

## **Active methodologies and youth protagonism in high school: Interferences in the learning process**

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### **ABSTRACT**

Throughout the historical context of Brazilian education, we noticed changes in the methodological processes to meet the new specificities of the students (autonomous subjects and protagonists). In view of this, Active Teaching and Learning Methodologies emerge, which place young people at the center of the educational process, through attractive and reflective methods. This work aims to highlight the new paradigms of education and the advances in Information and Communication Technology (ICT); to discuss the impacts of active methodologies on the teaching and learning process and to demonstrate the relationship of active methods with youth protagonism in High School (MS), in addition to presenting a proposal for an activity using active methodology in the 1st year. As a methodological process, the article brings an exploratory study based on works already carried out, such as books and scientific articles on Active Methodologies and their interferences in the educational process; websites, such as the commented LDB and some Laws (LDB, BNCC and CF). As a final result, the work led to a discussion about the impacts of Active Methodologies on the learning process and how this is articulated with the development of youth protagonism in EM. As for the final considerations, it is important to emphasize the relevance of the discussions exposed here for the construction of a more problematizing education that meets the real needs of students in the twenty-first century.

**Keywords:** Critical positioning, Autonomy, Active strategies.

### **INTRODUCTION**

The Federal Constitution (FC) of 1988, in article 206, guarantees citizens the right to education and the duty of the state to provide it. This feature places the country at the beginning of public policies aimed at access to knowledge as a guarantee for all. With the advent of the Law of Guidelines and Bases of Education (LDB) of 1996, it corroborates what is mentioned in the FC, by pointing out, in Articles. 2nd and 4th, respectively, items: "XIII - Guarantee of the right to education and lifelong learning" (BRASIL, 1988) and "I - The State's duty with public school education will be fulfilled through the guarantee of compulsory and free basic education from 4 (four) to 17 (seventeen) years of age" (Brasil, 1996). Thus, access to knowledge must be achieved for all individuals, regardless of income, social class, creed or gender.

Over time, education has undergone great advances, initially starting with a traditionalist bias of a religious nature, centered on the humanist conception, with the arrival of the Jesuits in the country (Vicente; Furtada, 2021). And, currently, a teaching more based on the construction of the subject in an

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integral way, but one thing is undeniable: "traditional and new education have in common the conception of education as a process of individual development" (Gadotti, 2000, p. 4). The new one to which the author refers is based on a conception of education focused on the construction of citizenship, criticality and horizontality in the student-teacher relationship, something that we did not perceive in erudite education. Also according to the aforementioned author, one of the great focuses of the educational process of the "new" century (XXI) is the centrality of the student as a social, political and ideological subject.

In this new panorama, we have observed a vertiginous advance in the means of acquiring knowledge, coming from Information and Communication Technologies (ICT), leading human beings to have several possibilities to appropriate communication, as highlighted by Almeida, Angeli and Pereira (2021). According to Gadotti (2010), this is possible due to technologies that have transformed a large volume of knowledge into something more accessible and practical to individuals. Today, it is possible to see that: "(...) Information is no longer an area or specialty to become a dimension of everything (...)" (Gadotti, 2000, p. 7). That is, changing the environment in which people access knowledge and transforming their lives.

Due to all this context of reformulations, the school has the role of following such trends and, consequently: "promoting human development, the achievement of complex levels of thought and commitment in its actions" (Berbel, 2011, p. 26). To this end, the figure of the teacher is essential for such actions to be effective and the guarantee of student autonomy to be achieved (Berbel, 2011).

In 2017, the Brazilian Education Curriculum was reformulated. In the guiding document of the new BNCC, there are mentions of active methodologies as a preponderant factor to achieve quality in teaching, student engagement, autonomy and, above all, protagonism. When the student has contact with meaningful learning, it contributes to the process of acquiring knowledge, that is, learning with pleasure, but also to a self-perception that learning does not need to be through decoration, a list of exercises and decontextualized from the daily life of the learners. Therefore, this theme arose from the need to show the academic community how much methodologies are potential to contribute to student engagement and, above all, protagonism, with the student at the center of their process.

