ABSTRACT

The seriousness of the current environmental situation provides clues that the educational process in this area is a necessary condition for us to review the picture of unbalance in our planet. But, for that, it is essential that we give priority to the foundations of a Problematic Education – centered in the dialogue, in the creativity, in the reflection and, therefore, in the student. In that sense, with the present work, when evaluating the applicability of the Problematization Methodology as a procedure that allows contemplating the presuppositions and objectives of the Environmental Education for the school context, we searched to provide a contribution to the teaching of that theme in Natural Science. That way, the Problematization Methodology with the Maguerez's Arch was adopted as a teaching strategy for two groups of the second cycle of the Elementary School (5th and 6th grades), in a school located in the proximities of Mogi-Guaçu River, in the municipal district of Pirassununga, state of São Paulo, to develop the Environmental Education activities. The data collected starting from field notes and interviews semi-structured with the students and the teacher of the groups were analyzed through a qualitative and interpretative approach based in literature. We could notice that, in spite of the particularities of each one of their five stages – observation of the reality and definition of a study problem; key-points; theorization; hypotheses for the solutions and application to the reality – going through the Maguerez's Arch, it makes possible: to explore defined problem-situations in a scenario close to the routine of the students; to have access to their previous knowledge concerning the investigated problem; to internalize interdisciplinary moments or of a transverse approach of the theme in discussion; work with experimental activities; make way for discussions, exposition and confrontation of ideas; exercise the process of taking decision starting from the use of previously defined criteria and also interact directly with the community that lives together with the problem identified ‘in loco’. It is stood out, however, that we configure obstacles to the achievement of that methodological strategy when used in the development of Environmental Education activities in the Elementary School: the excessive number of students in the classroom; the lack of the students' regular attendance; the insecurity to defend their own conceptions and take collective decisions; the long time necessary for the development of this kind of
activity, what is added to the scarce financial resources of the schools and its physical structure that doesn't favor activities that should be held outside the classroom. So, we conclude that in spite of some limits, there are approximations to the theoretical and practical principles between the Problematization Methodology with the Maguerez’s Arch, and the documents that sustain the objectives of the Environmental Education, what allow us to state that this can be a possible organizing procedure of environmental activities in the school context.

**Key-words:** Problematization Methodology; Maguerez’s Arch; Environmental Education; Natural Science Teaching.