

## DEVELOPING EFFECTIVE COMMUNICATION SKILLS IN PRIMARY EDUCATION STUDENTS



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### ABSTRACT

This article aimed to understand how effective communication could be promoted in Basic Education from pedagogical practices mediated by active methodologies and integrated with the emotional formation of students. The theme of communication was approached not only as a technical skill, but as a relational, ethical and emotional competence, essential to the integral formation of the subjects. The research was conducted through the bibliographic method, which allowed the selection, analysis and critical articulation of relevant academic works that discussed the concepts of language, emotional intelligence and contemporary pedagogical practices. The theoretical foundation was based on authors such as Eco (2010), Silva et al. (2024), Garcia, Meurer and Musial (2022), among others, who addressed communication as a structuring factor in the educational process. The results indicated that effective communication was directly related to active listening, argumentative clarity and empathy, elements that could be stimulated through methodologies such as flipped classroom, case study, gamification and conversation circles. It was also found that the integration between pedagogical strategies, use of technologies and attention to emotional dimensions favored a more participatory, ethical and collaborative school environment. It was concluded that effective communication is a transversal and indispensable competence for the cognitive, social and emotional development of students and should be worked on from the early years of schooling, through intentional practices aligned with contemporary demands.

**Keywords:** Language. Emotion. Teaching. Participation. Listening.

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## INTRODUCTION

In recent decades, the debate on the essential competencies for the full development of students has gained prominence in the educational field, especially with regard to the ability to communicate clearly, ethically and efficiently. Effective communication, in this context, was not restricted to the simple emission of messages, but came to be understood as a broad competence, which involves verbal and non-verbal, cognitive, emotional and social aspects. In the face of the demands of the twenty-first century, marked by constant interactions, multiple languages and digital learning environments, it has become essential that the school intentionally develop practices aimed at improving expression, listening, argumentation and respectful coexistence. Based on this, the present work delimited as a central theme the development of effective communication skills in students of Basic Education, considering its articulation with active teaching methodologies and emotional intelligence in the school environment.

The choice of this theme was motivated by the growing educational demand for approaches that favored the integral formation of students, going beyond the mastery of content and including communicative and relational skills. The justification of this study was based on the observation that traditional pedagogical practices, centered on the unidirectional exposure of contents, often neglected the development of active listening, empathy and conscious expression, aspects that are indispensable for life in society. In addition, in view of the expansion of the use of digital technologies and the valorization of the so-called socio-emotional skills in school curricula, it has become relevant to understand how effective communication can be promoted in the daily life of schools and how it relates to innovative pedagogical practices.

Thus, the question that guided the research was: 'how can effective communication be developed in Basic Education students through active methodologies and strategies that promote emotional intelligence in the school context?' From this questioning, it was established as a general objective to understand how effective communication can be promoted in Basic Education from pedagogical practices mediated by active methodologies and integrated with the emotional formation of students. As specific objectives, we sought: a) to analyze the concept of effective communication and its educational implications; b) to investigate the relationship between communication and emotional intelligence in the training process; c) to identify active methodologies that favor communicative development; and d) to propose pedagogical strategies applicable to the school routine.

The methodology adopted in this study was bibliographic research, as defined by Cervo and Bervian (2002), characterized by the analysis of already published works, in order to explain a problem based on existing theoretical contributions. This type of research allowed the collection, organization and critical interpretation of data from books, academic articles and official documents that deal with communication in education, active methodologies, socio-emotional skills and the integral formation of the student. The analysis technique used consisted of the analytical and comparative reading of the selected texts, with special attention to the articulation between the concepts and the convergence of ideas among the authors. Data were collected through directed searches in the *Google Scholar*, SciELO and CAPES Journal Portal databases, using simple keywords and combinations relevant to the theme. The analysis was carried out in an interpretative way, promoting the dialogue between the sources and the development of a critical and articulated reflection.

