

Active Methodologies: From Text to Context- A Possible Approach

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Abstract

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Published Date: 7/31/2019

Page.267-280

Vol 7 No 7 2019

DOI: <https://doi.org/10.31686/ijer.Vol7.Iss7.1608>

Active Methodologies: From Text to Context - A Possible Approach

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ABSTRACT

The article active methodology: From the text to the context - A possible approach - consists of a bibliographic essay that relates didactic procedures denominated of active methodologies with the epistemological principles of the main progressive pedagogical tendencies, giving them theoretical and scientific support and constituting like a methodological didactic alternative capable of satisfying the peculiarities of the current social context and pedagogical relations that values the student and places it at the center of the process of teaching and learning meaningful .. The study searches in the studies of authors that resort to the basic assumptions of the New School Movement (From the late nineteenth century and early twentieth century) and from Vygotsky's Theories (1896-1934), Dewey (1859-1952), Ausubel (1918-2008) and Paulo Freire (1921-1997) and their association of principles in active methodologies as well as technically sound didactic procedures that can be pedagogical practices.

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INTRODUCTION

The constant search for procedures and methodologies of teaching that are effective and meet the demands of the current society has given rise to the active methodologies as the center of the pedagogical discussions. This approach constitutes a pedagogical proposal able to meet the profile of the student of the XXI century that calls for the development of competences compatible with the model of society as a whole. In this

sense, active methodologies appear as didactic strategies responsible for the creation of learning situations that favor didactic transposition through strategies that focus on the student.

It is important to point out that the principles of active methodology are intimately related to the principles of the late nineteenth and early twentieth century schools which, among other principles, maintains that student interest and means activities must be considered imprescriptible. Contrary to these principles, traditional education argues that the teacher is the center of the process.

This study adopted the following guiding questions: a priori to detail the principles that define the pedagogical process based on the active method conceptualizing them. These principles bring the following essential elements for its effectiveness, the student at the center of the process, consolidation of the student's autonomy, the problematization of reality and reflection, teamwork, innovation in the classroom and the teacher as mediator, facilitator and activator, being responsible for the strategies and execution of learning situations and after an objective way to to conch the relation of the principles of active methodologies with the theoretical currents of knowledge.

In short, this article aims to present aguns of the theoretical assumptions of progressive pedagogical currents associating them with the conception of active methodologies. Similarly, to relate the basic principles of the active method to the progressive theoretical streams of knowledge with a view to scientifically sustaining this methodology that is part of many experiences in various parts of the world.

BASIC ASSUMPTIONS OF THE ACTIVE METHODOLOGIES AND THEIR NARROW RELATIONSHIP WITH THE PROGRESSIST THEORIES

The theoretical methodological assumptions that support the so-called active methodologies are anchored in principles of pedagogical currents that opposes the traditional method, that is, the active method or active learning methodologies find theoretical contributions in the various progressive pedagogical trends that value the learner by action, experimentation, problem solving, interaction, freedom and mediation, among others that have in the students the central and active focus of the teaching and learning process.

From the above, the close relationship of the early nineteenth-century school movement with active methodologies is verified, since the general principles that guide the active school are also present in the ideas of the New School schools. In this way, the close relationship between the Escola Nova movement and the active methodologies and as a didactic strategy capable of equipping schools with the conditions to create meaningful learning situations in face of the present challenges, dilemmas and paradoxes of the present society is evident.

Analogically, it can be verified that, just as the Novista School movement argued that it was necessary to break with the traditional system of education so that education could account for preparing and training the citizen for the new moment imposed by the social transformations at that moment. Thus, the active methodologies represent practical strategies of this rupture with traditionalism taking as reference the theoretical principles of knowledge and the renewed pedagogical currents.