The main object of this work is the presentation of how active methodologies contribute to the process of student protagonism, that is, how the use of various methods (flipped classroom, team-based learning, case study, problematization methodology, etc.) help the student to acquire autonomy, responsibility and self-perception that they are transforming subjects of the realities in which they are inserted and, with this: "(...) to be able to act independently within the learning process and (...) to become students, in fact, active" (Almeida; Angeli; Pereira, 2021, p. 9).



An analysis was made from High School, the last stage of Basic Education, because we know that, at this moment, students have very effervescent thoughts and ideas, in addition to the desire to enter the job market and college, and also because they realize that, at this level, it is where the protagonism is more evident. Active methodologies can contribute to the success of students in their careers, since such methods enable learners to reflect on the environment that surrounds them. As specific objectives, to highlight the new paradigms of education and the advances in Information and Communication Technology (ICT); to discuss/investigate the impacts of active methodologies on the teaching and learning process and to demonstrate the relationship of active methods with student protagonism in High School (EM) and to bring a proposal for an activity using active methodology in the 1st grade of EM.

As for the theoretical framework (rationale), the document of the National Common Curricular Base – BNCC (2018), authors such as Gemignani (2012), Berbel (2011), Gadotti (2010), Freire (1987) was taken into account.

Regarding the foundation, the article brings an exploratory study based on works already carried out, such as books: Pedagogy of the oppressed, by Freire (1987), Team-Based Methodology, by Albuquerque (2021), the History of Education, by Cicone (2016); scientific articles on Active Teaching and Learning Methodologies and their interferences in the process of knowledge acquisition, de Berbel (2011), Morán (2015), Germignani (2012); *websites*, such as the LDB Comentada and some regulations (LDB, BNCC and CF), to identify, as an initial proposal, the relationship between active methodologies and student protagonism in EM students. There was also an analysis by the National Common Curriculum Base (BNCC), to identify how the idea of protagonism and active methodologies are inserted in this regulation. At the time, there was a qualitative study (subjective analysis) by the author and the theorists researched to contribute to the ideas of this work.

Finally, there is the proposal of an activity with the use of some active methodologies, such as the flipped classroom and team-based learning, such methods were chosen, because, according to the author's view, they are practices more introduced in the school context. The theme was chosen as a study proposal, since it is a social reality and, therefore, needs intervention.

As for the organization of this work, there are 3 three sections, the 1st being a contextualization of education and the advances in Information and Communication Technology (ICT), that is, how has education changed over the years? How do active methodologies enter this new paradigm? In the 2nd, the impacts of active methodologies on the teaching and learning process and on the lives of the subjects. How does the BNCC articulate itself in this? What are the gains for students, beyond the school context? And, finally, 3rd, a pedagogical proposal for activity, in the area of Portuguese Language, to be developed in High School, more specifically the 1st grade of EM, using active methodology. This year was chosen



because it is the first stage of High School, contributing to the strengthening of later knowledge (2nd and 3rd grades).

## **EDUCATION PARADIGMS AND THE ADVANCEMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

It is essential to conceptualize how the conception of education emerged in Brazil. We will not stop at bringing a timeline from antiquity, but rather from Colonial Brazil, with the arrival of the Portuguese court. Thus, the educational transformations will be more evident up to the current conceptions, with active methodologies.

It is notorious that education has suffered several social/economic influences, such as the Industrial Revolution. In addition, each country used references from other locations to integrate into its educational systems.

We began this whole context in the year 1549, when the Jesuits embarked on Brazilian lands, more specifically in Bahia. According to Cicone (2016), the coming of this secular order aimed to catechize the native peoples, as well as the population in general. Ahead, we will see that, "in general", there will be a restriction on some population layers. Xavier (1994) mentions that, based on faith, the Portuguese would try to pacify the indigenous peoples in order to avoid clashes between the Europeans who came here. Throughout this process of imposition by the colonizers, many natives were brutally decimated, due to resistance. Del Roio exemplifies that:

In the first century of the conquest, the original population of America was reduced by about 90% - from the approximately 80 million inhabitants at the time of Columbus' arrival, at the beginning of the seventeenth century there were no more than eight million left (Del Roio, 1993 apud Xavier, 1994, p. 37).

Although the Jesuits were, at that time, the greatest order of importance to indoctrinate the population of the provinces, some religious movements already existed to instruct the residents, such as the Franciscans. Cicone (2016, p. 74) brings some examples: "(...) the Benedictines, the Carmelites, the Mercedarians, the Oratorians and the Capuchins".