The main authors used in this work included Eco (2010), as a methodological reference; Silva *et al.* (2024), with an emphasis on the contribution of technologies and active methodologies to the development of communicative skills; Garcia, Meurer, and Musial (2022), who dealt with communication as an emotional and relational competence; Barbosa and Moura (2013), who addressed methodologies aimed at problem solving and oral expression; Rabelo and Garcia (2015), who reinforced the importance of communication and relational skills in training processes; Dias and Sasaki (2023), when reflecting on the meanings and senses involved in educational communication; and Alves, Carneiro and Carneiro (2022), with regard to gamification and its pedagogical possibilities.

The present work was structured in seven chapters, in addition to the introduction and final considerations. The first chapter corresponds to the 'Methodology', in which the materials, methods, selection criteria and the way in which the data were organized and analyzed were presented. The second chapter addressed 'Effective Communication Skills', outlining its principles, educational implications, and benefits. The third chapter analyzed the relationship between 'Effective Communication and Emotional Intelligence in the Education of Basic Education Students', highlighting the role of the school in promoting empathy, active listening and emotional control. The fourth chapter, entitled 'Effective Communication as a Pillar for Educational and Relational Development', discussed the importance of verbal and non-verbal language, the school climate and the interpersonal bonds mediated by communication. The fifth chapter dealt with 'Active Methodologies and

the Development of Communication in the Classroom', presenting different pedagogical strategies that favor expression and collaboration. The sixth chapter focused on 'Presentation and Discussion of the Results', articulating the theoretical reflections with the pedagogical proposals extracted from the analyzed references. Finally, the seventh chapter brought together 'Final Considerations', in which the objectives, the main findings and suggestions for future studies were resumed.

In this way, the introduction presented the theme, the justification, the research problem, the general and specific objectives, the methodology adopted and the theoretical path carried out, establishing the foundations for the construction of a discussion that aims to contribute to the improvement of pedagogical practices aimed at the communicative formation of students in Basic Education.

## **METHODOLOGY**

This research was conducted from a qualitative approach, of exploratory and bibliographic nature, with the objective of analyzing the development of effective communication in the context of Basic Education and its articulation with active methodologies, emotional intelligence and innovative pedagogical practices. According to Eco (2010), bibliographic research consists of the systematic study of materials already published, with the purpose of understanding, interpreting and articulating ideas and theories consolidated about a given object of investigation. It is, therefore, a form of knowledge production based on the critical analysis of documents, without direct involvement with the empirical observation of the phenomena.

In this sense, the methodological procedures proposed by Santana, Narciso and Fernandes (2025) were followed, which defined that

[...] this methodology consists of the act of collecting materials such as articles, books and website pages, with the objective of gathering information that can support the solution of a research problem. The stages involve the identification of the theme, the search and selection of sources, the critical analysis of the materials and the organization of references (Santana; Narcissus; Fernandes, 2025, p. 6).

Thus, the research was structured in four stages: delimitation of the object of study; survey of the theoretical framework; selection and categorization of the collected texts; and, finally, construction of the analytical text based on the dialogue between authors. In

addition, the reflections of Santana, Narciso and Santana (2025) were considered, who discussed the methodological transformations in the contemporary scientific field.

The authors argued that bibliographic research should not be restricted to the mere collection of textual data, but should assume a formative character, collaborating for the qualification of reading, critical analysis and scientific writing of researchers in training. This understanding reinforced the choice for a theoretical methodology, aimed at the conceptual articulation between different fields of knowledge – education, communication, psychology and technology – in order to respond to the proposed problem.

To survey the sources, three main databases were used: *Google Scholar*, *SciELO (Scientific Electronic Library Online)* and the *CAPES Journal Portal*. *Google Scholar* is a free search engine specialized in scientific literature, which allows access to articles, books, theses and academic abstracts published in different languages and platforms. *SciELO*, in turn, is an electronic library that brings together scientific journals from countries in Latin America, the Caribbean, Spain and Portugal, with a focus on the democratization of academic knowledge in open access. The *CAPES Journal Portal* consists of a broad digital platform maintained by the Coordination for the Improvement of Higher Education Personnel, linked to the Ministry of Education, which offers access to thousands of titles of scientific journals, electronic books and international databases.

