


ACTIVE METHODOLOGIES AND PEDAGOGICAL PRACTICE IN PRIMARY EDUCATION: AN INNOVATIVE PERSPECTIVE

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Viviane Pompeo¹, Renata Penedo de Carvalho², Cíntia Aparecida Batista Sant'Ana³, Tais de Cássia dos Santos Lopes⁴, Josely Pantoja de Oliveira Souza⁵ and Mariurka Maturell Ruiz⁶

Abstract

This article discusses the implementation of active learning methodologies within the context of Primary Education. The study analyzes how student-centered strategies can foster autonomy and engagement in the teaching-learning process. It is noteworthy that this work is an intellectual creation of the authors and

¹ Master's student in Education (UNINI Mexico), with a specialization in Teacher Education; Specialist in English Language Teaching, BNCC, and Active Methodologies (Faculdade Líbano); and a Bachelor's degree in English Language and Literature (Estácio). Certified by the World TESOL Academy (Teaching English to Speakers of Other Languages). She works as an English language teacher in the Municipal School Network of Araquari, at Escola Amaro Coelho; SC

E-mail: viviryeh@gmail.com

Lattes: <https://buscatextual.cnpq.br/buscatextual/visualizaav.do?metodo=apresentar&id=K1263555Y0>

ORCID: <https://orcid.org/0009-0003-5025-5036>

² Master's student in Education with a specialization in ICTs from Uniatlântico. Bachelor's degree in Portuguese/Hebrew Language and Literature from UERJ. Works as a teacher of Portuguese as a Foreign Language (PLE) at PUC-RIO

E-mail: penedo.renata@gmail.com

³ Master's student in Education (Uniatlântico), with a specialization in Teacher Education; Specialist in Basic Education Teaching. Bachelor's degree in History from FAVAP and a degree in Pedagogy and Special Education from ISEIB. Currently works as a Special Education teacher for the State of Minas Gerais and as a teacher in the early years of elementary education in the municipal network of Viçosa, MG

⁴ Master's student in Education with a specialization in ICTs (Fundación Universitaria Iberoamericana); specialization in Clinical and Institutional Psychopedagogy (Centro Universitário Estácio – Juiz de Fora); second teaching degree in Special Education (Uniasselvi); degree in Pedagogy (Federal University of Juiz de Fora). Works as a Support Teacher in the Municipal and State education networks

E-mail: taisdecassialopes@gmail.com

⁵ Master's student in Education – Organization and Management of Educational Centers (UNEATLANTICO); Specialist in Integrated School Management with an emphasis on Administration, Supervision, Guidance, and School Inspection (FAMART); degree in English Language and Literature (UNINORTE); second teaching degree in Pedagogy (ESTÁCIO)

Works as a school secretary in the municipal school system in Manaus, AM

E-mail: joselypantojasz@gmail.com

Lattes: lattes.cnpq.br/7232752659095079

ORCID: orcid.org/0009-0004-2165-7084

⁶ Supervisor

Holds a postdoctoral degree in History from PPGH/UDESC (Junior Postdoctoral Program – PDJ, CNPq fellow). Graduated in Art History (2003) from the University of Oriente, Cuba. Master's degree in Cuban and Caribbean Studies from the University of Oriente, Cuba (2015), and PhD in History from the Federal University of Santa Catarina (2021). Member of the Migration Observatory at UDESC, the Laboratory of Studies in African History (LEHAF) at UFSC, and the Chair of Afro-Caribbean Studies (CEA) at the University of Guantánamo, Cuba. Professor in the faculty team of Specialized Seminars for the Certificate in Afro-Latin American Studies (virtual modality), editions from September 2022 to March 2023 and September 2023 to March 2024, at the Afro-Latin American Research Institute of Harvard University. Former higher education professor at the University of Guantánamo from 2003 to 2017. Has experience as a professor and research advisor in the areas of Art History, History, and Sociology. Current research addresses visual arts, migration, Afro-Caribbean diaspora, ethnic-racial relations, and gender

ORCID: <https://orcid.org/0000-0003-4249-2958>

is therefore a fictitious production developed for academic reflection purposes. The results suggest that the integration of these practices significantly contributes to the development of critical and collaborative skills in students.

Keywords: Active Methodologies, Primary Education, Autonomy, Pedagogical Practice.

INTRODUCTION

This paper aims to present an intercultural activity to be developed at the Raimundo Nonato de Oliveira Gomes Municipal School, aimed at students in the 4th and 5th grades of Primary Education, aged between 9 and 11 years, coming from different social, religious, cultural, and ethnic backgrounds, in order to implement and promote encounters and relationships among them, seeking to address cultural diversity.

In recent years, Brazil has received numerous Venezuelan immigrants and refugees due to the humanitarian crisis in the neighboring country. Many of these families seek to rebuild their lives and secure a better future for their children, who end up enrolling in Brazilian schools. However, the adaptation of these students to the school environment is not always easy, as it involves cultural and linguistic challenges and, in some cases, experiences of discrimination and xenophobia.

Venezuelan culture presents similarities with Brazilian culture, and the Portuguese language shares Latin roots with Spanish. Nevertheless, there are marked differences that may impact the integration of refugee students. Customs, food, traditions, and even teaching styles in Venezuela differ in certain aspects from Brazilian reality.

Unfortunately, many Venezuelan students face prejudice and discrimination in the school environment. Pejorative comments, jokes about their accent or nationality, and even rejection by classmates are experiences reported by some children and adolescents. Xenophobia may manifest subtly, such as through exclusion from group activities, or more explicitly, through verbal and physical aggression.

