THE USE OF ACTIVE METHODOLOGIES: CHALLENGES IN TEACHING PRACTICE

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ABSTRACT
Active methodologies have gained prominence in contemporary education for promoting a more dynamic and student-centered teaching. These approaches encourage students' active participation in the learning process and include strategies such as Problem-Based Learning (PBL), the flipped classroom, and gamification. However, its implementation faces significant challenges, especially in the Brazilian context, where teacher training, school infrastructure, and resistance to pedagogical changes can hinder its adoption. In view of this scenario, this study aims to analyze the main challenges faced by teachers in the application of active methodologies and to point out strategies that can facilitate their implementation. The qualitative research is based on a bibliographic review of academic publications from the last ten years, allowing a critical analysis of the theoretical contributions on the subject. The results indicate that the continuing education of teachers, institutional support and curricular flexibility are essential factors for the success of these methodologies. In addition, the need for investments in infrastructure and public policies that encourage innovative practices in teaching is evident. It is concluded that, despite the difficulties, active methodologies represent a promising path to make education more meaningful and aligned with the demands of the twenty-first century.

Keywords: Active Methodologies. Teaching Practice. Pedagogical Innovation. Teacher Training.

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INTRODUCTION

Contemporary education faces increasingly complex challenges, requiring innovative approaches to ensure meaningful student learning. In this context, active methodologies emerge as alternatives to traditional teaching, promoting a more participatory role of the student in the educational process. These approaches include methodologies such as Problem-Based Learning (PBL), the flipped classroom, gamification, and cooperative learning, which seek to develop students' autonomy and critical thinking (MORAN; BACICH; BORGES, 2020). By replacing the passive transmission of knowledge with interaction and the active construction of knowledge, such strategies challenge both students and teachers to rethink their roles in the school environment (FREIRE, 2019). However, despite their advantages, the implementation of these methodologies requires structural and cultural changes, which can generate difficulties for their effective application in the daily life of Brazilian schools (VALENTE, 2018).

The use of active methodologies requires from the teacher not only theoretical knowledge about innovative practices, but also pedagogical, technological, and socio-emotional skills to apply them efficiently. The insertion of these methodologies requires rigorous planning, curricular adaptation, and flexibility to deal with different student profiles (LIMA; SILVA, 2021). In addition, the resistance of some teachers, either due to lack of continuing education or difficulties with the use of new technologies, can compromise the effectiveness of these pedagogical strategies (SOUZA; ALMEIDA, 2020). In the Brazilian educational scenario, marked by socioeconomic and structural inequalities, many teachers face barriers to implementing active practices, especially in public schools with limited resources (PIMENTA; ANASTASIOU, 2019). Thus, understanding the challenges faced by teachers in the adoption of these methodologies becomes essential to expand their application and effectiveness in teaching.

In addition to the individual challenges faced by teachers, there are institutional difficulties that hinder the transition to a more dynamic and participatory teaching model. Many schools still operate under a traditional teaching logic, based on oral exposition of content and memorization, which contrasts with the proposal of active methodologies (MORAN, 2018). The lack of pedagogical support, inadequate infrastructure, and rigid curricula represent additional obstacles to the implementation of these approaches (BARBOSA; MOURA, 2022). In addition, the COVID-19 pandemic has accelerated the

need to adapt educational practices, further highlighting the importance of pedagogical innovation and active methodologies to ensure learning in adverse contexts (FARIA; GONÇALVES, 2021). Considering this scenario, it is relevant to investigate how teachers deal with these challenges and what strategies can be adopted to enhance the use of these methodologies in basic and higher education.

In this context, the following question-problem arises: what are the main challenges faced by teachers in the application of active methodologies in Brazilian education and what strategies can be adopted to overcome these difficulties? The answer to this question can contribute to a better understanding of the existing barriers and offer subsidies for the construction of more efficient and accessible pedagogical practices.

The present study aims to analyze the challenges faced by teachers in the application of active methodologies in Brazilian education. To this end, it is intended to achieve the following specific objectives: (1) to identify the main obstacles in the implementation of active methodologies in teaching practice; (2) to understand how the continuing education of teachers influences the adoption of these pedagogical practices; and (3) to point out educational strategies and policies that can facilitate the application of active methodologies in the school context.