Even realizing that the first signs of a slightly more institutionalized education were with the Jesuits, access to knowledge was very restricted, considered as a spice:

The firstborn had access to education and the other children developed trades aimed at immediate and local production, linked to agriculture and export, which did not make education, for this elite, something really important (Cicone, 2016, P. 75).

In other words, unlike what we observe today, the level of ascension for educated peoples at that time was low, since many were already inserted in some economic sectors, already partially supplying



their lives. Also, personal development was linked to family and heredity, that is, if an elite was born, it will remain in these same conditions. Unlike this context, it would be difficult to get better conditions. For example, we have enslaved blacks who were denied access to information through schooling (Cicone, 2016). Soon, we understood that the Jesuits concurred in the slave-owning and excluding society, in addition to contributing to the ideals of the court.

As for the methodologies that were used, still in court teaching, they had as their purpose, according to Aranha (2006, p. 1645), an approach: "conservative, alien to the Intellectual Revolution [...], the Physical or Natural Sciences, as well as technique or the arts, were not part of the school curriculum". Thus, we did not have an education aimed at building the criticality of the masses, because then the population would rebel against the colonizer:

To make society happy and keep people happy, even in the humblest circumstances, it is indispensable that the greatest number of them be poor and, at the same time, totally ignorant. (...) The more a shepherd, a farmer, or any other peasant knows about the world and things outside his work or employment, the more difficult it will be for him to bear the fatigues and penalties of his office with joy and satisfaction. (Mandeville, 1978, p.168 apud Saviani, 2008, p. 93).

In the royal classes<sup>3</sup>, as cited by the author Niskier (1989), the court intended to implement the study of the first letters and humanities, nothing more than what was already practiced by previous educational doctrinaires. The articles: "(...) they were autonomous and isolated, with a single teacher and one did not articulate with the others" (Seco; Amaral, 2006, n.p),<sup>4</sup> thus causing greater impoverishment in the system that was already very deficient. As previously mentioned and ratifying once again: the educational system served a few, mostly the children of the settler elites (Seco; Amaral, 2006). With the Pombaline Reform, financial and personnel resources continued to be precarious, in addition to a teaching totally decontextualized from the students' experiences.

As the objective of this work is not to make a detailed overview of the history of education, we will transpose it to the last historical moment, which was the 1988 Federal Constitution, in which, in article 205, for example, it guarantees teaching to all, and it is the duty of the State and the family to promote it. Still, in other articles, there is mention of the creation/legislation of the National Education Policy, with the Union being responsible for the organization, in addition to ensuring lifelong education. A

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<sup>3</sup> Established in Portugal and its Colonies, marking the birth of Public and Secular Education in Brazil.

<sup>4</sup> SECO; A. P; AMARAL, T. C. I. **Marquês de Pombal and the Brazilian Educational Reform**. Available at: <https://www.histedbr.fe.unicamp.br/navegando/artigos/marques-de-pombal-e-a-reforma-educacionalbrasileira#:~:text=A%20reforma%20educacional%20pombalina%20culminou,imperativo%20da%20pr%C3%B3pria%20circunst%C3%A2ncia%20hist%C3%B3rica>. Accessed on: 22 Aug. 2023.



very important milestone for the beginning of robust policies for the country. Taking into account the CPTE (2020),<sup>5</sup> from *Jornal Nexo*, shows that the nation now recognizes:

(..) Brazil as a multilingual and multicultural nation, which allowed the recognition of the rights of indigenous populations and the search for a differentiated education, which took into account the specificities of these peoples.

Here, we perceive the concern to look at the individual as a subject endowed with specificities and each one with a learning pace.

Continuing with the educational historical milestone, there is no way not to mention the Law of Guidelines and Bases of Education (LDB) of 1996, which was a deception to institute the National Education Guidelines. In it, we were able to perceive the Education Policy for People with Disabilities, the financial calculations that each entity (DF, States and Municipalities) should direct to education, the tasks of federative entities and the need to incorporate education into the world of work. According to the LDB website commented and updated (2023),<sup>6</sup> the Law of Guidelines and Bases gives citizens the possibility of contributing to the growth of society in a conscious and critical way:

The LDB is also important for the country's development. It encourages the development of technological, scientific and cultural skills, contributing to the strengthening of society and the advancement of knowledge. In addition, the LDB promotes the formation of conscious, responsible citizens committed to the well-being of society.

