The theoretical configuration of textual production in the National Curricular Common Base: an inside look at didactic transposition/

A configuração teórica da produção textual na Base Nacional Comum Curricular: um olhar para a Transposição Didática

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ABSTRACT

The debate about a National Common Curriculum has generated discussion among experts of the educational sphere, since the construction of such a curricular proposal seems to be the object around which several educational policies orbit. In this context, the National Common Curricular Base (BNCC, 2018) emerges, whose central objective is to define the essential learning to which all students must have access in Basic Education. Taking into account the area of Portuguese language, we can observe that theoretical re-configurations were made during the elaboration of this document. Therefore, they deserve to be elucidated, especially considering the teacher as a target reader of such document. Thus, this article focuses on the deconstruction (LE GOFF, 1997) of the ratified version of the document regarding the high school level, proposing an analysis of entries related to the textual production axis, based on documentary research, of a qualitative-interpretative nature and situated in the applied field of language studies. For

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this investigation, we rely on the theory of Didactic Transposition, Chevallard (2001), Marandino (2004); in Textual Linguistics, Brait (2016), Koch (1997); and in Curriculum Studies, Silva (2005), Macedo (2012), among other bibliographic sources. The results point to a significant terminological heterogeneity focused on textual production, revealing a graphocentric but also multisemiotic affiliation of the investigated object. In addition, the term textual production presents conceptual imprecision in its re-configuration, generating object overlap and reading ambiguity in the National Common Curricular Base.
KEYWORDS: BNCC; Didactic transposition; Textual production; Theoretical configuration.

RESUMO

O debate acerca de um currículo nacional comum tem gerado discussão entre os atores da esfera educacional, visto que a construção de uma proposta curricular dessa natureza parece ser o objeto em torno qual várias políticas educacionais orbitam. Nesse contexto, surge a Base Nacional Comum Curricular (BNCC, 2018), cujo objetivo central é definir as aprendizagens essenciais às quais todos os alunos devem ter acesso na Educação Básica. Levando em consideração a área de Linguagens e a disciplina de Língua Portuguesa, podemos perceber que (re)configurações teóricas foram realizadas durante a elaboração desse documento, portanto, merecem ser elucidadas, sobretudo se considerarmos o professor, leitor-alvo da BNCC. Assim sendo, este artigo tem como foco apresentar a (des)montagem (LE GOFF, 1997) da versão homologada da BNCC relativa ao nível de ensino médio, propondo uma análise de verbetes relacionados ao eixo produção textual, a partir de pesquisa documental, de base qualitativo-interpretativista e situada no campo aplicado dos estudos da linguagem. Para tal investigação, apoiamo-nos na teoria da Transposição Didática, Chevallard (2001), Marandino (2004); na Linguística Textual, Brait (2016), Koch (1997); e nos Estudos sobre Currículo, Silva (2005), Macedo (2012), entre outras fontes bibliográficas. Os resultados apontam para uma expressiva heterogeneidade terminológica voltada à produção textual, revelando uma filiação grafocêntrica, mas também multissemiótica, do objeto investigado. Ademais, o termo produção textual apresenta imprecisão conceitual em sua reconfiguração, gerando sobreposição de objetos e ambiguidade de leitura na BNCC.
PALAVRAS-CHAVE: BNCC; Transposição didática; Produção textual; Configuração teórica.

1 Introduction

In times of curricular transition, such as the one we live in Brazil, the discussion about the need for a common national curriculum is increasingly relevant and recurrent, given the country's widely known cultural and linguistic diversity. In the wake of the various official documents/discourses taken as teaching parameters, such as the Nacional Curricular Parameters[1] (1997) and the Curricular Guidelines for High School[2] (2006), which over the years have made a large contribution and had a strong impact on the field, it is worth noting that the construction of the National Common Curricular Base - NCCB[3] (BNCC, 2018) generates controversy, above all, for being as an official document, that is, of a prescriptive nature and that works as a law, and for being used as a mandatory reference to the construction of curricula in state and municipal school systems.

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[1] Originally "Parâmetros Curriculares Nacionais" (PCN).
[2] Originally "Orientações Curriculares para o Ensino Médio" (OCEM).
[3] Originally "Base Nacional Comum Curricular" (BNCC), whose acronym for its English translation, NCCB, will be used in this paper to refer to the document for reading purposes. The citations, however, will remain in the original.

As a guideline for students' learning and development rights[4] (BNCC, 2018, p. 7), this document, written by several voices, results from conflicting interests and divergent positions (PETITJEAN, 2008), when it is presented as an advisor of pedagogical practice. In addition, it explains that pedagogical decisions must be guided towards the development of competencies[5] (BNCC, 2018, p. 13), also defining which skills should be mobilized by students in the teaching-learning process.

As a legal document that is proposed/perceived as a curricular advisor, the NCCB for Elementary and Secondary Education, similarly to other documents that constitute the curricular field, has an assembly process that is filled with struggles and resistance. Thus, one cannot have a naive view of the phenomena that surround it. Factors such as space, the territory of power relations and the place where identities are forged (SILVA, 2005) cannot be neglected in the investigation of this curricular document, nor can the nature of the contents with which these guidelines are built.

