, techniques and materials as a driving force for enriching activities at school;
5. The role of Music disciplines in promoting more inclusive and comprehensive educational projects.

Considering existing knowledge and our teaching practice, we put forward the following hypotheses, to be tested during the study:

H1. The use of active methodologies that value communication in music education has positive effects on learning.

H2. Educommunication can be a resource for the adoption of new paradigms in education, which emphasize a holistic dimension that considers music and other arts in education and areas of knowledge.

Note that the discussion revolves around educommunication, which represents an innovative approach to integrating education and communication, seeking to train critical citizens capable of expressing themselves effectively. The importance of promoting the active participation of students in the construction of knowledge and the role of communication in diversifying forms of expression and developing media skills is highlighted. The phenomenon of music as a powerful form of communication, both within social and individual contexts, is also explored. In particular, the importance of music in the educational context is addressed, highlighting its impact on the learning process and on the cognitive, emotional, and social development of students.

2. MEDIA LITERACY: a contribution to teaching and learning

Given the current social changes taking place in society, as well as the social context in which individuals are embedded, the school deserves special recognition. The educational establishment constitutes an important space for the transformation, formation, and growth of the human being, standing out as a privileged environment for the construction of knowledge, new learning, and know-how. The school setting is dynamic and heterogeneous, encompassing diverse forms of communication, thought, and action. It is in the school sphere that the individual develops and expands their understanding of the world, learning to interact and consolidate their formation based on values and principles that they will carry into life. According to Morin's perspective (2003, p. 65), education influences the self-formation of individuals, teaching, therefore, "how to become a citizen," a component inherent to the human condition.

It is noteworthy that the educational landscape has undergone significant transformations in recent decades, with the influence of technology being a prominent feature (Gkrimpizi et al., 2023; Srivastava & Dey, 2018). Human existence is becoming increasingly digital, with individuals constantly connected to the world, involved in diverse contexts, and constantly exposed to an avalanche of information, often without full awareness of its impact on each individual's daily life. The school environment and the teaching-learning process cannot escape this reality, which is becoming increasingly digital and dynamic, progressively absorbing students (e.g., Kamińska et al., 2023).

Education, especially formal education, is immersed in communicational instances, establishing links, dialogues, tensions, and interactions according to the situation. These instances, however, stand out through more or less objective operations, manifesting themselves or not in classrooms and in the relationships between teachers and students (Citelli, 2015, p. 65). In this context, the concept of educommunication emerges as an innovative approach, providing a unique perspective on teaching and learning (Aguaded, 2011; Barbas, 2019; Franganillo et al., 2021). This fusion of education and communication aims not only to inform, but also to train critical citizens, capable of understanding, questioning, and expressing themselves effectively in the contemporary world (Franganillo et al., 2021). Furthermore, the concept in question refers to a pedagogical methodology that proposes the incorporation of modern technological resources and communication techniques in the learning process, promoting interdisciplinarity (Soares, 2003).

Educommunication is understood as

[...]the set of actions inherent to the planning, implementation and evaluation of processes and products aimed at creating and strengthening communicative ecosystems in educational spaces, improving the communicative coefficient of educational actions, developing the critical spirit of users of mass media, using information resources appropriately in educational practices, and expanding people's capacity for expression (Soares, 2003, p. 01).

Educommunication derives from the combination of two fundamental concepts: education and communication (Rivas et al., 2019). This approach proposes an effective integration between educational processes and communicative practices, recognizing the importance of developing communicative skills from the early stages of school life (Cortes et al., 2018; Rivas et al., 2019). The core of educommunication lies in the idea that communication is a fundamental tool for the construction of knowledge and for the development of critical awareness (Cortes et al., 2018).

In the educational context, educommunication offers a holistic view. It is not just about transmitting information unilaterally, but about fostering the active participation of students in the knowledge construction process. This implies recognizing the diversity of languages and means of expression, integrating them into the curriculum in order to make learning more engaging and meaningful (Luvizotto et al., 2017).

One of the pillars of educommunication is the idea that everyone is a potential communicator. In this sense, the educator ceases to be merely a holder of knowledge and becomes a facilitator of the learning process (Ramos, 2012). The classroom transforms into a space for dialogue, where the exchange of experiences and the encouragement of individual expression are valued (Márques & Talarico, 2016). This collaborative approach strengthens students' sense of belonging, promoting a more inclusive and democratic educational environment (Márques & Talarico, 2016; Ramos, 2012). The use of different languages, such as audiovisual, music, theater, and digital technologies, gains prominence in educative practice. This diversification allows students to express their ideas in diverse ways, finding means that best suit their skills and preferences. Furthermore, the introduction of digital technologies into the educational process expands the possibilities for interaction and research, preparing students for an increasingly digital world (Ramos, 2012).

Media literacy also plays an important role in developing students' media competence (Cortes et al., 2018). In a context where we are constantly bombarded with information, it is essential that students develop the ability to critically analyze media messages, understanding their influence on the construction of values and opinions. By incorporating media literacy, educational institutions contribute to the training of citizens capable of navigating the world of contemporary communication consciously and responsibly (Gozálvez-Pérez & Contreras-Pulido, 2014).

Another relevant aspect of media literacy is the promotion of student autonomy. By encouraging individual expression and critical thinking, this approach contributes to the development of more autonomous students, capable of making informed decisions and actively participating in society (Costa & Santos, 2018). Educommunication is not just about providing knowledge, but also about stimulating the ability to learn how to learn, preparing students for the constantly evolving challenges of today's world (Rivas et al., 2019).

The inclusion of educommunication in the educational context is not just a trend, but an imperative need. Contemporary society demands citizens capable of communicating effectively, understanding the nuances of information, and contributing to the construction of a fairer and more equitable environment. In this sense, educommunication emerges as a catalyst for the development of essential skills, aligning itself with the demands of a constantly transforming world (Yoshida, 2020).

