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### ABOUT THE INTERDISCIPLINARITY HOW CONCEPT

#### *SOBRE A INTERDISCIPLINARIDADE COMO CONCEITO*

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### **ABSTRACT**

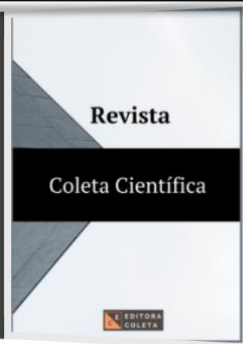
*In today's culture, interdisciplinarity is seen as a necessary prerequisite for teaching and research. The concept of interdisciplinarity has recently gained traction in policy, practice, teaching and research circles. While there is still some skepticism about the concept, it has recently taken on moral connotations with explanations of why interdisciplinarity is desirable and inevitable. As a result, both the Academy of Higher Education and the Research Councils support interdisciplinarity in both teaching and research. Based solely on an exhaustive review of the literature, this article provides an outline of the idea, its teaching implications, and its meaning for contemporary policy. The idea of interdisciplinarity, on the other hand, has been exaggerated to the point of trivialization. The topic is timely, interesting and little known in practice, so it needs to be considered in depth. Transformations, deconstructions and reconstructions of what is typically presented are necessary to adhere to an interdisciplinary project. The study of interdisciplinarity is still in its infancy, not offering theoretical and methodological security for those who feel attracted to develop a work of this magnitude.*

**Keywords:** Knowledge. Interdisciplinarity. Disciplinary. human sciences

### **RESUMO**

*Na cultura atual, a interdisciplinaridade é vista como um pré-requisito necessário para o ensino e a pesquisa. O conceito de interdisciplinaridade recentemente adquiriu força nos círculos de política, prática, ensino e pesquisa. Embora ainda haja algum ceticismo sobre o conceito, ela recentemente assumiu conotações morais com explicações de por que a interdisciplinaridade é desejável e inevitável. Como resultado, tanto a Academia de Ensino Superior quanto os Conselhos de Pesquisa que apoiam a interdisciplinaridade tanto no ensino quanto na pesquisa. Com base unicamente em uma análise exaustiva da literatura, este artigo fornece um esboço da ideia, suas implicações de ensino e seu significado para as políticas contemporâneas. A ideia de interdisciplinaridade, por outro lado, foi exagerada ao ponto da banalização. O tópico é oportuno, interessante e pouco conhecido na prática, portanto, precisa ser considerado em profundidade. Transformações, desconstruções e reconstruções do que é tipicamente apresentado são necessárias para aderir a um projeto interdisciplinar. O estudo da interdisciplinaridade ainda é incipiente, não oferecendo segurança teórica e metodológica para quem se sente atraído a desenvolver um trabalho dessa magnitude.*

**Palavras-chave:** Conhecimento. Interdisciplinaridade. Disciplinaridade. Ciências Humanas



## **1. INTRODUCTION**

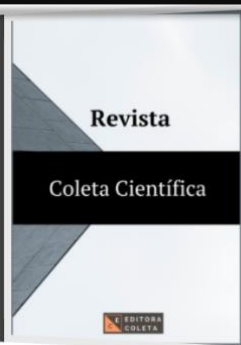
The interdisciplinarity It's often referred how a new idea education, but it has been discussed since the mid-twentieth century. The theme continues in discussion, due to the challenges practical what face, and still no It's much used in schools and higher education institutions. After all, the concept of bridge disciplines, up until then studied in isolation, have potential for cause changes significant in the teaching-learning process. Although these changes may generate fear in between country, teachers and coordinators in centers educational, they also can be a powerful ally in the development of critical thinking and more informed citizens. We will address definitions, objectives, methods and benefits gives interdisciplinarity as well with your paper at the University education.

