

The neglect of the concept of parasitism in elementary, high school and graduation textbooks

Ana Maria de Nicoló Concatto, Vanessa Valladares, Jessica Detrano, Jessica Santos, Nathalye Candido, Amanda Gleyce Lima de Oliveira, Clélia Christina Mello-Silva

Grupo de pesquisa em Saúde e Educação Ambiental com ênfase nas relações parasitárias/
Laboratório de Avaliação e Promoção da Saúde Ambiental (LAPSA)/ IOC/
FIOCRUZ/RJ/Brazil

Conceptualize is to have an idea conceived of something, usually this idea is disseminated among the thinkers and projected to the population through spoken and written languages, therefore, the concept acquires a universal character. Since the original concept of parasitism in the XIX century, this relationship is characterized as a dependence of habitat and nutrients for the parasite, the conceptual basis of this relationship, a unilateral dependence. Recently, this concept has been increasing, associating the interaction of the host and the parasite with a co-evolution, where the genotypes and phenotypes of both are adapted, assuring the preservation of both species. In this context the objective of the present work is to realize a discursive textual analysis about the concept of parasitism presented in textbooks of different teaching modalities. For this, we elaborated textual analyzes about the concepts of parasitism in didactic collections of elementary, high school and graduation, focusing on similarities, differences, conceptual evolution, adaptation of the concept at the level of teaching and thematic approach according to the current concept of parasitism. The results of the analyzes present a concept of parasitism as a disharmonious ecological relation in which the parasite depends on the source of nourishment by the host and, consequently, leading to the damages and / or pathological lesions and in some cases presents itself as an agent that provokes death of the host. This idea is widespread in most elementary and high school textbooks. In the case of high school education, there was also a simple and undifferentiated language of that presented in elementary school. In these modalities (elementary and high school), the concept of parasitism is introduced after the notion of parasite cycles and not concomitantly and previously, making it difficult to understand the subject. In graduation, the concepts were more elaborated, emphasizing that pathogenicity is not required in the parasitic relation. However, none of the analyzed concepts showed the co-evolution of parasites and hosts. It is concluded that the concept of parasitism present in textbooks of the different teaching modalities needs to be reformulated and updated, taking into account the evolutionary and environmental interaction. It is suggested to value the concept of parasitism and to adapt it to the level of education, removing the idea that all parasites cause disease and that damage their host and reinforcing the idea of parasitism as an ecological relation necessary for evolution.

Palavras-chave: parasitism, teaching modalities, ecological relation