This conception of curriculum comprises the complexity involved in the selection of knowledge, which undergo adaptive transformations, because school culture or contents are re-elaborated through different practices that have important effects on them[6] (SACRISTÁN, 1998, p. 128). Therefore, the nature of these contents changes as they are transposed, remodeled, transformed into a teaching object. Such fact can be easily perceived in a document such as the NCCB, which aims to define essential learning to which all students must have access in Basic Education.

Therefore, the NCCB is seen in this field as surrounded by controversies and production and reception stories. From this document, our research object emerges: the didactic transposition of the concept of textual production (oral and written one) in High School (HS), approved by the Ministry of Education[7] in December 2018. In order to study it, we rely on the works of Le Goff (1997) who, when presenting the idea of a "monument document", draws attention to the fact that every structure that covers it needs to be dismantled, because it is first of all a garment, a deceptive appearance, an assembly. It is necessary to start by dismantling, demolishing this assembly,

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[4] "... direitos de aprendizagem e desenvolvimento dos estudantes".

[5] "... as decisões pedagógicas devem estar orientadas para o desenvolvimento das competências".

[6] "... porque os conteúdos ou cultura escolar são objeto de reelaboração por meio de práticas diversas que têm importantes efeitos sobre os mesmos".

[7] Originally "Ministério da Educação" (MEC).

breaking down this condition and analyzing the conditions for the production of monument documents[8] (LE GOFF, 1997, p. 104).

Accordingly, in addition to the aspects mentioned above and considering the complexity of the given document and the field of study in which we are found, Applied Linguistics (AL), we seek to investigate Didactic Transposition (DT) according to Chevallard (2001), that is, the transition from *scientific knowledge* to *knowledge to be taught*, in which, for this author, such transformations produce a teaching object. Among the various teaching objects in first language teaching, in this case Brazilian Portuguese, the object that we investigate is textual production, in relation to which we aim to unveil how didacticization occurs within the scope of an external DT[9] - the one that occurs outside the classroom, in the official instances, from guiding documents, legislation, textbooks, etc. Thus, this paper[10] aims to analyze what theoretical configuration the didactic transposition process (desyncretization) confers on textual production (oral and written one) in the NCCB guidelines for High School.

In view of the conditions mentioned above, one of the factors that confirms the relevance of this research is the fact that in Brazil, there is little academic production that gathers studies that correlate topics such as external DT, teaching objects, curriculum assembly and textual production. In addition, this investigation offers specific contributions to the discussion about the organization of curricula for the teaching of first language in HS, considering the strength that this document has in the educational sphere since it is a milestone in curriculum (re)construction for teaching basic education, especially the teaching of first language/Brazilian Portuguese.

Moreover, as a monument document (LE GOFF, 1997), it is noteworthy that the NCCB is presented as a historical document and a mandatory reference, guaranteed by law, to the Brazilian educational system. Therefore, when conducting this research, we intend to make a scientific contribution by linking didactic transposition and curriculum studies in order to help to fill the gaps in this complex investigation of a document composed of peculiar representations. Based on this assumption, it is necessary to dismantle (LE GOFF, 1997) the investigated object to elucidate the conceptual architecture within a structural architecture with which it is covered. In order to do so, this text is composed of four parts, namely: (1) The present introduction; (2) Methodology; (3)

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[8] "... porque é em primeiro lugar uma roupagem, uma aparência enganadora, uma montagem. É preciso começar por desmontar, demolir esta montagem, desestruturar esta condição e analisar essas condições de produção de documentos-monumentos".

[9] Internal DT, according to Petitjean (2008), takes place in the didactization act of the teacher when he/she is effectively teaching.

[10] This paper is part of a broader research sponsored by PIBIC/CNPq at the Federal University of Campina Grande.

Theoretical background; (4) Data analysis and (5) Final considerations. Next, let us move on to the methodological features of the research.

2 Methodological aspects

2.1 Research nature, type and field

The paradigmatic affiliation employed in the research here reported, of which the present paper is part, is based on a qualitative approach of an interpretive character, in which, for the analysis of the data, its peculiarities and its context are taken into consideration, aiming to examine them from a panoramic and multilateral perspective. Regarding the qualitative paradigm, we can notice that it explores the characteristics of the scenarios that cannot be clarified from the expression of numbers (MOREIRA; CALEFFE, 2008) since the data is verbal and involve the subjectivities of the agents involved and the positions found in the extent of a document, both deserving to be observed in their uniqueness.

With regard to the type of research, we can characterize it, firstly, as documentary, since the analyzed object is a curricular proposal, in this case, the NCCB. Therefore, data collection will take place through this source of information. Secondly, regarding the objectives, our research is classified as exploratory (MOREIRA; CALEFFE, 2008) since it aims to clarify concepts and make problems more precise regarding the resolution of a given phenomenon, in this case, the theoretical affiliation of the document.