The keywords used in the research were combined in a simple and objective way, in order to locate materials directly linked to the research theme. Among the terms and expressions searched, the following stood out: 'effective communication at school', 'emotional intelligence and language', 'basic education and communication', 'active methodologies'. Such terms were associated through Boolean operators to expand or refine the results, according to the need for thematic deepening.

The inclusion criteria involved the selection of texts published preferably between the years 2010 and 2025, with direct relevance to the research objectives, in addition to recognized authorship in the educational field and publication in peer-reviewed journals. Theoretical reference works were also considered, even if prior to the main time frame, as is the case of Eco (2010). The exclusion criteria included duplicate texts, non-academic or opinionated publications without methodological rigor, materials that did not present a clear articulation with the theme, and outdated or theoretically inconsistent documents.

Based on this methodological path, it was possible to structure a cohesive and pertinent theoretical framework, capable of supporting the analysis of the relationships

between effective communication, active methodologies and emotional competences in the school environment. The bibliographic research thus proved to be an effective instrument to achieve the objectives outlined, allowing the systematization and deepening of discussions on educational practices aimed at the formation of communicative, critical and empathetic subjects.

## **EFFECTIVE COMMUNICATION SKILLS**

Effective communication, understood as the exchange of information in a clear, objective and understandable way, without noise or frustration, has become an indispensable competence in the contemporary educational scenario. In this context, the school plays a fundamental role in promoting an environment that favors the development of students' communicative skills, considering that such skills are not restricted to the technical mastery of language, but also involve emotional, relational and behavioral aspects.

In this sense, Silva *et al.* (2024, p. 19) state that

Technologies have proven to be effective not only in increasing student interest and motivation but also in promoting the development of critical skills such as critical thinking, problem-solving, collaboration, and communication.

This perspective expands the teacher's field of action, which must go beyond the transmission of content and incorporate pedagogical practices aimed at stimulating students' oral and written expression, including using digital resources. On the other hand, although the use of technologies is relevant, this process must be intentional and pedagogical. Barbosa and Moura (2013, p. 6) point out that

Methodology are essential for the development of advanced cognitive skills, such as the ability to solve problems, and social skills, including teamwork and communication.

Thus, it is evident that communicative effectiveness is directly related to the type of methodology applied in the classroom. Practices based on projects, debates and simulations, for example, create authentic communication situations and encourage the development of expressive skills.

In addition, as Garcia, Meurer, and Musial (2022, p. 1) point out, in the current context, "in addition to technical skills, social skills such as initiative, leadership, teamwork,



decision-making, communication and expression skills are being required". This requirement comes not only from the labor market, but also from the need to train citizens capable of interacting ethically, respectfully, and empathetically in different contexts. Thus, it is essential that the school environment promotes activities that encourage active listening, clarity in argumentation, respect for divergent opinions, and awareness of the impact of body language and tone of voice.

Therefore, it is necessary for educational institutions to adopt pedagogical practices that consider the principles of effective communication: be clear, complete, concise, correct and compassionate; demonstrate ideas in a structured way; controlling emotions; avoid stressful situations; and promote empathy. Such principles contribute to the construction of a more inclusive, collaborative and reflective educational environment, in which students feel encouraged to express their ideas and listen to others with attention and respect.

Thus, by dialoguing with the references of Silva *et al.* (2024), Barbosa and Moura (2013) and Garcia, Meurer and Musial (2022), it is perceived that the development of effective communication skills in Basic Education depends on an articulation between active methodologies, conscious use of technologies and institutional commitment to the integral formation of students. Communication, therefore, ceases to be a simple means and consolidates itself as a fundamental competence for learning, coexistence and citizenship.