The main writers who commit to the study of this theme, both from a theoretical and an applied point of view, from a broad lifting bibliographic what subsidized This one article about interdisciplinarity. The subject is thought-provoking, but it has neither a clear meaning nor a "philosophy" of interdisciplinarity. There is no consensus on its principles, and every attempt to describing it comes across a multitude of approaches to the problem. It is a topic what have most hypotheses of what implemented in form effective, and up until same was criticized by your application.

In this sense, this article is classified as qualitative research and bibliographic. This one article features a path methodological based in assumption in search bibliographic and methodology qualitative, what imply in a organized set of processes for seeking answers to a question with attention to the object of study. THE in this respect, O article is structured:

This article aims at theoretical work on the descriptors "interdisciplinarity" and "disciplinary" with O objective in draw O development historic of those concepts. Books and book chapters, as well as academic and scientific articles, formed the basis of this theoretical framework, allowing us to contextualize the two first themes of this article.

The state of knowledge, also known as the production survey academic and scientific, and the literature review, which led the authors to support the historical contextualization of the descriptors "interdisciplinarity" and "disciplinarity". The state of knowledge is the recognition, registration and classification that leads to an reflection and synthesis about The production scientific in an determined area to the long of time, including articles, theses, dissertations and books about a Subject or Subject specialized (SAINTS; MOROSINI, 2021). At the state of knowledge, was accomplished gives Following search.



Regarding the descriptor “interdisciplinarity”, in data collection in the search for fulfilled at base of Portal in periodicals gives capes (CAPES, 2021), were found 1 book and 292 articles in both Scopus (Elsevier) and SciELO databases (CrossRef), from 2000 to 2021. Seven scientific productions were selected, being articles what if concatenate with the idea in bring a contextualization gives interdisciplinarity, by the following authors: (LEIS, 2005); (CHETTIPARAMB, 2007); (KLEIN, 2000); (MENAND, 2001); (ROSAMOND, 2006).

As for the descriptor "disciplinarity", in the data collection in the search carried out at the base of the Capes Periodicals Portal (CAPES, 2021), five productions scientific, being articles what if concatenate with the idea in bring a contextualization historical give acting teacher, From following authors: (HILTON JAPIAS, 1976); (HANSON, 1999); (KLEIN, 1996); (KLEIN 1996; FRANK 1988).

A revision gives literature, so much at perspective from authors cited and addressed theoretical framework, as well as a bibliographic analysis based on the of state of knowledge, guide This one article. It is revision literary included writers or researchers what examined you following themes: formation in teachers, teaching performance and teacher-researcher, in order to contribute to the establishment in a referential theoretical and theoretical foundation.

to Severino (2007, for. 122):

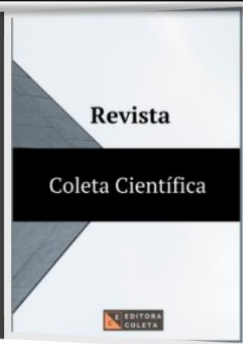
Bibliographic research is one that is developed from the available record, due in researches previous, in documents printed, how books, articles, theses, among others. use of data or of theoretical categories already worked per others researchers and properly registered.

Second Gonçalves (2020, p.98), at tools used in a revision in literature include books with ISBNs and articles in magazines of ISSN writings per masters or doctors. Such efforts begin with the search for keywords (descriptors) that compose the theme in scientific articles search databases, such as the Google Scholar Those engines in search in articles academics or scientific work how indexers, making a filter what only finds periodicals scientificand your publications about a certain theme.

### **1.1. INTERDISCIPLINARITY**

Debates about interdisciplinarity occupied a central place in the culture current, especially in the institutions in teaching, although in Many teachers believe in what It's a concept relatively new. Due The fragmentation of knowledge and to the recognition gives need gives Communication in between at many different subjects at understanding of world and of to be human in today, have there has been a great impulse for encourage the interdisciplinarity.

Second demo (2001), The production of knowledge it is centered at singularity of each area of knowledge as a distinct field that needs of research and deepening for their formation, but this process occurs in parallel with the interaction of several areas, as each is a distinct part of a movement in interaction to be continued what form the totality of knowledge. THE



dimension of the knowledge unit cannot be compromised by the study of a theme specific.