Considering the above, this research is inserted in the indisciplinary and critical-collaborative field of Applied Linguistics, exploring its interface with the Education territory. In this perspective, we perceive AL as a way of creating intelligibility about social problems in which language plays a central role[11] (MOITA LOPES, 2006, p. 14), that is, in contexts in which language is used, we can capture the various faces of our object. Thus, it will be in the light of the conception of an AL focused on language usage problems that this research will be organized. On the one hand, articulating more than one field of study (curriculum, didactic transposition and textual production) and, on the other, applying methodology for reading documentary data in order to identify the theoretical affiliation of Text Production in the document in question.

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[11] "... um modo de criar inteligibilidade sobre problemas sociais em que a linguagem tem um papel central".

2.2 Characterization of *corpus* and data analysis procedure

The NCCB is defined as a normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of the Basic Education[12] (BNCC, 2018, p. 7). Thus, such a document, of a prescriptive and normative character, is placed as a reference for the education systems and schools to elaborate their curricula, presenting itself as a beacon of the students' learning and development rights/objectives, so that these individuals can have access to a set of common knowledge to be taught/learned at school.

The idea of implementing a national common base for basic education is conditioned by previous documents, such as the 1988 Constitution itself, in article 210, according to which a minimum amount of contents for basic education will be determined, in order to ensure common basic training and respect for national and regional cultural and artistic values[13] (BRASIL, 1988). In addition, it is in the National Education Bases and Guidelines Law[14] - Law no. 9.394/1996, in its Art. 26, and in the National Education Plan[15] - Law no. 13.005/2014, whose goal 7 (seven) reaffirms the importance of having a common basis to promote the quality of Basic Education in all stages and modalities, according to students' learning and development rights and objectives.

Since it was ratified on December 14, 2018, the NCCB has generated debate about its structural and conceptual organization, as it borrows pedagogical foundations such as the theory of competencies and skills, to which all areas of knowledge must be aligned. These competencies are subdivided into general basic education skills, as well as specific skills in each field. In both cases, we have a theoretical-methodological orientation around which didactic-pedagogical decisions must be made. Having High School as our research focus, these general competencies are aligned with the areas of knowledge, and the specific ones build the curricular components of each area, such as the Portuguese Language.

Progressively, these competencies organize the thematic units, objects of knowledge and skills that must be mobilized to carry out social language practices. The structure of the Portuguese Language component, regarding HS, is organized in such a way that the integration axes Reading,

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[12] "... um documento de caráter normativo que define o conjunto orgânico e progressivo de aprendizagens essenciais que todos os alunos devem desenvolver ao longo das etapas e modalidades da Educação Básica".

[13] "... serão fixados conteúdos mínimos para o ensino fundamental, de maneira a assegurar a formação básica comum e respeito aos valores culturais e artísticos nacionais e regionais".

[14] Originally "Lei de Diretrizes e Bases da Educação Nacional" (LDB).

[15] Originally "Plano Nacional de Educação" (PNE).

Text Production, Orality and Semiotic/Linguistic Analysis[16] (BNCC, 2018, p. 500) are linked to the fields of social activity: personal life, artistic-literary, field of study and research practices, journalistic/media field and public life.

Among the various axes of integration transposed in the document, our investigation will focus on the textual production axis, in order to unveil the concepts to which it is associated. In this sense, the High School section will be analyzed: section **5.1** The Area of Languages and their Technologies (p. 481-490); the topics **5.1.1** Languages and their technologies in High School: specific competencies and skills (p. 491-498) and **5.1.2** Portuguese Language (p. 498-504), as well as the sub-topic **5.1.2.1** Portuguese Language in High School: social activities, specific competencies and abilities (p. 505-526). Therefore, in these sections, the concepts that build textual production will be verified, since there is a strong theoretical desyncretization (CHEVALLARD, 2001) in the document.

In order to generate our data, we selected our category based on the bibliographic review that we employed in the theory of Didactic Transposition (PETITJEAN, 2008): Desyncretization, which consists of extracting knowledge from its scientific field and transforming it into a teaching object. The analysis of the linguistic material, which is a usual procedure in qualitative research of documentary type in AL, will be achieved by the recurrent reading of the investigated document, in an exploratory, selective, analytical and interpretative way. Moreover, it will look for the linguistic clues related to the theoretical conceptions of textual production in order to unveil the "intelligibilities" mentioned by Moita Lopes (2006), since it is the situated contexts of language use that matter.

In the case at hand, we are interested in analyzing the theoretical (dis)assembly of the concept of textual production in the NCCB. Therefore, the data extracted from the document here investigated allows us to identify how these ideas are arranged. Thus, it is based on linguistic manifestations that we observe the "behavior" of the data. In order to do so, the analysis will borrow linguistic evidence found in our corpus (entries in the document that present explicit and implicit concepts related to textual production), while we aim to correlate the data with the didactic transposition theory, whose bases support the thread of this investigation.