## **EFFECTIVE COMMUNICATION AND EMOTIONAL INTELLIGENCE IN THE TRAINING OF BASIC EDUCATION STUDENTS**

In the contemporary educational context, effective communication should not be understood only as a technical process of information exchange. On the contrary, it should be seen as a complex skill, permeated by emotional, cognitive and social factors, which is directly articulated with the development of students' emotional intelligence from the first school years. This conception expands the role of the school in the integral formation of individuals and reinforces the need for intentional pedagogical practices that promote self-knowledge, empathy and interpersonal relationships through language.

From this perspective, Garcia, Meurer, and Musial (2022, p. 1) highlight that

[...] Skills required by the labor market are aligned with international standards for high-quality accounting education and are the object of study of Emotional Intelligence, which refers to the recognition of one's own emotions, the perception of emotions in others, and good interpersonal relationships through communication.

This approach shows that communicative competence is articulated with the ability to deal with emotions, being essential from basic education to professional insertion, which implies the need to incorporate this axis into school curricula. Additionally, the same authors reinforce that

[...] the results indicate that understanding one's own emotions (exercising self-control), recognizing the other's emotion (developing empathy) and using emotions (directing them in order to develop one's activities) has effects on the ability to manage interpersonal relationships in communication environments (Garcia; Marshall; Musial, 2022, p. 1).

This argument indicates that effective communication is intrinsically linked to emotional management, which requires, on the part of educators, a careful look at the affective dynamics of students, especially in situations of conflict, decision-making and group work. Although the focus of these discussions is centered on academic and professional training, the notes of Rabelo and Garcia (2015, p. 587) reinforce that "the development of Communication and Relational Skills (HbCR) is essential in medical education", thus extrapolating the health area and applying to any context of human interaction. This is because, as the authors state, without these skills, the professional will not be able to establish bonds, understand other people's perspectives or even act in an ethical and cooperative manner in society. Therefore, it is understood that these competencies should be initiated while still in Basic Education, in order to ensure their consolidation throughout the training path.

In addition, Dias and Sasaki (2023, p. 13) add another important dimension by recognizing "the importance of communication as a vehicle to evaluate not only the exchange of information, but also underlying attitudes, implicit knowledge, and communicative intentions". This reading reinforces that communication is not neutral, but loaded with meanings, which demands from students the ability to interpret different contexts, languages and interlocutors, favoring the construction of attentive listening and intentional, ethical and sensitive speech to differences.

In view of this, it is pertinent to adopt pedagogical practices that enable the continuous exercise of these competencies in different phases of schooling. In Elementary School, for example, the use of weekly conversation circles can contribute to the development of active listening and the expression of feelings, in a safe and collaborative environment. In Elementary School II, interdisciplinary projects with oral presentations



encourage argumentation, the organization of ideas and emotional control in front of audiences. In high school, the practice of simulations (such as mock juries or debates on social issues) favors the articulation between knowledge, empathy and language, requiring students to communicate ideas clearly, critically and respectfully.

Finally, it is observed that the articulation between effective communication and emotional intelligence, as defended by Garcia, Meurer and Musial (2022), Rabelo and Garcia (2015) and Dias and Sasaki (2023), reveals an expanded conception of human formation, which goes beyond curricular content and focuses on the formation of subjects aware of themselves, of the other and of society. The school, therefore, needs to make a commitment to prepare students not only for academic challenges, but also for democratic coexistence, respectful dialogue, and citizen action.

## **EFFECTIVE COMMUNICATION AS A PILLAR FOR EDUCATIONAL AND RELATIONAL DEVELOPMENT**

Effective communication is one of the main pillars of human coexistence and professional and educational performance. Understood as the ability to express ideas, feelings, and information clearly, coherently, and appropriately, it encompasses both verbal and nonverbal aspects of language. In this sense, Dias and Sasaki (2023, p. 13) highlight that "clear communication competence is an essential attribute for human interaction", and this competence is associated with the ability to decipher implicit meanings, values, and attitudes. Therefore, effective communication transcends the mere transmission of content, as it involves a deeper understanding of the intentions and emotions present in social interactions.

