The book “Pedagogia da autonomia: saberes necessários à prática educativa” (Pedagogy of autonomy: necessary knowledge for educational practice) is the 43rd Edition published in 2011 by Editora Paz e Terra publisher. This work was written by Paulo Freire, from the State of Pernambuco, Brazil and celebrity in the field of pedagogy, nationally and internationally recognized for his method of education as liberating practice based on the praxis of dialogue. This was the last Freire's work published in life.

Foreword by Edna Castro de Oliveira, professor at the Federal University of Espirito Santo (UFES), presents the work emphasizing the qualities in which the author discusses and reaches educators with a view of the aesthetic dimension of their practice.

The central idea of the book is the teacher education permeated by reflection on the educational practice in favor of the autonomy of learners. It has 144 pages divided into three chapters with easy-to-understand reading.

As in the 1st Edition (1996), the book has a clear language—though sometimes repetitive—and introduces the pedagogy of autonomy explaining the reasons to analyze the teachers' pedagogical practice in relation to the autonomy of learners' Being and Knowledge. It is a faithful copy of the 1st Edition with the exception of the title of the first chapter, which was formerly named “Não há docência sem discência” (There is no teaching without learning) and is currently titled “Prática docente: primeira reflexão” (Teaching practice: first reflection).

The first chapter is subdivided into nine sub-sections. It discusses the essential knowledge for the teaching practice of teachers and the importance of reflection on teacher education and educational-critical practice. It also emphasizes that anyone who
teaches, learns while teaching and who learns, teaches while learning. There is no teaching without learning; therefore, both teachers and learners are subjects to this process and are not reduced to the condition of object from one another.

The second chapter, also divided into nine sub-sections, points out that teaching is not transferring knowledge, but creating the possibilities for its own production or construction. It emphasizes that teaching requires awareness of the ‘unfinished’, the recognition of being conditioned with respect to the autonomy of the learner’s being, common sense, humility, tolerance, apprehension of reality, joy, hope, curiosity and the belief that changing is possible. According to the author, it is essential that teachers and students know that their stances are dialogical, open, curious and inquiring while they speak or listen.

The third chapter entitled “Ensinar é uma especificidade humana” (Teaching is a human specificity), with nine sub-chapters, describes education as an act of intervention in the world. No one is subject to the autonomy of anyone. Autonomy builds itself on the experience of countless decisions that are taken from constructed knowledge. The author regards the educational practice as a constant exercise in favor of production and development of educators and learners’ autonomy, not only conveying content, but rediscovering, building and re-signifying knowledge, participating in their historical, personal, social and existential realities.

In this work, Paulo Freire discusses the necessary knowledge for the teaching practice and directs educators to reflect on their pedagogical practice, modifying what they may consider necessary to be changed, improving their work and doing daily options for the best, not in a naive way, but with the certainty that if there are attempts, there are hopes and possibilities for change.

Given the foregoing, the work in question presents itself as a current literature on necessary knowledge for educational practice foreseeing the autonomy of subjects. This book becomes interesting for educators and other professionals, because it emphasizes the pedagogical training and its concepts, which can be applied in all teaching-learning relationships. This practice is widely used in the field of health, especially by nurses that have health education as one of their activities. This work becomes a compulsory reading of extreme importance to all professionals performing education practices, whatever the political choice of educators may be: critical or conservative.

REFERENCE