Hilton Japiass (1976) wrote one of the first works on the subject in the Brazil, the leave in your thesis defended at France, in what intended address the interdisciplinarity how part gives answer the fragmentation of knowledge, problem brought fur positivism. This fact It's confirmed, second O author, per areas specialized what progressively separate your fields of knowledge, resulting in information that only makes sense to experts in each area how if were independent in between yes, culminating at exit in a intellectshattered.

According to Japiassú (1976, p. 75), we can say that we recognize ourselves facing an interdisciplinary enterprise whenever it manages to incorporate the results in several specialties, what we take borrowed tools and methodological techniques from other disciplines, and that we use conceptual schemes and analysis found in many branches of knowledge for integrate them and converge them after have been compared judged

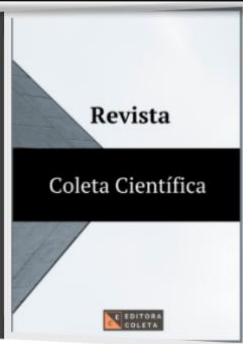
In today's culture, interdisciplinarity is a fundamental prerequisite for teaching and research. However, before delving into this matter, it is important highlight that the term "interdisciplinarity" (as well as "transdisciplinarity") has been overused, which can lead to its trivialization. As a result, it is sensible to circumvent the theoretical-ideological debates about what interdisciplinarity is and, instead, start with the topic of how this activity manifests itself in the sector academic in today (LAWS, 2005, p.02).

Interdisciplinarity is a notion that aims to bring together the contents of two or most subjects for what you students can deepen the understanding of these topics. THE practice interdisciplinary Visa break up with you standards traditional what promote the fragmented production of knowledge, highlighting similarities and encouraging O study critical in various approaches about O same Subject.

O concept in interdisciplinarity recently acquired force US circles in policy, practice, teaching and research. Although there is still some skepticism about the notion, it has recently taken on moral connotations with explanations of why interdisciplinarity is desirable and inevitable. Interdisciplinarity is widely recognized US circles politicians of Kingdom United. How result, so much The gym in Teaching Higher how much you Advices in Search what support The interdisciplinarity in both teaching and research (CHETTIPARAMB, 2007, p.01).

The fact that researchers and professors are involved in idiosyncrasies what are unaware, engaged in debates endless about a theme deep and widely polysemic, circulating per all you places geographical and institutional, but with different meanings, is a serious impediment for understanding the meaning of interdisciplinary activity. The idea of bringing "order" The "disorder" It's a ruse what, at the your extreme, contradicts The practice gives interdisciplinarity. Above in everything, it's about in address you phenomena how a





continuous process and not as a static exercise driven by epistemologies and methodologies well defined (LAWS, 2005, p.03).

Given the multiple nomenclatures, concepts and differences that exist within the notion of interdisciplinarity, the first step is to offer a review that aims to explain at several Definitions, interpretations and disputes in the of term. THE definition and the nature gives disciplinarity are defined in first place, an turn what The notion interdisciplinarity cannot be fully understood without first to understand O concept in disciplinarity (MENAND, 2001, for. 261).

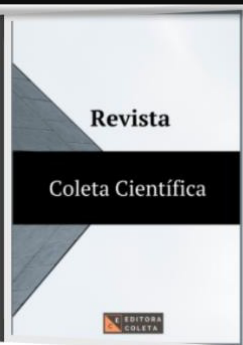
## **1.2. STORY**

THE word interdisciplinarity was sister-in-law per Roberta Frank (1988, cited in Klein, 1996, p. 8) at the Social Science Research Council, when it was employed as a a form of "bureaucratic shorthand" for research involving two or more societies professionals. THE first quote at the Webster's Ninth new collegiate Dictionary and A Supplement to the Oxford English Dictionary, on the other hand, refer to to a December 1937 issue of the Journal of Educational Sociology, which includes a announcement for SSRC post Doctoral fellowships (KLEIN 1996; FRANK 1988).

