

THE TRANSFERENTIAL RELATIONSHIP FROM THE DISCOURSES BETWEEN CHILDREN AND MONITORS IN AN OBSERVATORY



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Objective: The main objective of this research was to interpret the transference relations discourses between children and monitor teachers of an astronomical observatory.

What:

teacher-student discursive relationship, during a class visit to an astronomical observatory.

Who:

Children in early childhood education (4 and 5 years old) that visited the observatory, as well as the teacher assistants who guided the visit.

Were

Didactic Observatory of Astronomy, "Lionel José Andriatto" at Unesp in Bauru, São Paulo, Brazil.

How:

Data collection was made through observation, using audiovisual recording and records in a field diary, later transcribed.

In **Lacanian theory**, discourses are ways of using language as a social link, building on the signified part of the sign that produces the discourse. As discourses are unconscious and wordless, the signifiers in them represent sound, since language is composed of sounds. When these signifiers are articulated, they produce what Lacan calls meaning (VILLANI, BAROLLI, 2006).

We started from this assumption using the metaphor of Lacan's theory of **four unconscious discourses: the Master's, the University's, the Hysteric's and the Analyst's**, helped us to interpret the discourse and attain, even partially, the understanding of the transference relationship between teacher assistants and children (LIMA, LANGHI, 2021).

Theoretical Reference



The three approaches to the transferential discursive relationship between assistants and children at the observatory

AUTHORITY APPROACH	EXCITABILITY APPROACH	ALTERITY APPROACH
<ul style="list-style-type: none">• Cartesian, dogmatic relationship;• literacy through the “clear ideas” of science;• demanding immediate answers from children.	<ul style="list-style-type: none">• more meaningful transference;• the assistants encouraged children to seek knowledge using unusual methodologies;• the assistants confronted children's knowledge (using filters of knowledge);• encouraging children's participation.	<ul style="list-style-type: none">• a relationship more concerned with the construction of knowledge in the other;• assistants invested more in encouraging children to speak;• scientific literacy that considers alterity;• using ludic techniques as a means to reach children, paving the way for knowledge.

REFERENCES

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