Currently, the active method has been widely disseminated in higher education institutions in several parts of the world, which has influenced some national level institutes, as Abreu (2009) argues, "the active

method has been widely disseminated in foreign universities and has been building differentials in Brazilian institutions that inserted this reference in their methodological organization, especially in Higher Education courses in the health area. "

Although discussions about active methodology are at the center of current pedagogical discussions, it should be emphasized that their essence does not constitute something new, since according to Abreu (2009), one of the first evidences of the presence of active methods is verified in the work Emile de Jean Jacques Rousseau (1712-1778), regarded as the first treatise on philosophy and education in the Western world and in which experiences gain prominence at the expense of theory.

Another important factor in the process of historical compression of active methodologies is the influence of the New School ideology, where Dewey (1859-1952) argues that learning occurs through action, placing the student at the center of the teaching and learning process. This way, the method of the active school is used of the theoretical premises of the New School, that among other principles defends that the average activities and the interest of the student must be valued in contrast to what happens in the traditional education that places the teacher in the center of the process.

BASIC PRINCIPLES OF THE ACTIVE METHOD

In order to provide greater clarity and understanding of the pedagogical process based on the active methodologies, the principles and their interrelationships are presented below. Likewise, the development of the text seeks to identify and articulate these principles with the progressive theorist currents of education.

The pedagogical process based on the active method must consider the fundamental principles and their relations with the social context and other variables. Thus, autonomy, the problematization of reality, reflection, teamwork, innovation, teacher and student are essential elements in the effectiveness of the active method.

THE STUDENT AT THE CENTER OF THE PROCESS

Unlike the traditional model of education that places the student as a passive agent and receiver of the teaching and learning process and the teacher at the center and holder of knowledge, the active methodology changes the focus to the student in the center and the teacher as articulator and mediator. In this understanding lies the active method as strategies to activate learning.

The active methodology unlike the traditional methodology, which first presents the theory and part thereof, the active method seeks the practice and leaves it to the theory (Abreu, 2009). It is verified in this logic the change of the act of teaching to the learning, diverting the focus of the teacher to the student who starts to assume the protagonism on his learning (Souza, Iglesias, Paz, 2014, 285).

The active interaction of the student in the process of knowledge construction is the main characteristic of the methodological approach to active teaching. In this way, the student becomes effective participant, demanding from these schemes and mental constructions, such as research, comparison, observation,

imagination, organization, interpretation, analysis, construction and confirmation of hypotheses, syntheses, projects, among others (Souza, Iglesias, Pazin -Money, 2014).

Therefore, the principle of active and central participation of the student in the process of teaching and learning is evident and the main focus is on the learner.

AUTONOMY

Autonomy in Active Methodology is based on the principle that students can manifest themselves critically and proactively in the pedagogical process. This conception becomes fundamental so that the effectiveness of the learning is accomplished in a satisfactory way. This position marks one of the differences of the active methodologies of the traditional teaching that in its organization and dynamics is sustained in the transmission of contents.

For Berbel (2011), Souza: Iglesias: Pazin-Filho (2014) develop pedagogical practices that stimulate critical and constructive participation stimulates the development of student autonomy. In this sense, Barbel (2011) emphasizes that:

The student's commitment to new learning, through understanding, choice and interest, is an essential condition for expanding their possibilities of exercising freedom and autonomy in decision-making at different moments in the process they are experiencing, preparing for the future professional practice. (2011, 29).

Still on the principle of autonomy in the approach to the active method Freire (2015) points out that one of the great challenges of education lies in the fact that students are not stimulated to think. The same author suggests that overcoming this passive situation involves the creation of a learning space that guarantees critical and reflexive participation. In this sense, Jófili (2002) corroborates, arguing:

[...] to ensure an environment within which students can recognize and reflect on their own ideas; to accept that other people express views different from their own, but equally valid, and can evaluate the usefulness of these ideas in comparison with the theories presented by the teacher (Jófili, 2002, 196).

From the above and based on the arguments of the authors it can be affirmed that the active methodologies can contribute significantly to the development of the autonomy and motivation of the student as it stimulates the feeling of belonging and of co-participation from the creation of situations of planned learning by the teacher. In this sense, the construction of knowledge ceases to be driven by theory and becomes the point of arrival of the process.