Many movements, since then, defend the interdisciplinarity. One there It's O movement Unit gives Science, what acted at the Western during at decades in 1930 and 1940. Interdisciplinarity also benefited from the search for "big and simple" as the second rule of thermodynamics, mass-energy equivalence, physics quantum and theory general from systems (KLEIN, 2000, for. 5).

With student unrest in the late 1960s, the concept gained strength in the United States. During the unrest, one of the demands was that the systems disciplinary in the universities were abolished and replaced per Principles more holistic and practical. Later, interdisciplinarity became associated to change, creativity and development (WEINGART; STEHR, 2000, p. XII). THE OECD launched the flagship publication Interdisciplinarity in 1972, after considerable transnational research. The aim was to promote interdisciplinarity in teaching university and organizational frameworks. Then, a series of research and conferences were carried out. At the however, When The OECD revisited The interdisciplinarity a decade and a half later in Interdisciplinarity revisited, they discovered what The interdisciplinarity there was lost force and what departments and faculties were not only back, but had gotten stronger (LEVIN; BEAUTIFUL 1985, for. 9).

Klein (1996, pp. 20-21), quoting Peterson (nineteen ninety, for. 223), emphasizes The idea in what multidisciplinary programs are scarcer today than they were in the 1990s. 1970. However, she notes that if we look outside the organizational charts, the multidisciplinary activities occupy a greater proportion of the team's time. THE Clayton's (1984, 1985) conclusion that while "open interdisciplinarity" may not have progressed much, "the disguised reality of interdisciplinarity" is blooming per back of "facades of subject" cited per Is it over there.



## **2.0 INTERDISCIPLINARITY HOW ANALYZE IN PHENOMENON IN CONCRETE**

Any demand per a definition unambiguous and definitive gives notion in interdisciplinarity he must to be denied, because It's necessarily a proposal originated in an of cultures disciplinary current. In others words, the assignment in meet Definitions "finals" for interdisciplinarity would be most disciplinary of what multidisciplinary. we feel what we must avoid search Definitions abstract in interdisciplinarity, a turn what no exist a definition viable for That idea, but lots of, so many how many are at experiences interdisciplinarity continuous at area of knowledge (LAWS, 2005, p.05).

O knowledge interdisciplinarity, per other side, no It's paradigmatic (at the sense de Kuhn, 1962). With this, the history of interdisciplinarity is confused with the living dynamics of knowledge. The same cannot be true of the history of disciplines, which freezes knowledge at a given historical moment of form paradigmatic, defending yourself in an fight in trenches against any other perspective. THE interdisciplinarity It's usually a reaction the approach disciplinary standardized (whether in teaching or research) of the many objects of study in a sense deep.

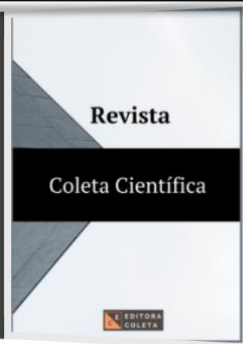
As a result, there are always multiple multidisciplinary responses to the same knowledge issue. The modern university is faced with the conundrum of to have what presume what you advance institutional recent had a cost unacceptably high in terms in knowledge. THE departmentalization gives University led to gradually the to waive to your purpose in favor in new challenges US fields of teaching and gives search, directing it, about everything, the replication gives information of Marketplace in work (LAWS, 2005, p.05).

The interdisciplinarity spirit has grown in modern society through many channels, second Klein (nineteen ninety), two of which most conventional and two most creative. At attempts in to maintain or reinstall notions historical essential in unity and synthesis of knowledge, as well as activities that encourage openness and extension of disciplinary perspectives, are among the classics. On the one hand, the creation of new teaching and research programs and, on the other hand, the emergence of movements interdisciplinarity, they are in between you innovators.