Considering the studies of Cortes and colleagues (2018, p. 11), educommunication is a consolidating area of social intervention, not understood merely as a subject for school curricula, but as a transversal discursive paradigm established by transdisciplinary concepts with other analytical categories.

Therefore, it is correct to infer that media literacy, through technology, enables collaborative work, the establishment of democratic environments, and the construction of systematized knowledge based on critical thinking, thus contributing to the dissemination of quality information in teaching and learning.

Costa and Santos (2018) consider that changes still need to occur in the teaching process, capable of leading the teacher to adapt their methodology in their daily pedagogical life, so that communicative ecosystems are established, defined by Silva and Messa (2013, p. 80), as “environments in which there is real interaction between producers, receivers and sharers of knowledge and with regard to the universe of communications to which students and teachers have access”

However, it is important to highlight that the effective implementation of educommunication requires a paradigm shift in the educational system. It is necessary to overcome traditional and bureaucratic models, embracing a more flexible and student-centered approach. This implies investing in the training of educators, providing them with the necessary tools to incorporate educommunicative practices into teaching methodologies.

3. METHODOLOGY

For this study, a qualitative methodology was chosen, as it can be applied in a natural environment. The data is narrative-descriptive in nature, emphasizing the process rather than the product. Because this study is integrated into school practices, it is considered important not only to constantly monitor the process itself but also to actively participate in it. Therefore, this study involves spending considerable time on-site (school and community) in an attempt to elucidate as much as possible all the issues inherent to the objectives set. As a narrative-descriptive method, the collection of evidence through photographs, observation, and the testimony of participants is important. Thus, research in the field of Communication Sciences today is innovative in its relationship with different areas, making new methods, new ways of acting, and new forms of communication urgent. Therefore, the connection between education and communication makes perfect sense, in the sense of combining perspectives and ways of acting to contribute to meaningful learning connected to the real world.

3.1. *Action-investigation*

For this study, an action research approach was chosen. It is considered an important decision that, when choosing a methodology, one must consider what one intends to investigate, the location where the research will take place, and in this particular case, since the aim is to question, after interpreting the stance of public schools in relation to music, this methodology seems to be more appropriate to the subject matter, making it easier for the researcher to enter the field and reach some kind of conclusion, even if the action remains unfinished, in a more effective way.

In this type of research, the researcher assumes a participatory role and seeks to involve all stakeholders in the process, promoting a collaborative approach at all stages. It is a practical research that is not limited to theorizing or describing reality. In it, the researcher also intervenes in the action, so it becomes cyclical (spiral), a perspective in which, at each new stage, everything can generate the possibility of change and improvement. It also takes on a critical dimension because all participants act as agents of change in a constructive way, naturally resorting to self and peer assessment since, at the end of each phase, all phases are always evaluated with the aim of better understanding the knowledge used – metacognition – and producing new knowledge – innovation. The importance of the life story methodology was also taken into account, since the questioning focuses essentially on the work that has been carried out as an education professional. The possibility of complementing action research with self-narratives is considered because, as already mentioned, it induces permanent reflection and metacognition, focusing on the re(i)novation of our practices.

Another aspect to mention is that this type of research, as it uses content analysis, leads to a comprehensiveness, an explication, a systematization and expression of the content, helping to obtain rigor in objectivity and allowing subjectivity to germinate, and as Vilelas (2020, p.432) states, “an attempt to impose a cut between intuitions and hypotheses that lead to more definitive interpretations if, however, they deviate from the requirements attributed in a scientific work”.

3.2. Techniques and Instruments

Regarding the choice of techniques and work instruments, it is important to consider their versatility and usefulness, which facilitate the functionality of data collection. Since the reliability and quality of the results of any study are only possible according to the means used, the data collected allows us to arrive at an account of the paths taken. The questionnaire is used, recognizing that this instrument opens avenues to complement the information collected through direct observation, which, according to scholars, takes a long time to obtain sufficient data to portray the situation experienced and targeted for study.

3.3. *Critical Reflection/Evaluation*

The intention behind implementing activities with the students, whose creation was given as the main responsibility, was to verify that they engaged creatively and in a different way, that is, in a playful and fun way, resulting in more meaningful and involved learning. Thus, we believe that in these circumstances, the skills that the artistic activity of dance develops at the level of motor coordination, attention or memory, can be applied in the approach to other content, enhancing learning by using these same essential skills; for example, in learning to write, read and calculate. Indeed, body expression as a vehicle of communication was of enormous importance in the construction of concepts linked to the logical-mathematical component or related to symbolic language. Thus, through this project, it was possible to involve the different curricular areas, which made the students understand the articulation of the contents and the interdisciplinarity between the different curricular areas, making the classes more appealing and leading to a logical sequence.

CONCLUSION

This action research study sought to understand to what extent media literacy and active methodologies implemented in music education have positive effects on learning, contributing to a holistic approach to development, and to what extent the media literacy potential of music can function as an instrument of integration and inclusion in schools.

This was the starting point, which guided the entire study, both in the literature review that supported the theoretical component and in the methodological choice that contributed to understanding the problem, in the search for answers to the questions posed by the definition of the general objective and the specific objectives.

As stated and substantiated throughout this process, media literacy in the school context is more than a trend; it is a necessity. Communication can and should be a possibility to enhance pedagogical practices, leading to the development of student autonomy and creativity, with the hope of understanding the world and acting in its reconstruction based on critical and reflective thinking. On the other hand, the use of media literacy has demonstrated, throughout the bibliographic research, that it is crucial in contributing to making learning more meaningful for both learners and teachers, as well as being a key factor in the development of both transversal skills and a holistic approach to students.

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