So far, we have made a historical journey to understand how education behaved, that is, the mishaps, the achievements, the advances. Referring to contemporaneity, it is noticeable that there is a new conception of the teaching and learning process, due to the growth of information and technological means. For Morán (2015, p. 16): "what technology brings today is the integration of all spaces and times. Teaching and learning happens in a symbiotic, deep, constant interconnection between what we call the physical world and the digital world". We live in the era of technology 4.0 in which knowledge is accessible to individuals at any time and space, contributing to the school not being the only environment for acquiring knowledge.

Also, according to Morán (2015), this advance, namely, the integration between virtual space and school, has contributed to opening the world to the educational institution. In this new era, students have had a behavioral change: "they do not accept a vertical, authoritarian and uniform model of learning"

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<sup>5</sup> CPTE. The right to education in Brazil. *Jornal Nexo*, 2020. <https://pp.nexojornal.com.br/linha-do-tempo/2020/O-direito-%C3%A0-educac%C3%A7%C3%A3o-no-Brasil>. Accessed on: 22 Aug. 2023.

<sup>6</sup> What is the importance of LDB in Brazilian education? *LDB*, 2023. Available at: <https://leidediretrizesebases.com.br/2023/02/28/qual-a-importancia-da-ldb-na-educacao-brasileira/>. Accessed on: 22 Aug. 2023.



(Morán, 2015, p. 17). Unlike what we understood in previous times when the student did not have a critical position and did not question the approaches of the teachers.

In recent years, we have noticed a great methodological transformation in the teaching and learning processes, that is, a new way of conceiving the educational act. We know that, in a long time, a traditional conception was reigned which had nothing to contribute to the student. The conductor was the center of the activity, and the student was prepared only to develop predetermined activities in society (passivity). With the New School, this reality (of passivity) changes, that is, the way of realizing knowledge to the learner (verticality) is questioned. In this way, we begin to perceive a greater emphasis on young people, learning to learn (in practice) and a dialogical relationship, in addition to considering the emotional aspects. Paiva et al. (2016, p. 147) makes us think about how much the methodology used by the teacher can change the student's reality (whether positively or negatively): The methodology used by the educator can teach the student to "be free or submissive, safe or insecure; disciplined or disorderly; responsible or irresponsible; competitive or cooperative.

Therefore, it is up to us to strive to achieve a problematizing and reflective education, as Paulo Freire has always defended. We know that it is not easy, but each act is essential to achieve modern and quality education.

Although the current school is an instrument for the "standardization of citizens", according to Almeida, Angeli, Pereira (2021), there is a need to change this paradigm through conceptions that bring the student to the center of the process, contributing to student protagonism and autonomy. From there we can point out the active methodologies, as a means of transformation:

These new technical-pedagogical instruments make it possible for students to actively participate in their learning process, seeking knowledge, articulating theory and practice, correlating their knowledge and making critical reflections on the real problems that involve their professional training, integrated with the demands of the world of work and contributing to the development of society, technology and science (Gemignani, 2012, p. 10).

Using active strategies brings improvements to both the student (mostly) and the teacher, compared to a mechanical/conventional approach. According to Paiva et. al. (2016, p. 147): "The issue of teaching is not limited to the ability to teach, it also involves the effectiveness of leading to learning". From this idea, it is notorious that learning becomes meaning when the teacher leads the teacher to reflection, criticality and, above all, to question what is being learned and taught. Thus, we will be talking, effectively, about the act of learning.

Morán (2015) reports that educational institutions have changed their teaching practices to focus on activities that place students in the midst of problems, challenges, projects, games, all driven by innovative methodologies, yet this same author highlights that: "in active learning methodologies, learning



takes place from real problems and situations; the same ones that students will experience in their professional lives, in advance, during the course" (Morán, 2015, p. 19). Taking into account the cut made in this work, High School, students will be more successful in their professional and academic journeys, positioning themselves in a critical and problematizing way, something that, for many years, education had not provided.