## **3.0. INTERDISCIPLINARITY AND DISCIPLINARITY**

You arguments for The interdisciplinarity usually They emerge in discussions disciplinary. Two strands main they can to be identified in arguments for interdisciplinarity. O first defends The interdisciplinarity normative, framing it how an form in Fill at gaps what The disciplinarity he leaves without Fill or how an form in to reach The transcendence beyond of what The disciplinarity he can wait to reach.

With relationship at worries environmental, brewer (1995, for. 327) it says inside of argument normative, what defends the occupation in fill in gaps gives interdisciplinarity:



Many sciences in high quality illuminate your problems environmental, but lots of times is poorly organized or incomplete. Often there is no integration and synthesis interdisciplinary approach that allows problems to be seen in a broader context. broad, especially in a context ecologically sensitive and sensitive. Often, no It's adequate the scale necessary for to clarify your problems environmental in importance in long deadline for O well-being human. In sum, many knowledge essential no are able in guide O policy development, raise public awareness, or even inform and to clarify O debate political (BREWER, 1995, for. 327).

Brewer (1995, for. 328) to be continued the comparison with the disciplinarity, stating: "The problems identify theory and techniques, not the other way around, in remarkable contrast with the investigation based at discipline and oriented through the curiosity". Problems, on the other hand, are more created than given; are a representation often restricted or distorted by experience and expectation human. Brewer presents a normative case for interdisciplinarity from a problem-solving perspective. Interdisciplinarity is defined by integration, synthesis, contextualization, scale relevance, validation of visions of disciplinary world, ideas and techniques and concern with longer time horizonslong.

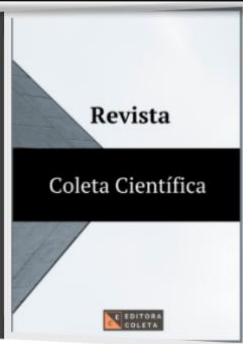
Rosamond's (2006) proposal for interdisciplinarity in studies of globalization makes a substantially similar argument. "The dialogues academics are, in general, matters introverts and self-referential", he he writes (for. 517), O what implies what "our world academic existing It's congenitally unable in to lead with the globalization" (for. 517, following Smith 1998). O Following It's The progressionof argument:

Anything most It's of what an invitation card the reflect about your constraints pathological what the disciplinarity imposes to the development of knowledge about The globalization and its consequences. In addition to being reified insofar as their criteria judgment interns of rigor and excellence have become dynamic contributors in your production, independently in if or how their objects in study they arechanging. (For. 518).

Rosamond notes the author's awareness of how theoretical starting points generate some forms of analysis and exclude the possibility of other discoveries in your evaluation of work in Sorensen (2004). Rosamond he does The Following affirmation, quoting Sorenson:

If realists want to make a serious (sic) contribution to the debate about what happens to the state, it is necessary to modify some of its central premises. Of contrary, will remain cornered in a corner Where The position centered at thestate realist It's ever justified, independently of what happen at the worldreal, because the state's unassailable power is built into the realistic assumptions about the worlds. This reduces the realistic state-centric view to a mere issue of faith and the debate with the retreat scholars is transformed into a competition in screams "religious" in turn in a effort analytical for discover O whatit is really happening. (ROSAMOND, 2006, p.521-522)





“Disciplinarity has definitely impacted the growing dominance of in globalization in a sense negative”, Rosamond to be continued, “but the interdisciplinarity will only make a difference if epistemological radicals speak to epistemological radicals across disciplinary divisions.” (ROSAMOND, 2006, p.530).