To proceed with the documentary analysis, we consider that the document has a conceptual architecture that deserves to be unveiled and, for that, we associate this architecture with the content analysis method, which is considered a research methodology used to describe

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[16] "Leitura, Produção de Textos, Oralidade e Análise Linguística /Semiótica".

and interpret the content of all kinds of documents and texts[17] (MORAES, 1999, p. 9). Therefore, based on this methodology, we will carry out the analysis from systematic descriptions to help (re)interpret the messages and achieve an understanding of their meanings at a level that goes beyond a common reading. Next, let us move on to the theoretical foundations of our research.

3 Curriculum, Didactic Transposition and Textual Production: some important concepts

The construction of a curricular proposal such as the NCCB is filled with struggles and resistance (SILVA, 2005), as it suggests the common (minimum) amount of content to every student located in national territory, regardless of socio-cultural differences, which generates an expressive debate about its construction. Among the various objects of knowledge transposed in these guidelines, we can highlight the textual (oral and written) production that undergoes adaptive transformations when it appears as a teaching object in a curriculum, both in its theoretical (content) and methodological (the act of teaching) nature.

Curricula are, without a doubt, objects composed of complex and multifaceted layers. Their influence probably constitutes a basic element in the development of teaching proposals, as well as it is admitted that it conveys ideologies and theoretical options to the teaching manuals to which they are associated, as pointed out by Silva (2005). Therefore, we perceive this artifact as the product of a seam (MACEDO, 2012) from which knowledge is organized. As it is a controversial topic, in order to reach its validation as a field, the curriculum had to go through several moments, borrowing contributions from each era, consolidating its form at the turn of the 19th to the 20th century. In the composition of its "seam", there are different conceptions, arising from traditional, critical or post-critical theories, which are inseparable in their assembly process.

These three theories are well described by Silva (2005). The scholar states, as for traditional curriculum theories, that this concept stems from a conception of curricular mechanization, postulated in the first half of the 20th century by John Franklin Bobbitt, an American educator who inaugurates such studies in his book The curriculum, in 1918. This model was based on a curriculum immersed in a scientific, technicist paradigm, centered on the teacher, which saw students as passive (BOBBITT, 2004). From this context, it is possible to perceive the connection

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[17] "... uma metodologia de pesquisa usada para descrever e interpretar o conteúdo de toda classe de documentos e textos".

with determinism, especially with the growing process of industrialization and urbanization, as pointed out by Silva (2005, p. 23).

Still in line with the studies of Silva (2005), with regard to critical theories of the curriculum, they emerged in the 1960s and were presented as a renewal and resistance movement that aimed to undermine traditional theories. Thus, these theories were based on Marxist conceptions, the Frankfurt School and the New Sociology of Education (NSE). While traditional theories were concerned with how to develop the curriculum, critical theories turned to social and educational arrangements, placing injustice and inequalities on their agenda.

In addition to these two theories, there are also the post-critical theories of the curriculum, which emerged in the 70s and 80s, based on the principles of phenomenology, post-structuralism and multicultural studies. According to Silva (2005), for these studies what really mattered would be subjective meanings and the experiences manifested by language, since the contents were seen as social constructions. According to Silva (2006), it is these studies associated with the "linguistic turn" that radically modified the initial conceptions, mainly because they point to the historical and social value of knowledge, which is interconnected when knowledge is transposed, remodeled, transformed and organized within a curriculum based on didacticization.

This didactic process is studied by Chevallard (1991) who, in order to analyze the adaptive transformations of knowledge, proposes a theoretical model capable of clarifying the dynamics of teaching systems called "Didactic Transposition". As Marandino (2004) points out, scientific knowledge occupies the social spaces where it is present, causing changes and, at the same time, also suffering changes. Based on this assumption, we perceive Didactic Transposition (DT) as the transition from scientific to knowledge to be taught, that is, the transformation into a teaching object.

As Petitjean (2008) points out, the external didactic transposition is carried out by program writers, paper authors, manuals, and guidelines. Internal DT is performed by teachers themselves in the act of teaching, while external DT occurs when engaged social actors or even a scientific community shares language references, theories, methods (FÁVERO; TAUCHEN; SCHWANTES, 2012) and they gather them in documents that validate them, producing disciplinary knowledge that can be branches of scientific knowledge. In this regard, Petitjean (2008) draws attention to five procedures/operations from which we can identify the dynamics of transposition, namely: desyncretization, depersonalization, programmability, publicity and control.

Desyncretization consists of extracting knowledge from its scientific field, that is, transforming it into a teaching object (recontextualized). Depersonalization, on the other hand, is

the distancing from knowledge as to its place of origin and its founder. Programmability refers to the progressive decomposition and redistribution of knowledge, in line with teaching and learning objectives. As for publicity, we can highlight it as a process that validates an official document or text with the disclosure and visibility, thus acquired. With regard to the last procedure cited by the author, control is the one in which the acquisition is verified since the efficiency of the DT movement is tested.