The justification for this study is based on the need to transform Brazilian education, making it more dynamic, interactive and aligned with the demands of the twenty-first century. Learning based on the active participation of students has been widely advocated as an effective strategy for the development of essential competencies, such as critical thinking, collaboration, and problem-solving (BACICH; MORAN, 2018). However, for active methodologies to be fully incorporated into teaching, it is essential to understand the challenges faced by teachers, in order to propose viable solutions for their implementation (VALENTE; ALMEIDA, 2021). Thus, this study seeks to contribute to the training of teachers and to the construction of educational policies that encourage innovative and effective pedagogical practices.

In addition, this study is justified by the impact that the adoption of active methodologies can have on student learning. Research indicates that interactive approaches increase engagement and improve students' academic performance (MORAN; BACICH, 2018). However, without adequate support for teachers, the implementation of these practices can be compromised, resulting in resistance to change and difficulties in the teaching-learning process (FREIRE, 2019). Thus, understanding the challenges of

teaching practice in the use of these methodologies is essential for Brazilian education to evolve and ensure a more meaningful training aligned with contemporary needs.

METHODOLOGY

This study adopts the approach of qualitative literature review, which is based on the critical and interpretative analysis of relevant scientific publications on the subject of active methodologies and their challenges in teaching practice. Bibliographic research allows the survey and systematization of the knowledge already produced in the area, providing an in-depth understanding of the investigated phenomenon (GIL, 2019). For this, publications of books, scientific articles, dissertations and theses available in academic databases, such as Scielo, CAPES Periódicos and Google Acadêmico, as well as works by renowned authors in the area of education, were selected. The time frame favored publications from the last ten years, ensuring that the information analyzed is aligned with the most recent discussions on the subject. The choice for a qualitative approach is justified by the interpretative nature of the research, since the objective is not to quantify data, but to understand the challenges faced by teachers based on the contributions of different scholars in the area (MINAYO, 2021). Thus, the methodology employed enables an in-depth reflection on the difficulties and possibilities of implementing active methodologies in the Brazilian educational context.

The selection of materials followed strict criteria of relevance, timeliness, and pertinence to the object of study. Initially, an exploratory search was carried out to identify the main concepts and trends related to active methodologies, which enabled the construction of a solid theoretical framework. Next, the materials were critically analyzed, with the objective of identifying convergences and divergences among the authors, as well as gaps in the literature that may justify further studies on the subject (LAKATOS; MARCONI, 2020). To ensure the reliability of the research, academically recognized sources were prioritized, avoiding materials without scientific rigor or opinion. The analysis of the works was carried out through the content analysis technique, which allows the categorization of information according to previously established thematic axes. Among the main axes analyzed, the following stand out: (1) the concepts and foundations of active methodologies; (2) the challenges faced by teachers in the application of these pedagogical practices; and (3) educational strategies and policies to facilitate their

implementation. This categorization process enabled a systematic organization of the research findings, contributing to a broader understanding of the investigated theme.

In addition to the selection and careful analysis of the materials, the research followed a methodological rigor that ensures its scientific validity. The literature review is not restricted to the mere description of the contents analyzed, but seeks to establish relationships between the different studies, identifying patterns and trends that can help in understanding the challenges faced by teachers in the adoption of active methodologies (SEVERINO, 2017). The qualitative nature of the investigation allowed for an in-depth and reflective approach, favoring the construction of a more contextualized knowledge on the subject. Furthermore, as this is a bibliographic study, there was no direct collection of empirical data, but rather an effort to synthesize and interpret the contributions already existing in the literature. Thus, this work intends not only to review previous studies, but also to offer a critical perspective on the main difficulties and possibilities of implementing active methodologies in teaching practice, contributing to the expansion of the academic debate on the subject.