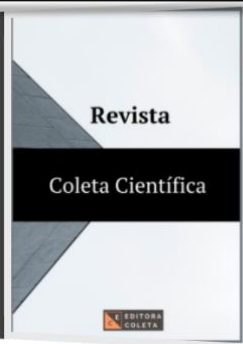
Of course, there are counter-arguments against interdisciplinarity. An is that interdisciplinarity is parasitic and requires the existence of disciplines. The interdisciplinarity “exhausts” the disciplines when it is institutionalized. It's a "sink" what no from the anything the "source" Other Score It's what to reach The interdisciplinarity at practice it is extremely difficult. Creative ideas come in different ways and are not the result of knowledge organization. As a result, knowledge is not can be guaranteed or generated on demand. Other variables, such as "collaboration", "understanding in others researchers", "chemistry personal" and "emotions subjective in goodwill among researchers", have been claimed to play a role in success collective (HANSON 1999, for. 340).

Others dangers, in wake up with Witte and Robitscher (1999), include O "ecumenism intellectual bland", what tend the flatten all your fields in an only language collective or set in procedures. They point O danger in the interdisciplinarity becomes a discipline in its own right, with its own infrastructure bureaucratic. They also observe what the interdisciplinarity have O potential in to be considered superficial, because he can to be "an invitation card The foolishness and conjectures no educated" The Score in legitimize O dilettantism.

How result, interdisciplinarity and disciplinarity they are connected in several ways. Both, it was argued, are restricted The Domains in problems specific. When comes up the interdisciplinarity, at times It's understood in opposition The disciplinarity, in which case a normative discourse is usually present. THE normativity of interdisciplinarity has also been a topic of debate, with some recommending caution. Interdisciplinarity and disciplinarity are, for times, considered how inseparable, with a complementing and making possible The other. the rhetoric gives interdisciplinarity sometimes it was spotted fur cynicism (CHETTIPARAMB, 2007, p.14).

Interdisciplinary knowledge enhances links between disciplines by same time what weakens at divisions disciplinary of work, exposing gaps, encouraging cross-fertilization and creating new areas of emphasis for research of knowledge (KLEIN, 2000, for. 18).

Nissani, (1997, p.2 01) enumerate ten points in an exultation gives interdisciplinarity:



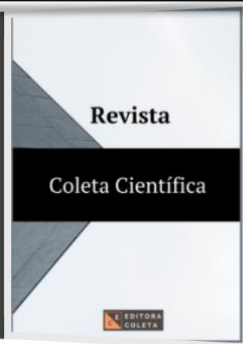
1. The creativity usually requires knowledge interdisciplinary.
2. You immigrants usually do contributions important for you new field.
3. Discipliners often make mistakes that may be better detected per people familiarized with two or most subjects.
4. Some valuable research topics fall into the interstices between disciplines traditional.
5. Many problems intellectuals, social and practical require approaches interdisciplinary.
6. Interdisciplinary knowledge and research serve to remind us of the ideal in unity in knowledge.
7. You interdisciplinary has bigger flexibility in your researches.
8. Most of what disciplinarians' straits, you interdisciplinary often treat each other with O equivalent intellectual in travel in new lands.
9. Interdisciplinary can help bridge communication gaps in gym Modern, helping so the mobilize their huge resources intellectuals in for the sake in an larger rationality social and justice.
10. By bridging the gap between fragmented disciplines, interdisciplinary ones can Perform a paper at defense gives freedom academic.

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#### **4.0. TYPES IN INTERDISCIPLINARITY**

The interdisciplinarity have been characterized in lots of ways with base at way in which it is linked to the disciplines. These categories help make the topic more understandable. The OECD provides the taxonomy of types of interdisciplinarity most used (1972, for. 25-26). They exist four types in interdisciplinarity identified on here.

These they are the following:



1. Multidisciplinary juxtaposition [...] of various disciplines, sometimes without connection apparent in between they, per ex. song + math + story.
2. Multidisciplinary juxtaposition [...] of several disciplines, assumed as more or less less related, eg. math + physics or French + Latin + Greek: "humanities classics" at France.
3. Interdisciplinary [...] an adjective that describes the interaction between two or more different disciplines. This interaction can range from the simple communication of ideas up until the integration mutual in concepts, methodologies, procedures, epistemologies, terminologies and Dice organizers what take. An organization gives search and gives education in a field quite wide. One group interdisciplinary It's compound per people formed in many different fields of knowledge (disciplines) with different concepts, terms, methods and data organized by a common effort working on a common problem with intercom to be continued.
4. Transdisciplinary [...] establishing a common system of axioms for a set-in subject.