PROBLEMATIZATION OF REALITY AND REFLECTION

The problematization of reality and the exercise of reflection are inseparable in the context of learning situations in the approach to active methodologies. In this sense, both the problematization and the reflection will be considered in the same logic, because it turns out that, in the classroom environment, problematizing presupposes the analysis and reflection on the knowledge to be learned and the reality that surrounds them.

The active method by the frameworks of the theoretical and methodological conceptions that gave rise to active pedagogical processes presupposes the existence of critical action and reflection on the object of knowledge and its epistemological and social nature. However, in order for the student to develop the principles of problematization and reflection of reality, it becomes necessary that the method, as explained by Medeiros:

The method involves the construction of teaching situations that promote a critical approach of the student with reality; the option for problems that generate curiosity and challenge; the provision of resources to research problems and solutions; as well as the identification of hypothetical solutions more appropriate to the situation and the application of these solutions. In addition, the student must perform tasks that require complex mental processes, such as analysis, synthesis, deduction, generalization (2014, page 43).

In view of the above, it is possible to highlight the importance of the active role of the student in this methodology, because of the fact that are provided learning situations that focuses on the problematization and reflection of reality. These situations must be materialized in the active integration of the students with the content to be worked in the construction of meaningful learning. The active process of the student must be manifested in countless ways, such as: listening, speaking, asking, commenting, comparing, among other actions.

In order to conclude, for an hour, the discussion about the principles of problematization of reality and reflection, the active method finds in the arguments of Paulo Freire (1921-1997) that starts from the premise that educator and educator learn together in a mutual relationship that enables reflection and criticism of practice. In the same way, Pereira.

By Active Methodology we understand the whole process of learning organization (didactic strategies) whose centrality of the process is effectively in the student. Contrary to the exclusiveness of the intellectual action of the teacher and the representation of the textbook as exclusive sources of knowledge in the classroom. (2012, p.6).

It is thus perceived that the principles of problematization of reality and reflection becomes an intrinsic condition for the student to act, that is, the student, insofar as he / she does the problematization and analysis of reality, this is being active in the pedagogical process.

TEAMWORK

Teamwork in the approach to active methodologies should give the student the interaction mediated by the teacher in the search for learning. The interaction of students in work groups should create learning situations that allow the same moment of exchange of experiences and knowledge.

Thus, the break with the traditional teaching strategies focusing on the centrality in the lecture, content and monologue is reaffirmed. In this perspective, according to Anastasiou; Alves (2004, p.6) "the starting point is the social practice of the student who, once considered, becomes an element of mobilization for the construction of knowledge.

This process of interaction must involve both the student and the teacher each with their defined roles, as Koch (2002) emphasizes, mentioning that

the student must be able to understand their reality. The teacher has the task of awakening in the student a critical attitude to the reality in which he is inserted, preparing him to "read the world": at first, his world, but from then on, and gradually, all possible worlds (KOCH, 2002, p.159, emphasis added).

By the explicit is evidenced the importance of the principle of teamwork in the active methodology as a strategy to favor the effectiveness of learning.

INNOVATION

Innovation is one of the main characteristics of today's society and in the educational sector it is no different. These educational innovations interfere with and determine how relationships are constructed and experienced in the school environment.

It is expected in the active methodology that the innovations, according to one of the meanings extracted from the dictionary (Dictionary Priberam of the Portuguese Language, 2016) "1. introduce novelties into, 2. Renew, create, "create real and practical meaning that is able to overcome methodological approaches to content transmission mechanically. Thus, innovation in the classroom and in the creation of learning situations are valued in didactic practices, being a motivating and nortonated factor of the educational practice. Thus, the principle of the active teaching method requires both the teacher and the student and other actors of the school community the boldness to innovate in the creation of strategies that make the action of learning and teaching more enjoyable.