DEVELOPMENT

Education is currently undergoing many transformations, with globalization and the development of digital media, teaching has become as fundamental and essential as before, transformations occur in the world in all sectors of the social sphere. The author José Moran mentions the educational sector as a teaching system that needs to be flexible, diversified, hybrid, digital allowing teaching/learning to be multiple, active methodologies are increasingly present among teaching methods today.

Thus, this chapter is circumspect by three interconnected thematic axes. In the first axis, it addresses the theme "*Active Methodologies",* in the second axis, it presents "*Teacher Training*" and finally, the third axis "*Teaching Practice and the challenges of teaching".* Next, we address the first axis.

ACTIVE METHODOLOGIES: STUDY OF THEORISTS

Currently, in the educational scenario, the theme of Active Methodologies is in vogue, scholars debate on the subject claiming that active methodologies are the only way to supplant once and for all the vision of many teachers about teaching, because active methods have as their main point the focus of student-centered learning with an active role,

autonomous, leading the construction of their own learning. But, what are active methodologies according to theorists?

According to Moran (2015);

> Active methodologies emphasize the student's leading role, their direct, participatory and reflective involvement in all stages of the process, experimenting, drawing, creating, with the guidance of the teacher; hybrid learning (Moran, 2015).

Within this context, a new scenario emerges for the teaching/learning process that aims at the student to be autonomous, independent, owner of his own evolutionary process. In this sense, Freire points to this issue;

> It is an educational conception that stimulates processes of construction of action-reflection-action in which the student has an active posture in relation to his learning in a practical situation of experiences, through problems that are challenging and allow him to research and discover solutions applicable to reality (FREIRE, 2006).

The authors address active methodologies as a teaching method where the student becomes the protagonist of his learning, making him acquire a posture of constructor and reconstructor of his knowledge, allowing the development of his learning from previous knowledge already existing. For Berbel (2015):

> [...] Active Methodologies are based on ways of developing the learning process, using real or simulated experiences, aiming at the conditions to successfully solve challenges arising from the essential activities of social practice, in different contexts (BERBEL, 2011, p. 29).

Another relevant point about the application of active methodologies is the stimulation of learning from a problem, which allows the student to research, discover, and solve such issues. In this sense, one of the key points to awaken students' learning would be to bring the contents closer to their reality, awakening their curiosity in solutions to real problems, which would make sense for their lives. "Curiosity, what is different and stands out in the surroundings, awakens emotion, the windows of attention open, a necessary focus for the construction of knowledge" (MORAN, 2013, p.66).

Freire corroborates by stating;

> There would be no creativity without the curiosity that moves us and makes us patiently impatient in front of the world we have not made, adding to it something we do (2004, p.32).

It is understood that the pedagogical practice is much richer in didactic alternatives for the development of the learning process, because the methodologies within this context must seek through pre-established paths means to achieve the desired objectives.

About the importance of this teaching method, Rodrigues explains:

> Active Learning Methodologies play an important role in teaching activities, since they provide students with significant opportunities to intervene in concrete reality, whether individually, with their teachers or with other students. (SANTOS, 2015, p. 27).

Another issue about active methods concerns the motivation of students to learn, Moran (2012) mentions as follows:

> Thinking about the issue of motivation, it is a fact that the student will not feel motivated when his needs are not met, because "[...] knowledge happens when something makes sense, when it is experienced, when it can be applied in some way or at some time (MORAN, 2012, p.23).

It is important to mention the methodologies currently active, because they emerge as a bias for pedagogical practices, focusing on the student as the main role of the process, and this confronts the traditional methodologies where the teacher had this centrality. However, it is valid to say that the methodology decentralizing the role of the teacher is not recent, the theorist John Dewey conceived the theory by introducing the educational practice based on the active role of the student, where he should have the freedom so that they could develop their creativity, skills and competencies by managing their knowledge process.

Active methodologies conglomerate in their properties a mix of methods that provide both the teacher and the student with the awareness to intervene in reality, changing the posture of those who learn as well as those who teach. Thus, Silberman (1996) addresses this issue by mentioning to the students that he only listens, he forgets, the one who normally hears and observes, usually remembers, but the one who not only hears, but also sees, debates and performs activity begins to understand and develops his skills and

competences, however, the one who does all the alternatives mentioned above, but also teaches, this is an absolute master.