Categorization is provided by Boisot (1972). It distinguishes between events "gross" and "legalized", what he describes how "The materialization of contact in between at things". The first is a phenomenon that has not yet been fully described. The second type of phenomenon is the one that has been explained. Boisot classifies interdisciplinarity in three categories with base in this conceptualization central. These are you following:

1. Linear interdisciplinarity: it occurs when the raw phenomena of a discipline are legalized per laws in other discipline.
2. Structural interdisciplinarity: it happens when "the interactions between two or more disciplines lead to the creation of a body of new laws forming the framework foundation of an original discipline that cannot be reduced to the formal combination of its generators, but it complies with the definition criteria we have suggested above"[de an discipline] (for. 94).
3. interdisciplinary restrictive: occurs When no there is interactions in between at subjects. Nonetheless, disciplines are put into play for a field application, in which "each restrictive discipline imposes technical, economic or humans at others" (for. 95).

Six shapes in interdisciplinarity are identified per Heckhausen (1972, for. 87-89). At sequence in maturity, are Dice at Following order:



1. interdisciplinary indiscriminate: It consists in "enterprises encyclopedics" what end up in "confusions curriculum". On here, studies introductory courses to various fields are designed to counteract disciplinarity. It primarily provides vocational training for pre-college practitioners, but it is also found when an "imperialist" discipline asserts that other subjects are "helpers".
2. Pseudo-interdisciplinarity: This it happens When subjects what share the same analytical tools, such as mathematical models or computer, are considered interdisciplinary. Topics how recognition in patterns, game and decision theory and models of social action can constitute the topics per quite From which and for quite From which The integration It's claimed.
3. interdisciplinary help: occurs When O method used per an discipline produces data that have an "index value" for another discipline at its skill level. integration theoretical. O use transdisciplinary in methods constitutes an auxiliary interdisciplinarity. These can be "lasting" or "transient". If the level in integration theoretical no for Reached, he can to take The criticism and revision causing more sophistication and the development of a more interdisciplinary advanced.
4. interdisciplinary composed: occurs When many different subjects are gathered to apply different techniques in a problem-solving effort. This one type of interdisciplinarity is engaged in technological instrumentality, where a hierarchical sequence of well-defined goals is pursued that can to change a system "person-environment" or same innovate a.
5. Supplementary interdisciplinarity: occurs when disciplines from the same area develop an overlap partial in certain Subjects. At overlays occur per an correspondence in between levels theoretical in integration. However, beyond this specific category, there may not be a overlap. Overlay is seen, recognized and established to provide a more complete picture of the subject. This type of interdisciplinarity exists in the borders of subjects.
6. Unifying interdisciplinarity: occurs when there is a consistency between two subject disciplines, levels of theoretical integration and methods. For example, in areas Where The biology hits The physics.

As can be seen, there are a variety of approaches to categorizing and classify the notion of interdisciplinarity, which led to a more deep in how Is it over there he can to emerge.

Any emphasis on the pursuit of knowledge cannot be excluded a priori. (LEIS, 2001). The important thing is the development of knowledge in all its shapes. Any approach no he can to be eliminated of effort scientific multidisciplinary, just as philosophy cannot exclude science or vice versa. THE illusion that knowledge grows within clearly delimited positions and that all genuine investigations must have a single correct solution, with the remaining being anything beyond in mistakes, It's regrettably quite ordinary at the Western thought (Berlin, 1991). This deception leads to a dead end in the knowledge. It is foolish to argue that something must be empirical to be true, or that it must be interpretive (and even intuitive in certain circumstances) to be real. Our work no he must to be visa how an choice in between approaches



competitors in knowledge, but yea how an synthesis in options complementary.