TEACHER: MEDIATOR, FACILITATOR, ACTIVATOR

The change of focus from teaching to learning and its consequence focus at the center of the process in the student rather than in the teacher diminishes in any way the importance of the role of the teacher in the context of the strategies of the active methodologies. For active methodologies, the teacher must play the role of mediator, facilitator and innovator responsible for the planning and execution of learning situations. This time, teacher knowledge, which is eminently ethical in nature, constitutes a practice whose constitutive axis is humanity in a dynamic and complex process of interaction. As Freire emphasizes (2015) when he argues about the interrelation between teacher knowledge and human formation:

This perspective corroborates the idea of the interrelation between the knowledge of teaching and the human formation masterfully described by Freire:

The importance of the role of the educator, the merit of peace with which he lives, the certainty that it is part of his teaching task is not only to teach the contents, but also to teach to think right. Hence the impossibility of becoming a critical teacher if, mechanically memorizing, he is much more a repeater of phrases and inert ideas than a challenger (2015, p.29).

The role of the teacher in the active methodology consists, in general terms, the responsible for constructing learning situations that stimulate the student to think and participate actively in the process of assimilation or construction of knowledge from practical situations. On the role of the teacher, in the perspective of active methodologies, Moran emphasizes that the teacher should assume the role of healer and mentor, as he states:

Curator, who chooses what is relevant from so much information available and helps students find meaning in the mosaic of available materials and activities. Curator, in the sense of caregiver: he cares for each one, gives support, welcomes, stimulates, values, guides and inspires. It guides the class, the groups and each student. He has to be competent intellectually, affectively and managerially (manager of multiple and complex learning). This requires better prepared, paid, valued professionals. Unfortunately, this is not the case in most educational institutions (2015, 24).

In this perspective, the teacher is required, before any other characteristic or formation, that he adopts an investigative stance of his own practice, preparing himself and re-establishing himself in order to recognize problems and to point out solutions as Perrenoud points out:

"He does not know in advance the solution to the problems that will arise in his practice; must build it constantly live, sometimes with great stress, without having all the data of a clearer decision. This cannot happen without comprehensive knowledge, academic knowledge, specialized knowledge and knowledge from experience (2002, p.11).

The satisfactory fulfillment of the active methodologies in the teaching and learning process runs through the commitment and performance of the teaching practice, which can either stimulate autonomy or inhibit it. Berbel (2011, p.25) states that "in school, the teacher is the intermediary of this work, it can contribute to the promotion of autonomy as well as to the maintenance of behaviors and control".

Considering the need for active participation and exposure of students in front of their colleagues, it is urgent that the teacher can intermediate situations in order to recognize the moment and the most appropriate way of intervening, in order to stimulate the reflection or the understanding of the theme by a dimension. (Souza, Iglesias, PazinFilho, 2014, 289) emphasizes that this intervention will be "a determinant of the reception climate essential in collective processes of knowledge construction". Following this trend Oliveira points out that:

Conceiving the act of teaching as an act of facilitating student learning makes the teacher see them as active beings and responsible for building their knowledge, while it is seen by the students as facilitator of this construction as mediator of the learning process, and not as the one who holds the knowledge to be distributed (2010, 29).

Finally, the importance of the teacher as a key element in active methodologies is reaffirmed, being the mediator, facilitator and innovator in the construction of apprenticeship situations.

Throughout this section we tried to present and analyze the main principles of the Active Method and their necessary interrelationships in the process of teaching learning. It was verified that the student is the center of the process and the teacher is the intermediary, being responsible for the associations and relational with the principles of the active methodology in the creation of teaching and learning situations.

THE METHODOLOGIES ACTIVE IN THE CONTEXT OF THEORETICAL CHAINS OF KNOWLEDGE

This section intends to establish the relation, even if in an objective way, without further elaboration, between the principles and the inherent aspects of the active methodologies with the theoretical currents of knowledge. Thus, it seeks to identify by means of some ideas by authors Oliveira (2010), Moreira (2011), Nogueira and Leal (2015), Ausubel and Moreira (2011), Jófili (2002) and Freire (2000, 2011) active methodologies are present in the main pedagogical theories and currents.