> What I hear, I forget; What I hear and discuss, I begin to understand; What I hear, see, discuss and do, I learn by developing knowledge and skill; What I teach someone, I master with mastery (SILBERMAN, 1996, p. 83).

Thus, Moran also addresses this issue by saying that it is important to mention that the students we have today, inserted in a totally computerized, mediatic society, where information travels regularly, soon the center of learning becomes the subject who learns, considering the multiplicity and diversity of subsidies existing in this learning process.

According to the author José Moran:

> Active methodologies are teaching strategies focused on the effective participation of students in the construction of the learning process, in a flexible, interconnected, hybrid way. Active methodologies in a connected and digital world are expressed through hybrid teaching models, with many possible combinations. The combination of active methodologies and flexible, hybrid models brings important contributions to the design of current solutions for today's learners (Moran, 2017).

Berbel (2011) talks about the entanglement of the various sectoral segments and the urgency of developing professionals with skills like this, with the potential individual capacities in their way of thinking and acting.

It is worth mentioning that active methodologies arise to prioritize the teaching and active learning of all those involved, stimulating reflection, action, construction and reconstruction of learning. In this sense, the active method is based on conceptions that oppose traditional teaching, as we have mentioned before, there are currently several texts in the literature, in scientific articles, among other sources, in order to present the various ways of the teaching act with renewing teaching/learning strategies, as there is a pressing need for change.

Theorists Anastasiou and Alves (2007) listed some of these strategies, in order to overcome the traditional conception of learning, such as: concept map; directed study; seminar; mock jury; workshop ; portfolio, among others. All strategies aim to make the student autonomous and builder of his learning, being mediated by the teacher, learning starting from his involvement with the proposed subjects, whether they are to solve problem-situations, that is, for presentations to the public, tend to the educational evolutionary process of the student.

Something very relevant in the studies done was to know about *"Metacognition"*, metacognition is part of what we call contemporary education, it is for the student to immerse himself in previous experiences, which allows him to recognize the teaching strategies that best work for him, which can build this knowledge in order to formulate ideas, solve problems, position himself in the face of facts and everyday issues.

According to Freire (2016), this methodology of problematization presupposes Problematizing Pedagogy, using it is to be presenting students with something concrete about their reality so that they intervene in practice, making the teacher reflect on their practice, leading them to the act of action-reflection-action, that is, the teaching praxis of the development of criticality and student protagonism.

Thus, Freire (2011) points to problem-solving education as a reflection on the power structure, hence the obstacle of the problem-solving teacher to act with coherence in a structure that denies dialogue.

> The role of education is sovereign, both for the elaboration of appropriate and adequate strategies to change the objective conditions of reproduction, and for the conscious self-change of individuals called upon to achieve the creation of a radically different metabolic social order. (MÉSZAROS, 2008, p. 65).

There are other active methods as we mentioned earlier with equal emancipatory and liberating power in this twenty-first century, the power of the internet and the use of digital media resources in teaching practices cause an exponential change in the development of the student, enabling them to intervene in their reality, as well as in their personal transformation.

In this way, active methodologies became well used with the emergence of COVID-19, it was the way that the Brazilian educational policy found not to paralyze teaching in Brazil. Remote teaching, then hybrid teaching, were one of the many strategies used with the technological and digital resources proposed.

> [...] a pedagogical mediation of the curricular contents of a course, curricular component or unit of studies through synchronous or asynchronous educational technologies, making the knowledge reach the students. This organization of teaching, using technological resources that favor non-face-to-face methodological alternatives and enables the development of active teaching and learning methodologies, favors student engagement around objects of knowledge, promoting the achievement of results in professional training (CETAM, 2021, p. 06).

However, it is worth mentioning that we can within the teaching practices have infinite technological resources to carry out the activities, so it is necessary to know, to be

familiar with the new methods, following the changes that have occurred in the world and trying to overcome the challenges that cross the paths to change.