In that sense, OK to remember The proposal in Bernstein (1983) in what O Knowledge must be empirical, interpretive and critical at the same time. That suggestion is fully in line with the reality of multidisciplinary practice. Beyond Furthermore, we can now consider that knowledge and teaching are, by definition, O result in a effort interdisciplinary, particularly at the context in an change cultural what he can to help in that effort.

### **THE GUISA IN CONCLUSION**

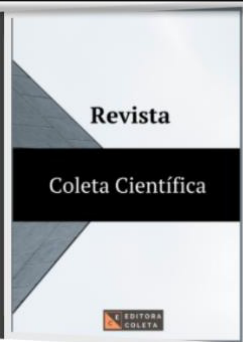
O study gives interdisciplinarity still It's incipient, no offering safety theoretical and methodological approach for those who feel attracted to develop a work of this magnitude. There is unanimity how much The lack in understanding of theme, The difficult approach to be understood and applied, involving variables that are outside the control because they depend on the construction of a collective work and, in this situation, not only involving knowledge, but also intersubjectivities, or it is, O process at the level of relations interpersonal.

At divergences and comments in some writers emphasize O method in what interdisciplinarity is defined. Interdisciplinarity, for them, is the fruit of science, whose knowledge integration takes place in the internal structures of the individual when he knows his object of study, instead of relying on the metaphysical plane, on the subject's will. Interdisciplinarity would be a process of transferring what is created and known to an individual's internal structures rather than a deliberate effort connected with the creation of a group project (GATTÁS; FUREGATO, 2006, for. 327).

Interdisciplinarity was seen as an attitude by all, an approach professional what included The capacity in collaboration, respect The diversity, opening for you others, desire in engagement, conversation, humility and daring. At the study interdisciplinarity, these trends are complementary realities and not exclusive. Some authors get more animated in their speeches, giving the impression that the process is completed by the convergence of favorable factors, from the desire in experience an form innovative in to lead with O knowledge and your application at the world gives life, in an relationship no hierarchical. , and at construction of work in in conjunction with their networks of connections; there are some authors who get more excited in their testimonies, giving the impression that the process is completed by the convergence of favorable factors, from the desire to experience a innovative in to lead with O knowledge and your application (GATTÁS; FUREGATO, 2006,for. 327).

With base at the what was presenting, we can claim what The interdisciplinarity can be described as a point of intersection of activities with various logics (disciplinary and interdisciplinary). It's about finding a balance in between analyze fragmented and synthesis what it is most easy in understand (JANTSCH; BIANCHETTI, 2002). Have what to lead with The search in a half term in between O reasoning rational, instrumental and subjective (LENOIR; HASNI, 2004). Per end, it says





respect not only to the collaboration, but also to the performance individual (KLEIN, nineteen ninety).

Interdisciplinarity must be prepared at the university as a field of teaching. It is important to foster this experience by facilitating new configurations and presentations, as well as establishing conditions and processes that help in the understanding of events that occur inside her. That mentality takes the university to seek non-traditional forms of articulation, such as divisions within faculties, departments and disciplines. Perhaps, in the future, they will evolve to multidisciplinary and flexible courses where students can choose their own route in between at several vocations what they are made available.

The topic is timely, interesting and little known in practice, therefore, it needs to be considered in depth. Transformations, deconstructions and reconstructions of what is typically presented are necessary to adhere to an interdisciplinary project. The process of learning to learn and learning to live together is implied in that. For all those who are attracted to its practice, it continues being a challenge. This process requires respect, openness to others, a desire to participate, collaboration, tolerance, conversation, humility and bravery.

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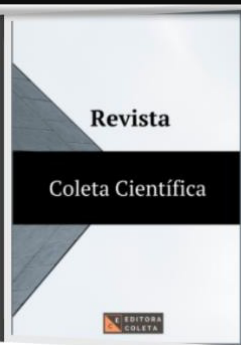
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