Thus, in this section, we seek to make a historical cut of education until reaching modernity, that is, from the new ways of conceiving the teaching and learning process, driven by active methodologies and the new "scope" of the current school. This time path made us reflect on the need for an education more centered on subjects and challenges, taking into account meeting new social demands and, thus, not falling into the previous educational process in which the student could not question reality. This is because we did not have an education for self-reflection, to change social problems.

## **THE IMPACTS OF ACTIVE METHODOLOGIES ON THE TEACHING AND LEARNING PROCESS OF HS STUDENTS**

In this space, we will talk about the impacts of active methodologies in EM, since, at this stage, it is where we perceive a greater youth protagonism.

As we highlighted in the first section of this work, the historical context of Brazilian education has gone through ups and downs: from an education aimed at the elite to the expansion to the less privileged layer. The legislation that followed one another (LDB, CF) contributed to the expansion of access to teaching and everyone could have access to knowledge. Now, we will highlight how active methodologies gain prominence in this new educational context, in which students become subjects of their teaching and learning process. And, further on, how these methodologies dialogue with the new BNCC.

For a long time, in the Brazilian educational context, teaching was based and, to a certain extent today, on a massively traditional and expository model. An education that, according to Freire (1987), is banking in which the teacher deposits knowledge in the intellect of the students, thus contributing to a verticalized teaching. Leal et al. (2019) score very well when they mention that this type of teaching leads to a dependence of the student on the teacher.

According to Berbel (2011), it is no longer enough just to have information that is constructed, in isolation with the help of the school, for the student to be able to integrate into life in society. Therefore, a new way of conceiving knowledge is necessary, one in which the subject has contact with real problems, that his surroundings are taken into account, that is, social life. Thus, Berbel (2011, p. 26) points out that: "(...) The school is responsible for acting to promote human development, the achievement of complex levels of thought and commitment in its actions". With this, active methodologies have the potential to lead students to the construction of a more reflective and autonomous thinking:





(...) active methodologies are presented as a teaching model that is more appropriate to current needs, as they allow the student to develop a critical and humanistic capacity, leaving behind the capitalist and technicist model of education (Branco et al., 2017, apud Leal; M; Souza, 2019, p. 436).

The LDB, in article 25, item III, highlights the purpose of EM, the last stage of Basic Education: "the improvement of the student as a human person, including ethical formation and the development of intellectual autonomy and critical thinking" (Brasil, 1996). For this to occur, the school (here in the representation of the teacher) must have a different posture from the one we had in the twentieth century, for example, with the centrality of the teacher, as he needs: "(...) understand that it is necessary to change the vertical relationship of teaching, as well as to change their educational practices, in addition to needing to be aligned with new educational trends" (Almeida et al., 2021, p. 23). It should be emphasized that implementing an active method, by itself, will not guarantee the construction of an active posture on the part of the subject, requiring that he also participate in the process, that he believes in the potentiality and engages (Berbel, 2011).

Also, according to the LDB, in article 25, item II, the EM must be articulated with the world of work. We know that, in this new globalizing context, companies are more demanding, demanding not only a student who completes their levels of study, but also with an autonomous, creative posture and critical thinking and, thus, being more apt to the real demands of the new labor market (Hauschild, 2017, n.p). Although we are talking about the purpose of education in EM as a means of entering the labor market, we cannot lose sight of the other target, which is the construction of citizenship, a role in which the subject (student) is a participant in social decisions, who questions, who fights for a more democratic and participatory environment.

In view of all this model presented, we cannot leave aside the figure of the educator who, in active methodologies, has great relevance, as he performs the function of mediator, guide all the activities that are developed, leading students to have a new posture (Hauschilde, 2017). Berbel (2011, p. 28) also highlights that the teacher has to look at the student's heterogeneity, recognize his feelings, frustrations so that the work with the methods achieves its purpose: "The teacher must adopt the student's perspective, must welcome his thoughts, feelings and actions, whenever manifested, and support his motivational development and ability to self-regulate".

Therefore, to complete the ideas exposed here, we cannot fail to bring some active methodologies that contribute to the performance of the most diligent subject. We will not talk about all the methodologies, but some that, according to the author's *praxis*, are the most used. First, we have the flipped classroom, an active method that mixes distance learning with face-to-face teaching. Here, the



teacher asks students to study at home and, later, socialize in the school space, that is, focusing on practical study (Leal et al., 2019).