It seeks to relate the assumptions of active methodologies in Vygotsky's socio-interactionist theories (1896-1934), in learning by the experience of Dewey (1859 1952), in the theoretical Ausubelian current (1918-2008) and in the Freiriana trend (1921 -1997).

Far from being a pedagogical current or pedagogical theory, the active method constitutes an educational didactic alternative capable of overcoming the methods of traditional pedagogy, hence the need of the theoretical foundation from the progressive theories, among them, the ideology of the novista school movement at the beginning of the twentieth century.

ASPECTS OF INTERACTIONISM IN ACTIVE METHODOLOGIES

The contributions of interactionist theory in active methodologies in education are associated with the role of the teacher in the construction of learning situations. In interactionist theory, it is the teacher's task to provide students with the environment and the means necessary for them to build their knowledge.

According to Oliveira (2010), the teacher needs to be aware of and understand a series of complex actions, such as providing a motivational and affective environment in the classroom that is conducive to learning. This environment should provide students with conditions of interaction and iterative with the environment and under the intentional mediation of the teacher. For a better understanding of the relation of interactionism in the active methodologies, it becomes necessary to cover, even in a summarized way, the aspects of the theory.

Among the main theorists of this current we cite Jean Piaget (1896-1980), who theorized the construction of knowledge in stages of cognitive development. Another exponent is Lev Vygotsky (1896-1934), who conceived a more social perspective to interactivism. Considering the intention of approaching the interactional theory with the active methodologies, we glimpse our view on the research theorized by Yygotsky (1896-1934) because we consider to assign to the process of interaction one of the main conditions for the development of learning.

In interactionist theory, social interaction is essential for the individual's cognitive development, since it is in this interaction that new learning is developed. This interaction occurs under the guidance or collaboration of more experienced adults or children as learning development happens.

For Vygotsky (1896-1934) learning occurs within the proximal developmental zone, which is the distance between the individual's actual cognitive development level (ability to solve problems independently) and the level of potential development orientation of an adult) (Moreira, 2011b). The same author mentioning Vygotsky's foundations states that "the higher mental processes of the individual have their origin in social processes." For a better understanding of this thought, it is important to emphasize the affirmation of Nogueira and Leal that stand out:

[...] the teacher should take as a starting point what the student already knows and dominates in order to then act or interfere in the Zone of potential development, leading the child to achieve new learning, which, in turn, development and other new learning (2015, p.161).

The interactionist teacher assumes responsibility for student learning through interaction and having the student the main subject and actor for their learning. In this perspective the teacher understands the classroom and the experiences as space and situations conducive for the learning to happen. Thus, the teacher must take into account the real knowledge of the child and, from this, provoke new learning, which, when they become real knowledge, again encourage new learning.

From the foregoing, it is evident the close relationship between the interactionist theory and the active methodologies, being in this way, the active methodologies scientifically consistent.

LEARNING FROM DEWEY'S EXPERIENCE AND ITS RELATION TO ACTIVE METHODOLOGIES

The learning for Dewey (1859-1952) is made by constant reflective experience which fits with the principles of active methodologies attaches great importance to the process of construction of teaching and learning. In general terms, the Deweyana pedagogy the learner learns better as he performs tasks and activities associating the contents with practical experiences experienced by the students, as can be observed in the following statement:

It is, however, still to be proved that the act of learning is more properly realized when it is transformed into a special and distinct occupation. The isolated acquisition of intellectual knowledge, often trying to prevent the social sense that only participation in an activity of common interest can give, - ceases to be educational, contradicting its own end. What is learned, being learned out of the real place in life, loses its meaning and value (Dewey 1978: 27).