Consequently, several nuances permeate the (re)organization of knowledge when it becomes a teaching object. With the turn of linguistic studies, our object, textual production, has undergone profound changes. The linguistic studies that have texts as theoretical objects in a textual-enunciative branch began to develop in Europe in the 60s and, in Brazil, later on in the 70s. Concomitantly with this configuration as an object of study, texts were characterized as teaching objects.

As a result, texts can be understood according to the most varied theoretical branches, under the most diverse perspectives and methods of analysis. According to Brait (2016, p. 16), Bakhtin refers to text as a linguistic dimension updated by a collective or individual subject, which is characterized as a concrete statement[18]. In this regard, we can infer that texts belong to a social, historical and cultural context. Therefore, it is in the interaction that it materializes as an event.

For Bentes (2004, p. 254), it is a gain for the studies of Textual Linguistics the fact that the conditions of reception and production of texts come to be considered since this means no longer considering texts as finished structures, but as complex verbal manifestations. Therefore, the author, based on the studies by Koch (1997), lists three processes from which we can try to unveil the complexity of text production: planning, verbalization and construction.

The first process, which perceives textual production as a verbal activity, concerns the fact that, when producing a text, speech acts are practiced. In this respect, from interactions through language, whose actions take place in situational, socio-cognitive and cultural contexts, such utterances will produce effects on the interlocutor. As for the second process, there is the idea of textual production as a conscious verbal activity, in which we must consider the intentions that the producer uses to expose his/her purposes. The third process, which incorporates the notion of textual production as an interactional activity, we can infer that the interlocutor is necessarily involved in the process of production and comprehension of a text.

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[18] "... uma dimensão linguística atualizada por um sujeito coletivo ou individual, que se caracteriza como enunciado concreto".

Considering the above, it is worth saying that a document, such as the one that is the focus of this research, carries a conceptual architecture with it that elects certain concepts of language, subject, text, genre, and discourse. Therefore, it becomes relevant to disassemble the theoretical configuration of this document in order to (de)compose its teaching objects, in this case, the textual production. It becomes important, therefore, to (re)organize its conceptual architecture according to the theoretical notions/places that are desyncretized, which will be presented in the following section.

4 Textual production in the NCCB guidelines for HS: theoretical (dis)assembly

The present analysis borrows linguistic evidence found in our corpus: entries whose semantic values demonstrate expressiveness in relation to our object and that present explicit and implicit concepts in the document linked to textual production. Since the NCCB does not present a section of bibliographic references, there is, in the document, an evident desyncretization, a process that consists of removing knowledge from its scientific field and transforming it into a teaching object.

This can be observed, initially, when there are no (direct or indirect) citations that point to theoretical affiliations related to textual production, that is, the act of didactic transposition caused changes in the way these contents/concepts are presented in the document. Thus, the fact that such references are erased throughout the text is what prompted, in this research, an in-depth analysis of didactic engineering, in order not only to unveil, but to reconstruct the theoretical affiliations that the document uses for (re)configuration of its concepts.

4.1 Conceptual architecture of textual production in the NCCB

The NCCB, being a document prepared by many hands, carries an architecture of concepts with it that influence the didacticization of its objects of knowledge. Furthermore, we know that in a text of this nature, theoretical options are inherent to its constitution and conceptual rearrangements in its structure are inevitable. According to the official version of this document, the enunciative-discursive perspective of language, previously assumed in other documents, is also

assumed here,[19] (BNCC, 2018, p. 67). This assumption becomes important, firstly, because it is possible to make a comparison between the available concepts and the defended language conception, that is, it can be used as an analysis parameter. Secondly, because by defending such a perspective, it encompasses all teaching objects, in this case textual production, which needs to be coherent and in line with such linguistic studies.

In this respect, as Bakhtin (2009, p. 127) points out, language is structured by the social phenomenon of verbal interaction, carried out through enunciation or enunciations. Verbal interaction thus constitutes the fundamental reality of language[20]. Therefore, considering language as a socio-interactive activity, the document presents another more general theory, around which all areas must be aligned, the Theory of Competencies, defined as the mobilization of knowledge (concepts and procedures), skills (cognitive and socioemotional practices), attitudes and values to solve complex demands of everyday life, of the full exercise of citizenship and the world of labor[21] (BNCC, p. 8).

Accordingly, it is possible to notice the reflection of a traditional curriculum because it revolves around expected results - a dear concept to traditional curricular theories. This is justified due to the long list of skills/competencies to be developed, which have become objective (expected results) and which, according to the document, are "learning rights" (or are they duties?). On the other hand, the definition of competency mobilizes knowledge of varied natures, including socioemotional ones, whose central objective is to solve today's complex demands, that is, it seeks to be in tune with the political, social and technological needs of our time. For that reason, it is in this applicationist perspective that the NCCB is structured and advocates the mobilization of certain types of language knowledge to execute certain language practices, as shown below:

> Considering that semiosis is a system of signs in its own organization, it is important that young people, when exploring the expressive possibilities of various uses of language, can carry out reflections that involve the analysis of discursive, compositional and formal elements of utterances in different semioses - visual (static and moving images), audible (music, noise, sound), verbal (oral or visual-motor, such as Brazilian sign language - Libras, and writing) and body (gestural, scenic, dance). Finally, largely due to the new digital information and communication technologies, current texts and

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[19] "... assume-se aqui a perspectiva enunciativo-discursiva de linguagem, já assumida em outros documentos".

