Discourse Analysis and the teaching of Biochemistry: contextualized learning based on "alcoholic beverages" as generative theme

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The World Health Organization classifies alcohol as a psychoactive substance capable of producing addiction, associated to various diseases and social problems. However, it is largely consumed in the various social strata by youngster which ultimately leads to its common practice. These individuals know little about the harms posed by excessive consumption of alcoholic beverages. In this scenario, education is a major promoter of change in this longstanding social behavior. This study aimed at promoting the consolidation of the teaching of Biology by using alcohol as generative themes for the development of contents in Biochemistry, as well as elaborating a methodology that will stimulate learning about ethanol metabolism. A research was carried out with 316 individuals in the age group 13-19, enrolled in four public High Schools in the Municipality of Campos dos Goytacazes/RJ. Prevalence of alcoholic beverages was identified among 72%, and beginning of such habit was found in the 13-15 age group motivated by curiosity or peer influence. Considering these data, an educational methodology was developed based on the concept of generative themes by Paulo Freire and structured by Delizoicov (2007). To verify the value of such methodology in Biochemistry classroom, data was collected by applying a questionnaire and images with texts produced by students. Several didactic resources designed by the authors were used, such as slide presentation and a roulette game named "Bioquimicados". Critical analysis of texts written by students were carried out before and after the class using DTA. Students developed more grounded scientific concepts, making use of terms common in scientific language. This suggests that the use of the Generating Issue in a lesson based on problematization, and supported by a ludic activity, provided a meaningful contribution to improve the students' understanding of the scientific content. A non-traditional class promotes greater student motivation, resulting in meaningful learning.

Key-words: Teaching of Biochemistry, Alcoholic beverages, Discursive Textual Analysis

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