In the pragmatism ideas of practical experience that make up Dewey's pedagogical current, education must educate the child to and in life in its essence. To that end, the development of learning in this perspective must value the freedom and democratic participation of all the actors involved, as can be seen in the statement by Dewey (1978): "education is not preparation for life, it is life itself"

Learning from experience presupposes stimulating student participation and involvement, considering personal subjectivity and social conditions. It is verified in this way, that the theoretical approach advocated by Dewey that there should be no separation between education and life.

In this perspective the school should provide learning situations that make sense for the student, exploring problems and experiences that are identical to the conditions of the student's life. Thus, the contents should guide the context of life and history of the student so that it is led to reflect, analyze and understand the various variables.

For the above, we show the association between the ideas of Dewey's pedagogy and the active methodologies based on the assumptions that the learning focuses on the experience with the active participation of the student with the direction of the teacher.

THE ACTIVE METHODOLOGY FROM THE PERSPECTIVE OF THE ASSIMILATION THEORY OF LEARNING

The theory of assimilation by David Paul Ausubel (1918-2008), or theory of meaningful learning, among some assumptions, starts from the idea that, learning consists in the expansion of the cognitive structure through assimilation or incorporation of new ideas from an earlier premise. In discussing the difference between the meaningful learning and the mechanical learning of Ausubel, Moreira (2011a) mentions that, in the first, new information is related substantively and not arbitrarily to a relevant aspect of the cognitive structure.

Associating this premise in the situation where the student who, to perform an evaluative test, decorates formulas, tricks, laws and at the end of the evaluation, forgets everything, is subject to mechanical learning. Otherwise, meaningful learning occurs when the student is subjected to reflection from a content or theme and that the student is led to assimilate and incorporate into their cognitive structures new knowledge from knowledge already learned.

In the same way, ideas suggest the creation of an environment with the conditions that favor the realization of meaningful learning such as non-arbitrariness of material, subjectivity and availability for learning (MOREIRA, 2011a).

For purposes of theoretical association and support of active methodologies with the postulates of assimilation, the principle of predisposition for parenthization is highlighted, according to Moreira:

[...] regardless of how potentially significant the material to be learned is, if the learner's intention is simply to memorize it, arbitrarily and literally, both the learning process and its product will be mechanical (or automatic). Conversely, regardless of how willing to learn the individual is, neither the process nor the learning product are significant, if the material is not potentially meaningful (2011a, 156).

In the face of the superficial exposition of some of the general principles of the Ausubelsian theory, we can see the approximation of this theory with the structuring principles of the active method, which allows us to corroborate affirming that meaningful learning is the learning required by the active method.

THE ACTIVE METHODOLOGY IN THE PERSPECTIVE OF PAULO FREIRE

The legacy of Paulo Freire's pedagogy (1921-1997) in his various works emphasizes autonomy, freedom, participation, among other characteristics of his works that presuppose the overcoming of the traditional method by a liberating and autonomous pedagogy. In general, these characteristics of Freirian pedagogy are present in the concepts and practices of active methodologies.

For Paulo Freire (1921-1997) one of the greatest challenges of education lies in the fact that students are stimulated to think automatically and not in an autonomous way. Hence the criticism that the educator does the banking education where knowledge is deposited in the student, as the author wrote "teaching is not transferring knowledge but creating possibilities for its production or its construction" (Freire, 2011, p. 24). Still on memorizing education Freire (2011) emphasizes that the mechanical memorization of the characteristics of the object to be learned does not constitute true learning of the object or content. In other words, the learner is understood as the recipient of the transference of the object or content rather than as the active subject. On the contrary, what is expected is that "the apprentice is conceived as an epistemologically curious subject, which constructs the knowledge of the object or participates in its construction" (Freire, 2011, 67).