[20] "... pelo fenômeno social da interação verbal, realizada através da enunciação ou das enunciações. A interação verbal constitui assim a realidade fundamental da língua".

[21] "... a mobilização de conhecimentos (conceitos e procedimentos), habilidades (práticas, cognitivas e socioemocionais), atitudes e valores para resolver demandas complexas da vida cotidiana, do pleno exercício da cidadania e do mundo do trabalho".

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discourses are organized in a hybrid and multisemiotic way, incorporating different sign systems in their constitution. (BNCC, 2018, p. 486).

In the excerpt above, it is possible to see one of the few definitions that compose the document: the example of the notion of semiosis. For the document, in different semioses, aspects such as style, thematic content and compositional construction must be analyzed (BAKHTIN, 2003) if we consider discourse genres, another conception also assumed by the document. As a result, it is possible to observe an integration of (multi)semiotic resources to the enunciative-discursive perspective of language, since semiotics, in order to account for the meanings of the discourses, needs to focus on the text and on the issues surrounding the scope of expression[22] (BARROS, 2016, p. 91), that is, the text from this perspective is seen as a result/combination of elements from various semioses that contribute to multi-meaning.

We can also observe in the aforementioned excerpt, the focus given to digital technologies, which imply more than one semiosis. Therefore, with regard to contemporary language practices, digital culture, juvenile cultures, new literacies and multiliteracies, collaborative processes, interactions and activities that take place in the media and social networks are more prominent in High School[23] (BNCC, 2018, p. 498). Thus, we can identify the strong connection that language practices have to the multimodal perspective brought by the document.

According to Kress and Van Leeuwen (1998), every text is multimodal and thus language takes place through semiotic systems. This idea can be recovered, in the NCCB, when the document refers to the complexity of the texts to be read/produced in terms of orchestration of voices and semioses[24] (BNCC, 2018, p. 499), since the mobilization of these resources enhances the possibilities of producing meanings, in different genres, media and channels in which language takes place. Furthermore, it is worth noting that this assumption is, in fact, positive, if we consider the current political and social needs, in which language practices are increasingly intertwined with technologies and their ethical implications.

For Ribeiro (2013, p. 21), a text is the result of selections, decisions and editions, not only of content, but of ways of uttering. There is, in them, the product of intentions, senses, languages

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[22] "... para dar conta dos sentidos dos discursos, precisa se debruçar sobre o texto e sobre as questões que envolvem o plano da expressão".
[23] "... ganham mais destaque, no Ensino Médio, a cultura digital, as culturas juvenis, os novos letramentos e os multiletramentos, os processos colaborativos, as interações e atividades que têm lugar nas mídias e redes sociais".
[24] "... orquestração de vozes e semioses".

and technological possibilities[25]. Given this perspective of text production that comprises the various semioses, we can recognize that the relationship between text and support is inextricable (CHARTIER, 2001), since this is a way in which the reader comprehends the meanings of a text and makes it readable. Furthermore, in this relationship between the text and its materiality, in its semiotic combinations, discursive interactions and the possibilities of meaning construction are enhanced.

As for our object, textual production, the document points to the fact that, in high school, the progression of learning and skills must take into account greater attention on the skills involved in the production of more analytical, critical, propositive and creative multisemiotic texts, covering more complex syntheses[26] (BNCC, 2018, p. 500). Considering the above, we can verify an appreciation of the digital culture regarding text production, which should no longer be limited to orality and writing, as we can see in the focus that the document gives to texts of this nature.

In fact, the analysis of texts, their structure and discourses is still input for those who are also dedicated to producing texts[27] (RIBEIRO, 2013, p. 22), that is, borrowing these linguistic-semiotic resources means recognizing that the various technologies process, transmit and distribute information, making the language practices performed require the mobilization of specific skills and, therefore, have discursive implications that need to be taken into account.

Such a set of (multisemiotic) language practices points to a social and technological demand, being considered by the document even more complex, in terms of textual production, due to the perspective of progression/expansion of practices for this level of education. Despite its relevance, it is undeniable that, when reflecting on textual production, one cannot lose sight of the specificities, or language modalities such as orality and writing. At school, it is necessary to work with language practices in a diversified way, so that students can experience different language practices and combinations, without compromising the visibility of other teaching objects.

Based on the above, it is possible to notice that the concept of text production is broad and, at the heart of this complexity in the transposition of concepts (desyncretization). We can also perceive textual production as an activity, when the document states that several are the possible

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[25] "... um texto é o resultado de seleções, decisões e edições não apenas de conteúdos, mas de formas de dizer. Há, neles, o produto da costura de intenções, sentidos, linguagens e propiciamentos tecnológicos".