Furthermore, the interdependence between the elements of verbal and non-verbal communication should be considered as an essential part of the educational process. The tone of voice, body posture, facial expression and gestures can intensify, contradict or complement the message transmitted verbally, influencing the interpretation of the interlocutor. According to Dias and Sasaki (2023), it is essential that the sender of the message is able to convey information in an accurate and engaging way, promoting a clear and appropriate understanding by the public. Thus, school education needs to include moments of analysis and reflection on these communicative dimensions, preparing the student to act with sensitivity and efficiency in the most varied contexts.

In addition, the development of effective communication brings significant benefits not only in the school environment, but also in institutional and organizational spaces. Among the most notable effects, the improvement of the organizational climate, the reduction of rumors and informational noise, the alignment between collective and individual objectives, as well as the increase in motivation and the sense of belonging of the subjects involved stand out. In this regard, Garcia, Meurer, and Musial (2022, p. 4) observe that "emotional intelligence is related to understanding emotions, developing empathy, controlling negative emotions, and maintaining harmonious relationships with others," which reinforces the link between communicative ability and healthy coexistence in school and professional environments.

However, it is important to note that effective communication does not develop in isolation. According to Silva *et al.* (2024, p. 4),

[...] Education, at its core, aims to prepare the individual not only with technical knowledge, but also with skills that allow for effective social interaction and adaptive cognitive ability.

In view of this, the school must be committed to promoting an integrated education, in which the mastery of language and emotional awareness go hand in hand, favoring the intellectual and affective growth of students. Furthermore, in the effort to make this process more engaging and meaningful, resources such as gamification have shown promise. According to Alves, Carneiro and Carneiro (2022, p. 6),

[...] Gamification, by incorporating game elements into educational contexts, can increase student motivation and engagement, thus promoting an environment conducive to the development of social and cognitive skills.

By linking the playful with the educational, this approach creates opportunities for students to practice active listening, argumentation, respect for turn-to-speech, and team collaboration, all key elements of effective communication. In addition to this view, Silva *et al.* (2024, p. 7) emphasize that

[...] These perspectives highlight the multifunctionality of educational technology, not only as a means of transmitting knowledge, but also as a tool for the development of social and cognitive skills.

In view of this, it is essential that pedagogical practices not only incorporate digital resources, but do so in an articulated way with strategies that promote dialogue, empathy, and expressiveness of students. Thus, as the authors themselves point out, "the aim is to provide an overview of current practices and offer subsidies for the improvement of pedagogical strategies that incorporate educational technologies effectively" (Silva *et al.*, 2024, p. 4).

Considering these references, three pedagogical practices can be suggested that are aligned with the development of effective communication. In Elementary School, dramatizations of stories and storytelling favor orality and the conscious use of body language. In Elementary School, the production of school podcasts allows students to articulate ideas, practice diction, and adapt speech to the target audience. In high school, interdisciplinary projects mediated by digital collaboration platforms promote the exercise of argumentation, active listening and textual co-authorship, favoring effective communication that is sensitive to different realities.

Thus, by articulating the contributions of Dias and Sasaki (2023), Garcia, Meurer and Musial (2022), Silva *et al.* (2024) and Alves, Carneiro and Carneiro (2022), it is understood that effective communication, intertwined with emotional intelligence and mediated by technological strategies, should occupy a central place in the pedagogical planning of school institutions. The promotion of this competence, from childhood to youth, is not only a challenge, but an indispensable condition for a more humane, adaptable education committed to the integral formation of the subject.

## **ACTIVE METHODOLOGIES AND THE DEVELOPMENT OF COMMUNICATION IN THE CLASSROOM**

The development of effective communication in the school environment requires more than the simple exposure of content. It requires methodologies that promote the active participation of students, favoring the exchange of ideas, attentive listening, clarity in expression and empathy in interactions. In this scenario, active learning methodologies present themselves as effective pedagogical instruments to cultivate these skills, as they place the student at the center of the learning process and challenge him to interact with colleagues, teachers and with the contents themselves in a meaningful way.

