

Active Methodology In Early Childhood Education: A Bibliographic Survey

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Abstract:

This article is a bibliographic review, with a qualitative approach, on the active methodology in Early Childhood Education and contributions about the integral development of the child, based on the assumption that it is a way to provide the child with learning according to reality, which develop autonomy, responsibility, emotional, cognitive and social skills. The objective was to know how the active methodology in Early Childhood Education can contribute to the integral development of the child, and to be achieved the following specific objectives were followed: to know the active methodologies applied in Early Childhood Education; discuss the benefits of using active learning methodologies in education; and to raise the main challenges in the implementation of active project-based learning methodologies in Early Childhood Education. From the search in databases from Google Scholar, the study selection criteria were applied, from nine scientific articles indexed on the internet, from the last five years, published in Portuguese, which after reading the titles and abstracts, the data were selected and fitted into three categories for reading and data records: active methodologies; benefits of the project-based methodology, and main challenges in implementation in Early Childhood Education. The results showed that the active methodology can stimulate children to solve problems, motivate them and help them in their integral development through project-based learning, as it is effective in Early Childhood Education, being the most used. For this, there is a need for continuous training of teachers, in order to provide children with more challenging moments in the search for knowledge.

Key Word: Active Methodology; Early Childhood Education; Integral Development.

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I. Introduction

The traditional methodology is increasingly losing its space in education, and with that other teaching methodologies have been emerging and engaging students in their learning processes, the so-called active methodologies, when the student is the protagonist of his own learning, this method brings several benefits, among them the development of the child's autonomy, This is relevant because autonomy is a dialectical process of formation of individual passion, which is related to interpersonal relationships in the experiential space. From this perspective, this article aims to address the active methodology in Early Childhood Education and its contributions to the integral development of the child (PAIVA and SANTOS, 2021).

In view of this, it is proposed in this study to answer the following problem: how can the active methodology in Early Childhood Education contribute to the integral development of the child? From this question, it will be sought to understand how this method can contribute to the integral development of the child in Early Childhood Education, making him an autonomous citizen, capable of solving problem situations, actively participating in the construction of his knowledge and becoming a critical being, that is, how to promote training for an active participation in the construction of knowledge, making the child increasingly capable of reflecting,

solving problems and the specific objectives of this work are: to know the active methodologies applied in Early Childhood Education; discuss the benefits of using active learning methodologies in education; and to raise the main challenges in the implementation of active project-based learning methodologies in Early Childhood Education.

The hypothesis raised in the face of the problem in question is in relation to the child's opportunity to go through attractive learning that is in accordance with their reality, to be more engaged and motivated to make their own decisions, to resolve their conflicts with greater independence, to develop ideas that can change the world, because with this methodology they have a voice for this, they learn to respect the opinion of others, and especially of the people around them, that is, with such teaching opportunities, they develop autonomy and responsibility, in addition to developing emotional, cognitive and social skills, because according to Oliveira, Marques and Schreck (2018), the application of this method can bring constructive and very enriching experiences.

Project-based learning can be seen as an example of an active methodology widely used in Early Childhood Education, when the child is challenged to perform advanced mental tasks such as analysis, synthesis and evaluation, that is, they are learning strategies that provoke a thought about the activities as they are doing something. As the most important of the problematization and dialogue practices is the subject of the process, the child should not be studied and interpreted in a mechanical and isolated way without considering the reality in which he or she is inserted (LEITE, FREIRE and CARVALHO, 2021).

Thus, this research contributes to the future educator becoming a catalyst of knowledge and can provide opportunities for the daily exercise of children's skills, which in the future will contribute to the construction of a better society, as this methodology helps to develop intrinsic skills, which will make them self-confident, creative, with the ability to form opinions and solve problems.

II. Material And Methods

Active methodologies applied in Early Childhood Education

Early childhood education, according to the Law of Guidelines and Bases of National Education (LDB 9.394/96), is defined as the first stage of Basic Education, aimed at the integral development of the child. The active methodology is relevant in terms of autonomy, as it ensures the freedom to act and think through its deliberations (DA ROSA, GHIGGI and MOTA, 2021).

Among the methods applied in Early Childhood Education, we have the active learning methodology, which consists of making the student the protagonist of their knowledge, it is divided into cooperative and collaborative learning. In cooperative learning, students form small groups unevenly and help each other by observing how they work in order to achieve the same goal. In the collaborative, they work together, without inequality and there is mutual influence between them (LOVATO ET AL., 2018).