In the conception of liberating or problematic education, the construction of knowledge happens through dialogue with the active participation of the educator, who learns while educating, and the educator, who also educates, that is, teacher and students are subjects of knowledge. For this, according to Jófili (2002) the school in the Freireana perspective":

[...] to ensure an environment within which students can recognize and reflect on their own ideas; accepting that other people express views different from yours, but equally valid, and can assess the usefulness of these ideas in comparison with the theories presented by the teacher. In fact, developing respect for others and the ability to dialogue is one of the fundamental aspects of Freirean thought (2002, 196).

Providing the environment that facilitates the dialogue in the classroom requires breaking the traditional model of teaching, as said before, by a pedagogy to stimulate participation and stimulation for students to develop critical thinking rather than be conditioned to act passively This position can be reinforced by Moreira when he states:

Children need to grow in the exercise of this ability to think, to inquire and to inquire, to doubt, to experience hypotheses of action, to program and not only to follow the programs to them, more than proposed, imposed. Children need to be assured of the right to learn to decide, which is done by deciding. If freedoms are not delivered to themselves, but in the ethical assumption of necessary limits, the ethical assumption of these limits is not without risks to be run by them and by the authority or authorities with which they are dialectically related (Freire, 2000, p. 25).

Given these assumptions, it is necessary to promote an environment in the space of the classroom that stimulates the student to exercise the dialogue and to think about themes, contents or life itself in an ethical and epistemological way.

In this sense, the exercise of creating learning situations is one of the attributions of teachers who must adopt teaching methodologies focused on the interaction between the main actors of the teaching and learning process. These methodologies should promote the protagonism, the autonomy, the freedom and the participation of the student.

That said, Paulo Freire's pedagogy proposed by Paulo Freire is in line with the principles of active teaching methodologies, insofar as the ideas of autonomy, participation, dialogue and interaction between other aspects that support both theoretical postulates are verified.

The present analysis is not intended to analyze the main progressive pedagogical currents or not, but rather to approximate the principles of active methodologies with the theoretical assumptions of progressive pedagogical currents. This association is necessary to justify and validate theoretically the active method as a didactic-pedagogical process possible.

FINAL CONSIDERATIONS

To take advantage of this new paradigm in the student's formation, which is the centrality of active methodology, reminds us of the pillars of education advocated by progressive tendencies, such as the New School, interactionism, instrumentalism, cognitive or liberating. Thus, in the active methodology, one can observe a highly differentiated pedagogical practice in relation to the learning of classical teaching techniques.

Faced with the designed panorama, the teaching-learning process is seen as a space of construction, assimilation, development and reflection that places students as the main active subject of their learning and through it stimulates the development of new skills. In this context, the teacher is seen as conducting a lively, pleasant, affectionate educational practice. However, the teacher should be prepared to act in this process, in order to change the focus and the demands placed by the current model of society.

Experience has shown that not always a theory or a methodology will be assertive in its entirety or that it will have the capacity to transform everything or we will have the conviction of its effectiveness, and that everything will be perfect, but we are sure that it can be a possibility to consolidate an active relationship between teacher and student subject of this process, that allows to know and recognize themselves, and from this practice, to have no more in a vertical and passive relationship, but a dialogical relationship of mutual trust allowing an environment support, freedom and learning.

Therefore, in order for the work to be accomplished to be successful, it is necessary, on the part of the teacher, an appropriation of the methodology to be executed and understood, and what, when applied in the space of the classroom, and when doing your planning your goal is clear, you really know what you want to achieve. Thus, when using the active methodology, in the teaching-learning process the teacher uses the teaching strategies, but is aware of the implications they may have on student learning, that is able to perform an evaluation of their results and perceive how the applied methodology is interfering in

students' learning, taking this look and knowledge of the whole process, it will be possible to apply this theory as a facilitator in learning and active student development.

Finally, the construction of this article pointed out the need for further study on the subject of active methodologies and their various forms of materialization in the classroom spaces. In the same way, it is emphasized that these writings gain relevance in the extent to which he dared to discuss the theme and bring to the fore a current and possible methodological proposal that is based on solid theoretical presuppositions.

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