According to Silva *et al.* (2024), contemporary education must seek integrated forms of development that involve both the cognitive and relational aspects of students. In this

regard, Garcia, Meurer, and Musial (2022) state that the mastery of emotional intelligence and communicative skills should be encouraged throughout the training course, as they are fundamental for social coexistence and insertion in the world of work. Thus, pedagogical practices that stimulate verbal and non-verbal communication, constructive dialogue and collaboration become increasingly necessary.

The following table presents different types of active methodologies, examples of practices that can be applied in the classroom, and the aspects of communication that are especially worked on in each of them. The objective is to offer subsidies for the conscious choice of strategies that favor the communicative use in basic education.

**Table 1** – Active Methodologies and Communicative Aspects Worked on in the Classroom

TYPE OF ACTIVE METHODOLOGY	APPLIED PRACTICE	ASPECTS OF COMMUNICATION WORKED ON
Flipped Classroom	Students access videos, texts, and other materials before class. In the face-to-face meeting, they discuss, argue and ask questions.	It favors clarity in argumentation, active listening, the use of appropriate vocabulary and the taking of the word with autonomy.
Project-Based Learning	Students develop interdisciplinary projects based on real problems of the school or local community.	It stimulates discursive planning, the ability to negotiate in groups, the division of speeches and oral presentation with cohesion.
Peer Instruction	Students solve challenging questions together, explaining to each other the reasoning behind the answers.	It develops accessible language, the power of synthesis, the reformulation of ideas and respect for the speech of the other.
Gamification	Classes are organized based on game dynamics: missions, challenges and scores that involve cooperation.	It stimulates spontaneous communication, peer listening, collaborative work and the collective construction of strategies.
Case Study	Problem situations are analyzed by groups, which discuss possible decisions and justifications.	It promotes logical-discursive reasoning, ethical argumentation, critical analysis and clarity in the defense of points of view.
Conversation Circle	Open discussion of topics with the participation of all students	Empathy, turns of speech, respect for the other's opinion

**Source:** The authors.

As can be seen, each active methodology proposes not only a way of learning, but a different way of communicating. The flipped classroom, for example, shifts the focus from teacher speech to argumentation among students, while project-based learning requires students to communicate their ideas clearly in collaborative, often real-world-facing

situations. Peer instruction, on the other hand, develops metalinguistic skills, as the student needs to explain what he knows in a language accessible to his classmate.

In turn, gamification creates an informal and engaging environment, in which the spontaneity of speech and cooperation between participants become essential for the progress of the activity. The case study, on the other hand, calls on the student to support his ideas with consistent arguments, making use of a more formal, ethical and structured communication. Finally, the conversation circle provides space for emotional expression, for the exercise of empathy and for democratic coexistence through language.

Thus, it is concluded that the communicative use in the classroom can be greatly enhanced through active methodologies. They create concrete opportunities for students to use language in different contexts, expand their communicative competence and strengthen interpersonal bonds. Based on authors such as Garcia, Meurer and Musial (2022) and Silva *et al.* (2024), it is understood that such practices contribute to the formation of more expressive, more reflective and more prepared subjects for the challenges of a society that increasingly demands clear, ethical and empathetic communication.

## **RESULTS AND DATA ANALYSIS**

The theoretical analysis developed throughout this study showed that effective communication, in its verbal and non-verbal dimensions, is a fundamental competence for the educational, emotional and relational development of Basic Education students. The main conclusions point to the need for intentional pedagogical work that favors not only the mastery of technical language, but also skills such as active listening, empathy, clarity in argumentation, emotional control and respect for the other. Such aspects, articulated with active methodologies, constitute a fertile field for the improvement of teaching practices.

The meaning of these findings lies in the understanding that communicative use in school goes beyond textual production or oral presentations. As highlighted by Garcia, Meurer, and Musial (2022), communication is directly linked to emotional intelligence and the development of healthy interpersonal relationships, and is essential both for academic training and for social and professional life. The school, in this sense, should promote experiences that favor self-knowledge, the recognition of the emotions of the other and ethical coexistence through language.