[26] "... atenção maior nas habilidades envolvidas na produção de textos multissemióticos mais analíticos, críticos, propositivos e criativos, abarcando sínteses mais complexas".

[27] "... a análise dos textos, de suas composições e dos discursos não deixa de ser insumo para aqueles que também se dedicam a produzir textos".

genres to be contemplated in reading and text production activities[28] (BNCC, 2018, p. 519). In view of such a statement, we can comprehend textual production as a language activity that takes place in genres. Moreover, this teaching object can be understood in yet another way, as shown in Table 1 below.

Table 1 – Concepts of textual production

In Middle School, students have already developed, in all components, basic abilities required by processes of information retrieval (identification, recognition, organization), comprehension (comparison, distinction, establishing inference relationships) and production (planning, organization of the ways of text production in languages, execution of body movements in Physical Education and Art, execution of rhythms, melodies or drawings and paintings).[29]

Source: BNCC, 2018, p. 493.

In the excerpt above, we can observe that the processes of information retrieval (reading), comprehension and production are considered skills. As a result, we can identify an important mix of concepts, since it has already been shown that these same contents - called skills by the document - are considered language practices. Moreover, the document conceptualizes skills as cognitive and socioemotional practices[30] (BNCC, 2018, p. 8), showing a certain coherence in the document's terminological arrangement. Along with this is the fact that, in line with the concept of production as a skill, there is still the notion of process, which, as can observe in the excerpt above, also encompasses the three skills highlighted by the NCCB and, consequently, that of production.

Therefore, this concept of production associated with the idea of process can be perceived when, for the document, there are processes of production and negotiation of meanings[31] (BNCC, 2018, p. 490), processes of production and circulation of discourses[32] (BNCC, 2018, p. 491) and individual and collaborative production processes in different types languages[33] (BNCC, 2018, p. 493). In the three cases, it is possible to notice that the idea of process encompasses the production of meanings, discourses and languages in general. That being the case, we can firstly

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[28] "... vários são os gêneros possíveis de serem contemplados em atividades de leitura e produção de textos".

[29] "No Ensino Fundamental, os estudantes já desenvolveram, em todos os componentes, habilidades básicas requeridas por processos de recuperação de informação (identificação, reconhecimento, organização), de compreensão (comparação, distinção, estabelecimento de relações e inferências) e de produção (planejamento, organização das formas de composição de textos nas línguas, execução de movimentos corporais em Educação Física e Arte, execução de ritmos, melodias ou desenhos e pinturas)".

[30] "… práticas cognitivas e socioemocionais".

[31] "... processos de produção e negociação de sentidos".

[32] "... processos de produção e circulação de discursos".

[33] "... processos de produção individual e colaborativa em diferentes linguagens".

recognize that production (be it of any nature) is an interactive process, which is established in a collaborative exchange between the subjects. Secondly, it is possible to affirm that the concepts are strongly integrated since the process of didactic transposition of these objects of knowledge gave our object, textual production, an intertwining of notions that broadened its concept.

Although textual production is an axis, which comprises the language practices related to the interaction and (individual or collective) authorship of written, oral and multisemiotic texts[34] (BNCC, 2018, p. 76), including the various language modalities, interestingly, in another excerpt, it is stated that the integration axes considered in the NCCB for the Portuguese Language are those already consolidated in the curricular documents of the field, which correspond to language practices: orality, reading/listening, (written and multisemiotic) production and linguistic/semiotic analysis[35] (BNCC, 2018, p. 71). As can be observed in this last excerpt, the object of knowledge - text production - does not include oral texts, unlike what was assumed in the previously mentioned fragment.

In view of this, we can verify a certain conceptual imprecision in the way the term textual production is textually presented, which can also be seen in its disposition according to the fragment: the integration axes proposed for High School are the language practices considered in Middle School - reading, text production, orality (listening and oral production) and linguistic/semiotic analysis [36] (BNCC, 2018, p. 500). As a result, it is possible to notice that, supposedly, in this excerpt, there is a synonymic relationship between text production and writing. Thus, we can verify that the production of texts can either be considered as a synonym for writing, or incorporate the oral, written and multisemiotic modalities, or only these last two terms.

Based on the above, we can see that, explicitly or implicitly, the concept of textual production does not significantly include the oral modality of language, since, out of the three occurrences mentioned in the excerpts, only in one oral production is signaled in the text production axis. Furthermore, since the textual production is defined by the document as an axis that incorporates oral, written and multisemiotic practices and having an axis with the name orality, language practices in this modality should receive greater visibility and not be erased when linked

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[34] "... compreende as práticas de linguagem relacionadas à interação e à autoria (individual ou coletiva) do texto escrito, oral e multissemiótico".

[35] "... os eixos de integração considerados na BNCC de Língua Portuguesa são aqueles já consagrados nos documentos curriculares da Área, correspondentes às práticas de linguagem: oralidade, leitura/escuta, produção (escrita e multissemiótica) e análise linguística/semiótica".