Regarding the active methodologies applied in Early Childhood Education, examples are the problem-based method, which consists of providing the student with conceptual learning through challenges presented; Gamification, conceptualized as the use of games as pedagogical tools, in which the child has fun while learning. (ARAUJO, MADEIRA, 2021). And this method has been relevant in terms of pedagogical practice, as it is a motivating resource for learning, as it makes it more dynamic and faster and the project-based methodology, widely used in Early Childhood Education, allows learning through projects, in this case, children choose a theme and deepen it. An example that can be used is care for the environment, which in this case they can discuss water care, correct recycling and how to take care of the plants around them.

The benefits of the project-based learning methodology in the integral development of children

The project-based methodology allows children to be protagonists of their learning, to learn to be independent, to think, to research, to socialize, to put themselves in front of situations, in addition to encouraging them to use research methods and create knowledge, because the active methodology encourages students to think in an interactive and constructive way. In addition, when one chooses to work with the active methodology, it allows the child to experiment in accordance with the pedagogical didactic support, which is validated by the BNCC, in order to exercise children's reasoning in a playful and constructive way (PAIVA and SANTOS, 2021).

For these same authors, in practice, students are encouraged to question, to elaborate questions and answers through stimuli from the teacher, who provides spaces for questioning and starting from a guiding question. This method allows you to focus on the students' discoveries, but always in line with the syllabus. The guiding question is the starting point for achieving the expected goal. Soon children become more critical, argumentative and explorers of knowledge.

Working with a project-based methodology allows you to integrate the contents through common themes or practices, in addition to bringing reality to the school through the interaction of the teacher with the student and the areas of knowledge, thus favoring their development. This methodology, when well developed, can motivate, integrate and stimulate children in solving proposed problems through criticism, reflection and problematization of educational practices, being an integral part of the teaching-learning process, in addition to enabling

connections between knowledge and knowledge domains, thus developing an integrative vision (BUSS and MACKEDANZ, 2017).

Main challenges in the implementation of active project-based learning methodology in Early Childhood Education

The use of the traditional teaching methodology is more common, and for this reason, a change in the method can be a little more difficult, as it involves changing the classroom environment, the teacher's planning, and the activities themselves. In view of the benefits that have been mentioned about the active methodology of project-based learning, it is clear that in practice it requires effort from the teacher and the educational institution. Because, in Early Childhood Education, children tend to be more dependent on their teachers, in addition, there is the insecurity of students as protagonists of their learning, who previously received all the knowledge and who with the change in the teaching method will need to think, expose their opinions and not be afraid to make mistakes. Therefore, it is necessary that the teacher also understands the active learning methodology so that the choice reflects a clear idea of what he wants to achieve, that is, that children understand and enjoy this method. If the teacher does the same things every day such as lesson plans and strategies, without thinking about the student's development and learning, consequently this will become routine and his classes will be expository (DIESEL, BALDEZ and MARTINS, 2017).

The implementation of the active methodology in Early Childhood Education evidences a new teaching practice, since it brings a dynamic and fun approach to focusing on children's curiosity so that they become increasingly motivated to be protagonists, giving meaning to their discoveries and learning in a meaningful way (PAIVA and SANTOS, 2021).

III. Material And Methods

This research is bibliographic, literature review, and a qualitative approach was chosen because the bibliographic research is based on previously published material. Traditionally, this type of research includes printed material such as books, magazines, newspapers, theses, dissertations, and annals of scientific events. However, due to the proliferation of new information formats, these studies have come to include other types of sources, such as magnetic tapes, CDs, and materials available on the Internet (GIL, 2017). Qualitative research involves setting goals, collecting data, and conducting field research. Then, if necessary, hypotheses are built that will be related to the explanation of the identified problem and the domain is defined. After collecting information, the analysis process will begin. (MARCONI, LAKATOS, 2022, p. 300), based on scientific articles, from 2017 to 2021, academic books, as well as legislation.

The search base of the scientific articles was Google Scholar and the Annals of Seminars, where nine scientific articles were selected, extracted from this search carried out from the following keywords: active methodology, early childhood education, child development and an academic book. The exclusion criteria from the databases were non-scientific texts, scientific articles prior to 2017, and topics not pertinent to the study, in addition to monographs, dissertations, and theses; and the inclusion articles were scientific articles indexed on the internet, in the last five years, and in Portuguese. This research lasted three months; in the first month, the theoretical framework was surveyed; in the second month, the literature review; in the third month, the analysis, discussion of the results and final considerations, which make up the entire work.