These findings dialogue directly with the studies of Silva *et al.* (2024), which emphasize that the intentional use of active technologies and methodologies favors meaningful learning and student engagement, in addition to stimulating skills such as problem-solving, critical thinking, collaboration, and, especially, communication. In a complementary way, Barbosa and Moura (2013) reinforce that well-structured methodologies promote both cognitive and social skills, including teamwork and efficient oral expression. The intersection between these theoretical perspectives reinforces that effective communication should not be treated as an isolated content, but as a transversal and constant practice in the pedagogical routine.

However, some limitations must be considered. As this study has an exclusively bibliographic nature, the results are based on analyses of consolidated and recent works, but were not accompanied by empirical observations in school contexts. This implies that the practical effects of active methodologies on the development of communication still need to be confirmed in field investigations, which directly analyze the impact of these practices in the classroom. In addition, the references used are mostly concentrated in Basic Education, lacking a specific deepening by stage (initial, final years and High School), which could allow a more precise understanding of the communicative needs in each phase of school development.

In addition, some aspects emerged unexpectedly in the literature analyzed, such as the emphasis given to the influence of emotional intelligence on communicative processes. Although the relationship between language and emotion is already known, the intensity with which this connection was addressed by Garcia, Meurer, and Musial (2022) is surprising in placing empathy, self-control, and the recognition of emotions as indispensable conditions for communication in educational environments. This finding broadens the scope of the discussion, revealing that the teaching of communication needs to be accompanied by strategies that favor the emotional self-regulation of students, requiring the teacher to take a closer look at human interactions in the classroom.

In view of this, it is recommended that future research advance to studies with a qualitative approach, with application and observation of active methodologies in different school realities, seeking to understand how these strategies affect the communicative performance of students in real situations. In addition, it would be pertinent to investigate which aspects of communication are most developed in each methodology and how these



gains impact school performance, the classroom climate, and the strengthening of interpersonal relationships.

Therefore, the results discussed reinforce the importance of considering effective communication as a competence that should be promoted from the first years of school life, with intentionality, sensitivity and theoretical support. The articulation between innovative pedagogical practices, educational technologies and emotional development is, as indicated by the authors analyzed, the most promising way to train students who are more prepared for contemporary challenges, both in academic and social terms.

## **CONCLUSION**

The present study aimed to analyze how effective communication can be developed in the context of Basic Education, considering its multiple dimensions — verbal, non-verbal, emotional and relational — and its articulation with active teaching methodologies and with the pedagogical use of technologies. From the theoretical foundation presented, it was possible to answer the guiding questions initially proposed, which sought to understand the relevance of communication in the school environment, the most appropriate strategies for its promotion and the competencies involved in its development process.

The research showed that effective communication is not restricted to the ability to convey information, but involves active listening, empathy, emotional mastery, argumentative clarity and awareness of the other. Such elements become even more significant in the current educational context, in which students are required not only to have technical knowledge, but also socio-emotional skills that favor democratic coexistence and citizen action. Based on the references used, it was concluded that communication should be understood as a transversal competence, to be developed continuously, based on intentional pedagogical practices.

The objectives of the research were achieved by identifying active methodologies that favor communicative use in the classroom, such as the flipped classroom, project-based learning, peer instruction, case study, gamification and conversation circle. Each of these approaches allows the student to experience language in meaningful contexts, promoting the development of oral and written expression, the improvement of listening, and the construction of interactions based on respect and cooperation. In addition, the importance of integrating communication with emotional intelligence was highlighted, so that the student can express himself clearly, deal with conflicts and collaborate in a group.

Finally, the study points out the need for empirical deepening on the subject. It is suggested that future research focus on the analysis of concrete pedagogical experiences, observing the impact of the use of active methodologies on the communicative development of students in different stages of Basic Education. Qualitative investigations involving teachers, students and school managers can offer valuable contributions to understand how these practices are configured in the educational reality and what adaptations may be necessary according to the context. In addition, interdisciplinary studies that relate communication, neuroeducation, technology and inclusion can expand the possibilities of didactic intervention in favor of a comprehensive, humanized and dialogical education.

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