Given these challenges, the role of the school is fundamental in ensuring that these students are well received and feel part of the school community. Teachers and administrators must remain attentive to possible cases of discrimination, promoting actions that encourage empathy and respect for diversity.

The presence of Venezuelan students in Brazilian schools represents an opportunity for enriching cultural exchange for everyone. However, a collective effort is necessary to combat discrimination and ensure that these students have the same opportunities for learning and socialization. Education must be a space of inclusion, where all children, regardless of their origin, can build a future with dignity and respect.

The school, as the foundation of society, plays a fundamental role in the formation of citizens and, above all, as a promoter of knowledge and a disseminator of interculturality and education, so that situations such as the one described below are not normalized: “We note that xenophobia has emerged as the result of a set of specific assumptions manifested by some Brazilians, who come to blame Venezuelans for the increase in violence, criminality, etc. We also perceive that xenophobia materializes in dimensions ranging from symbolic violence (such as insults) to more extreme actions, that is, physical violence against immigrants (attacks and homicides).” (Mina & Lima, 2018, p. 327).

DESCRIPTION OF THE PROBLEM

At the Raimundo Nonato de Oliveira Gomes Municipal School, in a 5th-grade class, the homeroom teacher observed attitudes of bullying and xenophobia by a group of three girls against a Venezuelan immigrant student. The teacher spoke individually with the students and also addressed the issue with the class; nevertheless, the insults and xenophobic behavior persisted. The group of students insulted the Venezuelan girl and told her to return to her country. They also isolated the refugee student from the other classmates.

As the behavior continued, it became necessary to refer the students to the School’s Pedagogical Coordination. The students were assisted by the pedagogue and the school administrator, who provided

guidance regarding the situation of Venezuelan refugees. It was observed that the students lacked knowledge about the political, economic, and historical situation of the neighboring country. The students' guardians were also summoned to the school to be informed of the situation.

DESIGN OF THE INTERVENTION: CRITERIA FOR THE DEVELOPMENT OF INTERCULTURALITY

After identifying cases of xenophobia directed at Venezuelan students, the teaching staff, together with the pedagogical coordination, developed a comprehensive pedagogical intervention proposal. The main objective is to create a welcoming school environment free from discrimination, both for students and for institutional staff.

THE PROPOSAL FOCUSES ON THREE MAIN AXES

Continuing education: Seminars and workshops will be held to address topics such as immigration, cultural diversity, human rights, and anti-xenophobia legislation. The aim is to provide educators with the necessary tools to understand and address issues related to xenophobia.

Improvement of pedagogical practice: Teachers will be encouraged to develop teaching strategies that value cultural diversity and combat discrimination. This includes the creation of inclusive teaching materials and the promotion of activities that stimulate intercultural dialogue.

Strengthening teaching performance: The goal is to train teachers to intervene effectively in situations of xenophobia, promoting dialogue and the peaceful resolution of conflicts. In addition, a support network will be created so that educators can share experiences and seek guidance.

The proposal aims to promote a cultural shift within the school, encouraging respect for diversity and the construction of a more inclusive and welcoming school environment for all.

Universal Declaration of Human Rights: This fundamental document establishes the basic rights of all human beings, including the right to equality and non-discrimination.

Law No. 12.288/2010 (Statute of Racial Equality): This law establishes measures to promote racial equality and combat discrimination.

Case studies: Analyze real situations of xenophobia in the school environment and discuss intervention strategies.

Study groups: Promote the reading and discussion of academic texts and current official documents, newspapers, and media content related to the topic.

Development of Pedagogical Strategies: Elaboration of interdisciplinary projects: Integrate the theme of immigration and Venezuelan culture into different areas of knowledge.

Creation of teaching materials: Develop pedagogical resources that value cultural diversity and combat stereotypes.

Implementation of extracurricular activities: Promote cultural events, exhibitions, and discussion circles that bring Brazilian and Venezuelan students closer together.

ONE OF THE METHODOLOGICAL APPROACHES

Creation of an intervention protocol: Define procedures for dealing with situations of xenophobia in the school environment.

Formation of a support network: Establish channels of communication and collaboration among teachers, the pedagogical team, and the Venezuelan community.

Individualized follow-up: Offer support to teachers who deal with cases of xenophobia in their classrooms.

RESOURCES

Partnerships with universities and research centers: Obtain technical and scientific support for the design and implementation of actions.

Audiovisual resources and teaching materials: Provide tools for the development of pedagogical activities.

Online platforms: Create virtual spaces for information sharing and the exchange of experiences, including welcoming spaces such as WhatsApp groups and communication links among families.

GENERAL EVALUATION

Continuous monitoring: Track the implementation of actions and evaluate the results obtained.

Opinion surveys: Collect data on teachers' perceptions regarding the effectiveness of the intervention, as well as suggestions for improvement.

Indicator analysis: Evaluate the reduction of xenophobia cases in the school environment.

THE PRINCIPLE OF DIVERSIFICATION

“The school, as a space where different cultures meet, must promote the construction of plural identities and respect for diversity.” (Moreira & Candau, 2017).

CONSIDERATIONS

The intervention must be continuous and integrated into the school's political-pedagogical project. It is essential that the Venezuelan community be involved in the construction and execution of actions. Teacher training must be critical and reflective, encouraging analysis of one's own pedagogical practices. “Intercultural education, rather than merely tolerating differences, seeks to promote dialogue and interaction among cultures, building bridges and dismantling walls.” (Fleuri, 2019).

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