TITLE: The Difficulties of Historical Contextualization in the Biology Teaching.

AUTHOR: Vânia Darlene Rampazzo Bachega Oliveira

ABSTRACT

The present study discusses the contextualization of contents using the History and Philosophy of Science with students in first training of the third year of the Teacher Training course in Biological Sciences. The objective of the study was to indicate whether there are difficulties to contextualize contents, using History and Philosophy of Science as an alternative methodology to contemplate this contextualization. This contextualization was proposed by Machado (2005) in the sense that contextualizing knowledge of the production process itself is to create conditions so that the pupil experiences the curiosity and enchantment of discovery and the satisfaction in constructing his knowledge by himself. For the development of this proposal, the controversial historical episode of the construction of the double-stranded DNA molecule was chosen. The results presented showed that History and Philosophy of Science can be used to promote contextualization of contents, but they also indicated that great care should be taken with this use, because of the difficulties found.

Key words: Biology teaching, History and Philosophy of Science, contextualization, teaching-learning.