Next, we have the Case Study (CE), an approach widely used in legal and health courses, as they work with cases that can be real or fictitious, contributing to problem solving. Today, this methodology is also gaining prominence in Basic Education. According to Berbel (2011, p. 31), the study in question: "(...) It is recommended to enable students to come into contact with situations that can be found in the profession and get them used to analyzing them from different angles before making a decision". Also according to Gil (1990, p. 84, apud Hauschild, 2017), the teacher gives a situation succinctly and, afterwards, the students meet in a group to try to bring interventions and questions about the case. In this process, the figure of the teacher is that of a mediator, an assistant to the process. Here, students play an active, reflective, creative position, playing youth protagonism.

In another bias, there is the widely used Team-Based Learning (EBA). Perhaps many educators do not have the notion that such a practice is an active method due to its "simplicity", but, in essence, it has a great potential for development, since it works on cooperation, mutual work and, thus, Albuquerque, Caldato and Botelho (2021, p. 8) point out very well the construction of skills for the job market, relevant point taking into account high school students:

This strategy has gained space in the academic community because it is pedagogically based on constructivism, which values the responsibility of students to work in groups and encourages the application of the knowledge acquired in the solution of problems emerging from the professional practical reality.

Subsequently, we have the Problem-Based Methodology (PBL), as a suggestive, this method starts from a problem, in order to try to bring some solution within the context in which the students find themselves, enhancing the learning process and the development, according to Paiva et al. (2016), of a being who learns to relate from the demands of the professional environment. That is, to enter the labor market with more competitive and creative skills.

In this section, we have seen about the potential of Active Methodologies in the teaching and learning process of EM students, contributing to a change in the attitude of the learning subject (more autonomous, reflective, protagonist and prepared to meet the demands of the more demanding job market). For the insertion of these methods in the school context, there is not necessarily the application of technology (*internet* access). Some practices can be used with their own resources in the context. We know that many public institutions do not have the proper apparatus to implement technological strategies.



## **THE COMMON CURRICULAR BASE (BNCC) AND ACTIVE METHODOLOGIES**

From Law 13.415/2017, the new Common Curricular Base (BNCC) was created, which later, in 2018, the final version of the guiding document was published. In this regulation, there is a provision for a common base, that is, the set of knowledge, skills that all students from any region of the country should have access to, unifying education in the country. In the regulation, there are several reformulations, such as the increase in the annual school workload, the creation of training itineraries in EM, in addition to a series of guidelines for the contribution of a more inclusive, autonomous and protagonist education.

To verify the relationship between BNCC and active methodologies, a search was carried out using some keywords in the document, such as "active methodology(s)", "active method(s)", "active strategy(s)". Although, in this context, it was not successful, we will notice (implicitly) that some mentions refer to the methodologies that are being studied here.

In Base (2018, p. 17), there is a first possibility of interpretation when mentioning that the guiding document and the curriculum have as one of the purposes:

select and apply diversified didactic-pedagogical methodologies and strategies, using different rhythms and complementary contents, if necessary, to work with the needs of different groups of students, their families and culture of origin, their communities, their socialization groups, etc.

When we think of diversified strategies, we can infer how active methods that favor meeting the diversity of students, in addition to contributing to greater engagement in the activities developed, how active methodologies can provide, as highlighted in the case study by Leal et al. (2019) and by the ideas of Berbel (2011, p. 28): "feelings of engagement, perception of competence and belonging, in addition to persistence in studies are stimulated (...)".

In another passage of the document, it talks about the training itineraries, which are a set of disciplines, workshops, projects (Brasil, 2018), in EM, which young people will be able to choose from, within an area of knowledge, to be able to expand their experiences. On the occasion, he cites: "the itineraries must guarantee the appropriation of cognitive procedures and the use of methodologies that favor youth protagonism (...)" (Brazil, 2018, p. 478). In view of this, Paiva et al. (2016) corroborate by highlighting that there are an infinity of possibilities to work with active methodologies, citing, for example, seminars, critical reports, which favor the construction of the protagonist subject.

Therefore, it is evident that, with the New BNCC, there is a need for work aimed at the construction of a subject who is an agent of their knowledge. The regulation does not interfere in the methodological practices of teachers, but guides the search for a process that meets the specificities of students.