[36] "... os eixos de integração propostos para o Ensino Médio são as práticas de linguagem consideradas no Ensino Fundamental – leitura, produção de textos, oralidade (escuta e produção oral) e análise linguística/semiótica".

to a concept (textual production) that, if not well specified, can generate ambiguity in reading and understanding this concept.

It is important to emphasize that this reconfiguration of textual production can be observed both from the point of view of a (re)organization of objects of knowledge assumed by the document for didactic purposes, that is, from the process of didactic transposition, as well as being a terminological and conceptual inaccuracy. In both cases, this can compromise the visibility of certain teaching objects, such as orality, since due to the graphocentrism to which the document is associated, when textual production appears, it can easily be inferred that this term refers, preferably, to the written modality of the language and, additionally, to multisemiotic language.

Final considerations

The NCCB version for the Portuguese language in High School promoted changes in objects of knowledge as the knowledge was transposed, remodeled and organized within the scope of this document. Within these conceptual rearrangements, we can observe that the emergence of multisemiotic language practices marks the didacticization of the four axes, which needed to incorporate the nature of these texts and mobilize more than a semiosis in literate practices, especially in digital culture.

Knowing the importance of our object comprising such language practices, since they are demands of the current society and indispensable to the spheres of citizen activity, the student profile that results from this document seems to be that of a producer of texts that is essentially in tune with digital practices. In this respect, we have a conception of a subject that has access to these digital technologies and, consequently, a school with conditions to incorporate them into the classroom.

It is necessary to recognize that there is an attempt to integrate multisemiotic practices into the concept of textual production, which theoretically is something positive, since expanding the possibilities of construction of meanings, combining semioses, explores the socio-interactive dynamics of language. However, this incorporation assumed by the document that is linked to multisemiotic language practices, presents some singularities, since in this process of desyncretization we can verify that our object, textual production, appears in different formats. Therefore, in terms of didactic transposition (desyncretization), we can perceive the theoretical

configuration of text production at two levels: (a) at the level of the underlying language conception; and (b) at the level of the teaching object itself.

As for the first level, we can recognize that, with regard to the conception of language advocated by the document, enunciative-discursive, this teaching object is in line with the validated linguistic theories, presenting expressive articulation with other concepts linked to it. The theoretical configuration of textual production becomes even more complex, if we observe the second level, of the teaching object itself, in which we can highlight three factors: first, that the theoretical affiliation resulting from the analysis of didacticization indexes related to textual production presents concepts that not only cross, but encapsulate our teaching object, such as the notion of practice, process and skill. Secondly, it demonstrates a strong association with the studies/concepts derived from semiotics, which points to the linguistic plurality and theoretical diversity expected in a document of this nature.

Thirdly, although oral practices are discursively assumed by the document as part of the axes of integration orality and textual production, from the analysis of the entries related to our object, we could identify that there was a possible erasure of orality in the treatment of concepts of textual production, demonstrated by the absence of the implicit or explicit oral determinant. In addition, the concept of textual production presents terminological and conceptual modulations, which sometimes lead to a synonymic relationship between textual and written production (disregarding oral production as an intrinsic modality of textual production); other times, they consider only the written and multisemiotic texts as parts of textual production; and at times, they associate the concept of textual production to the three modalities (oral, written and multisemiotic) through their didactic organization, which is pendular, with remarkable oscillations, which can generate ambiguity in reading.

Such inaccuracy corroborates the fact that the assembly of monument documents is somewhat complex, which can even reinforce data objects due to the erasure of the visibility of others. In this sense, we can understand that multisemiotic language should not overlap with other language practices. However, it supposes a collaborative work between the skills involved in all practices. In addition, teaching objects such as orality, which tend to be less valued at school, need to gain a space similar to writing, for instance, so that there is no overlap between objects.

Moreover, the NCCB is organized as a document with few explicit definitions, which makes it difficult to map and reconstruct theoretical affiliations, especially because there are no bibliographic references. Although the document assumes the enunciative-discursive perspective,

at the level of language conception, found in the few explicit concepts presented, there is inaccuracy at the level of the teaching object itself, textual production, which could be observed in the way it was didactically transposed in the document, especially in the terminological aspect that presents modulations.

The implication resulting from this is that there is a strong desyncretization (in terms of external didactic transposition) observed in the document, due to the fact that there are not only a few definitions, but also due to the terminological and conceptual heterogeneity with which the textual production object was structured. Conceptual imprecision is, on its own, a complicating element for the reading of the teacher, the reader of the document, since it is assumed that he/she is already aware of all the theoretical load with which these guidelines were elaborated. These factors further accentuate the technical nature of the document, making it less didactic-pedagogical, due to the lack of bibliographic references, as well as the lack of methodological guidelines (didactic examples) for teaching, and also due to the fact that the configuration of the objects of knowledge has an expressive desyncretized theoretical amalgam, which deserves to be analyzed in relation to all the didactic objects of knowledge in the document.

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