IV. Result

In order to have a greater understanding of the presentation and analysis of the data, a table was prepared with all the authors used during the research, for data collection, and later categorization of the contents, in order to elucidate the theme among the objectives outlined.

Table 1 – Authors and their relationship with the research objectives

AUTHOR(YEAR)	Active methodologies applied	Benefits of the Project Learning methodology	Challenges in the implementation of active methodology in Early Childhood Education
AHMAD; WOOD (2021)	The problem-based method and gamification are examples of methodologies that can be applied in early childhood education.	-	-
BUSS; MACKEDANZ (2017)	-	The active methodology when can motivate, integrate and stimulate children in problem solving.	-
DIESEL; BALDEZ; MARTINS (2017)	-	-	A change in method can be a little more

			difficult, because involves altering or classroom environment, the teacher's planning and the activities themselves.
MILK; FREIRE; CARVALHO (2021)	Project-based learning can be seen as an example of a methodology Active Very much Used in Early Childhood Education.		
LOVATO ET AL. (2018)	Learning is divided into cooperative (students form small groups unequally and help each other) and collaborative (they work together, without inequality and there is mutual influence between them.)		
OLIVE TREE; MARQUES; SCHRECK (2018)	-	-	The application of this method can bring constructive and very enriching experiences.
P; SANTOS (2021)	-	It allows the child to experiment in accordance with the didactic-pedagogical support, which is validated by the BNCC.	Its implementation brings a dynamic and fun approach to focusing on children's curiosity so that they become increasingly motivated to be protagonists.
ROSE; GHIGGI; MOTA (2021)	The active methodology is relevant in terms of autonomy, as it ensures the freedom to act and think through its deliberations.	-	-

Among the active methodologies applied in early childhood education, the first category of analysis, brought by Araújo and Madeira (2021), is gamification and the problem-based method that can be applied in Early Childhood Education, as well as for the authors Leite, Freire and Carvalho (2021), whose project-based methodology corroborates learning such as gamification, which uses games as a pedagogical practice, one of the most effective, as it makes the child more interested. To better understand the importance of applying this method in early childhood education, the authors Lovato et al (2018) confirm that it can be divided into two parts: the cooperative, which is when children form small groups, unequally, but that help each other, and the collaborative, which they work together, without inequality. And by working in any of the forms of learning, these children will be able to progress in their autonomy, they will have the freedom to act and think through their own decisions, as stated by Rosa, Ghiggi and Mota (2021).

In the second category, the authors Buss and Mackedanz (2017) highlight the active methodology as a method that can stimulate, integrate and motivate children, as well as for Paiva and Santos (2021), the method enables the child to experiment in accordance with pedagogical didactic support, according to the BNCC, where it states that children develop in situations in which they play an active role, therefore, this benefit for the integral development of the child can be highlighted.

In the third and last category, the main challenges in the implementation of an active project-based learning methodology in Early Childhood Education, Diesel, Baldez and Martins (2017) state that a change in the method can be a little more difficult, due to having to change the classroom environment, activities, etc., while the authors Oliveira, Marques and Schreck (2018) say that the implementation of this method can bring constructive and very enriching experiences. On the other hand, emphasizing what the authors said, Paiva and Santos (2021), complement the statement of Oliveira, Marques and Schreck (2018) when they state that the implementation of the project-based methodology brings a dynamic and fun approach to focusing on children's curiosity so that they become increasingly motivated to be protagonists.

V. Conclusion

Some methodologies can replace the expository class, especially in early childhood education, when children are curious, are in the process of learning to read and acquiring new experiences, and tend to be more dependent on their teachers. Therefore, when proposing this challenge of implementing active methodologies, it requires knowledge and training of educators, requiring patience and respect for the singularities of their students.

The application of the active methodology transforms the classroom, children feel more able to do their activities, since they are protagonists, develop ideas and autonomy, as learning for life. It is not that it is easy to

apply, there may be failures on both sides, discouragement and frustration regarding the change of method on the part of the teacher, but children will be allowed to choose, give their opinions, experience to acquire new knowledge, develop with motivation in solving problems, which are benefits recognized as important for child development.

When the educator uses a method consistent with the children's demands, based on pedagogical planning, he enables the resolution of problems that involve children in a reality. Gamification can be a strategy, with children from the age of four, for example, that can be used and promote new experiences with technology. In the project methodology, the themes are articulated with children's interests, and involve them in the daily life of the school, in the organization of the room, in the interaction with the environment, in the care of others, that is, in activities that promote the children's emotional, cognitive, and social development, the basis for a citizenship and emancipatory formation.

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