At various times, the text of the BNCC brings the term "student protagonism" as a primordial element for the student's position as an agent of learning. As for the purposes of EM in contemporary times, the Base mentions that the school must: "guarantee the protagonism of students in their learning and the development of their capacities for abstraction, reflection, interpretation, proposition and action, essential to their personal, professional, intellectual and political autonomy" (Brasil, 2018, p. 465.). Thus, education must be articulated with the development of skills for the formation of the student in an integral way.

Also in the guiding text, the BNCC (2018) reiterates the need to adopt methodological strategies that stimulate protagonism (the student as an active, questioning, autonomous being). And, taking into account the ideas exposed so far, active methodologies focus on bringing the subject to the development of a prominent role in learning, which is precisely the new focus of the BNCC: didactic-pedagogical strategies that break with traditional, banking and passive education.

## **PEDAGOGICAL PROPOSAL FOR STUDENTS IN THE 1ST GRADE OF HIGH SCHOOL: WORKING WITH ACTIVE METHODOLOGIES**

In this section, there is a pedagogical proposal, in the discipline of Portuguese Language, with the use of active methodologies in EM, more specifically the 1st grade. It is expected that this task will be a support and/or an example of how active methodologies can contribute to the subject being more protagonist in study relationships and that this will serve as an impulse for the job market: "(...) the insertion of differentiated means has the ability to establish a closer connection with the students, and the activities are developed with greater productivity" (Hauschild, 2017, n.p).

The ideas listed here can be adapted to the context of each teacher.

### **LESSON PLAN / PEDAGOGICAL PROPOSAL**

**Theme:** Round of conversations about Persons with Disabilities: public policies, awareness and inclusion.

**Subject:** Portuguese Language.

**Class:** 1st grade of High School.

**Modality:** Face-to-face.

**Time:** 200 min (4 lessons on average, which can be extended).

**Skills:** oral, written and reading comprehension.

**Specific competence 4 (BNCC):** Understand the processes of production and negotiation of meanings in bodily practices, recognizing and experiencing them as forms of expression of values and identities, in a democratic perspective and respect for diversity.



**Skill:** (EM13LGG502) Critically analyze prejudices, stereotypes and power relations present in bodily practices, adopting a position against any manifestation of injustice and disrespect for human rights and democratic values.

**Didactic resources:** xero copied sheets, cardboard and brush. Notebook and Datashow, in case the teacher wishes to share some ideas, in addition to the one mentioned above.

**Active methodologies employed:** Flipped Classroom and Team-Based Learning.

**General learning objective:** To dialogue about the Person with Disabilities in the social context.

**Specific learning objectives:** to understand that there is, in Brazil, a great disparity with groups with disabilities; realize that, as a school, we must do something: provide accessibility to these people and include them in the social environment; to debate public policies for the disabled in the State of Pernambuco; raise awareness of the reality that each person with disabilities faces.

#### METHODOLOGICAL PROCESS:

1. Initially, the teacher will present the discussion theme to the students for the next class. On the occasion, it will briefly highlight the points of discussion for the proposed theme, that is, "The week of the person with disabilities" (here, it can be adapted), even if this activity will not take place during the Week.

1.1 Students will be divided into groups of 4/5 people (via lottery, for greater integration). The conductor will distribute a film title to each team, namely: Autism: an unexpected journey – special mission; the Belier family (hearing impairment); Wings of Freedom (intellectual disability); The left-handed (physical disability); The color of paradise (visual impairment). They should watch at home and, later, there will be a discussion.

**Note:** points 1 and 1.1 deal with a preview of the presentation of the theme, so there is no work of the proposed 200 min. In the subsequent class, the study will begin.

2. The teacher will begin the study moment by organizing the teams, according to the division made in the last class (presentation). Each of them will be organized in such a way that there are spaces between the teams (as they will discuss some themes). The conductor will present the dynamics of the class that will take place:

2.1 Each team will develop a presentation, in topics, on a cardboard, according to what is seen in the film: what does the short film talk about? Who is the main protagonist? What are the key points of the film? Why did it sensitize you? What can we extract from learning? Do you identify with something in the film? Is what was put in the film seen in any space? Finally,



students should organize the ideas in a group to later present to the class. At an opportune time, the professor will make some interventions.

**2.2** Once the previous work is done (dialogue and awareness generation), the educator will move on to the second stage: delivering to the students (clippings) of Law No. 14,789, of October 1, 2012, which deals with the State Policy for Persons with Disabilities in Pernambuco. The teams will do a silent reading and, later, one guided by the teacher. At this time, some Policies recommended by the State Government will be discussed, so that students understand what is the right of people with disabilities and who to charge, if it is not followed.

**2.3** Generated the previous moment; Here some ideas about accessibility will be exposed by the teacher. For this, each student will receive a sheet on this theme. Time will be given for the appropriation of the information. Some questions will be asked and, thus, must be answered by each group (they must formulate the ideas): What is accessibility? What does it have to do with the study on people with disabilities? Is there any accessibility in this school? What is the impact of this? In the city, for example, can we perceive the inclusion of people with disabilities? Do you know of any municipal public policy? As subjects, what can we do to include these people in the social context?

**3.** Finally, the teacher will make some considerations about the class seen, asking the students if they liked both the class and the methodology, what they learned, if they will use this knowledge for life.

**Evaluation:** For the evaluation, the participation of students in the entire process will be taken into account: watching the films, participation in the debates, positions. We know that some young people are a little more shy to take a stand, but a welcoming environment will be provided and without any kind of prejudice regarding the speeches of their colleagues.

In addition to bringing the approach of some active methodologies in this proposal, we also propose the work with protagonism, that is, the student positions himself in front of the discussed theme, realizing that, in today's society, there is a great social disparity and, as a citizen subject, we must think and act. Protagonism goes beyond a simple active participation in the classroom context, it goes beyond these limits.

## **FINAL CONSIDERATIONS**

From the discussions raised here, we had as a general objective to discuss the relationship between active methodologies and youth protagonism in High School. This stage was chosen because it is where it



is possible to identify a greater protagonism, in addition to the fact that young people are close to entering the job market and/or university, demanding a reflective and autonomous posture. The labor market, in the current context, demands more active professionals, something that active methodologies end up contributing, as discussed in this work, especially in sections 2 and 3 (The paradigms of education and the advancement of Information and Communication Technology (ICT) and the impacts of active methodologies on the teaching and learning process of EM students).

This theme was chosen because we aim to show teachers, above all, that current education demands a new posture on the part of educators and students, requiring the increase of attractive methodologies that are consistent with the real needs of students in the twenty-first century: more questioning and attentive to the reality around them. In addition to contributing to student protagonism.

To respond to the ideas proposed here, we used some relevant authors in the literature who deal with the use of active methods in the teaching and learning process, such as Berbel (2011), Morán (2015), Paiva et al. (2016), official documents on education LDB, BNCC and CF, among others. We also made a brief historical tour of the history of education and its methodological process in Brazil: from the traditional conception to the student-centered one, as a subject builder of knowledge. In the process of studying this work, we also talked about how the BNCC conceives the active methodologies in the educational process. As seen, the term "active methodology" does not appear explicitly in the document, but we can infer it from how it is placed in the regulation.

As a result, it is evident the great potentiality, through the study made here, of active methodologies in the educational process and this is directly related to youth protagonism (active participation), since such methods start from a problem that is often related to the social context of the students. Within the field of active methods, we have the methodology of problematization, case study, flipped classroom, team-based learning, in projects, among others, thus contributing to meet the heterogeneity of students.

We cannot lose sight of the fact that this work also looked at student protagonism as an element for students to question society and public policies that often end up benefiting a few. And that also leads young people to reflect on the potential of education and break with the "colonizer", the one who does not want his "subjects" to problematize and rebel. Any subject with the virtue of knowledge can be in any space of power.

It is expected that this work will contribute to the academic community, more specifically to teachers, regarding the importance of innovating in the methodological processes of teaching, recognizing the new social demands for the autonomy and youth protagonism of high school students. Today, we cannot conceive of the student as a passive being, decontextualized from his social life.



In view of all this journey, we cannot forget the figure of the educator, as being responsible for mediating the process of inclusion of active methodologies in the educational context. As mentioned in this work, the inclusion, by itself, of active methods will not contribute to the development of a more critical and aware subject of the reality around him, but with planning, direction and cooperation on the part of other career colleagues as well.

Finally, it is hoped that other works like this can be developed by teachers and future teaching professionals to promote a more contextualized education that makes sense for young people, that they see education as a means of social, political and economic transformation.





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