Thus, in the next topic we will present a little more about active methodologies, their objective and their characteristics. The main objective of the Active Methodology is to make students the protagonist of their learning, placing them at the center of the process, making them active beings.

> The implementation of these methodologies can favor an autonomous motivation when it includes the strengthening of the student's perception of the origin of his own action, by presenting opportunities to problematize situations involved in the school program, to choose aspects of the study contents, of possible paths for the development of answers or solutions to the problems that are presented as creative alternatives for the conclusion of the study or research, among other possibilities (BERBEL, 2011, p.28).

The characteristics of Active Methodologies are:

- The student actively participates in the learning process.
- The teacher as a facilitator/mediator of this process.
- Approximation of the objects of knowledge closest to the student's reality.
- The Integration of ICTs in Education.

This teaching modality caused discussions about the role of the teacher in their learning, contrasting with traditional teaching. We know that the concept of traditional education is still very rooted in school contexts, where the teacher was the holder of knowledge, today in the 'Era' of knowledge and information, the act of teaching must propose content that will not generate an unnecessary cognitive overload, but that can enhance within the information received to constitute knowledge. In this sense, blended learning presents the trend of two teaching patterns: teaching with physical presence in the school space, as well as the online mode where digital technologies are used to enable teaching. These two modes of teaching complement each other, this is because in addition to teaching through virtual platforms and spaces, teachers also have face-to-face teaching in the physical environment, the school. According to Moran (2015);

> There are many issues that impact hybrid teaching, which is not reduced to active methodologies, the mix of face-to-face and online, classroom and other spaces, but which shows that, on the one hand, teaching and learning has never been so fascinating due to the countless opportunities offered, and, on the other hand, so frustrating, due to the difficulties in getting everyone to develop their potential and truly mobilize to evolve more and more.

According to the author, this type of Hybrid Teaching emerges as an attempt to solve existing educational problems, the existing methodology in this practice is the anticipation of the object of knowledge prior to the school space (classroom), that is, the teacher can pass on the content through WhatsApp message, or Messenger or other platform, the student anticipates the subject and in the classroom he discusses, debate, removes doubts and solves some difficulties presented by the student during this process.

Thus, the author exposes the process of construction of this previously done learning as of great significance, as it will be debated, discussed, consolidated through written exercise and even exposed by the students in the classroom. However, this conception of learning has positive points. "Learning is becoming capable of doing what we could not do before" (Peter Senger, 2006).

Bacich (2017), addresses in his book "Hybrid Teaching", that the changes that occur in social practices among young people in our country are noticeable, and that such changes also occur in society. However, when it comes to school, the changes that have occurred in the way teaching is done in Brazil are still based on the first type of mentality presented by LANKSHEAR, where the teacher is the center of all manifestations of knowledge that also comes from peculiar skills and with authoritarianism that requires his professional being.

According to the author, technologies in education can favor the teaching/learning process by quick access to information, and by new ways of teaching and learning with knowledge that can be shared and built in a group or even individual way, that is, personalizing learning.

Hybrid teaching as a pedagogical practice is to believe that we can transform society with new ways of teaching and building knowledge with different ways of learning. Thus, it is necessary to know the student's reality, their difficulties and needs, making it possible to know another reality different from their own, allowing the development of emotional intelligence, sociability and especially autonomy. In this sense, the teacher must have fundamental skills and abilities in the development of his role.

> Due to some fundamental changes in society, more and more students need academically mentoring teachers, not only to help them build positive relationships and have fun with friends, but also to help them succeed in life. With *online* teaching providing some of a course's content and instruction, blended learning programs provide more time for teachers to fill this important role (HORN; STAKER, 2015, p. 168).

Therefore, hybrid teaching emerges as a methodology that collaborates with the development of learning, with the construction of knowledge, removal of doubts whether in the virtual or face-to-face environment. The importance of this methodology for the development of protagonism is to present the new forms of teaching. And in order for us to make the student the great precursor of their learning, we need the teacher to have a certain knowledge about what active methodologies are, how to apply them, which methodologies to use, in short, the teacher needs to strip himself of paradigms that are rooted in the historical educational culture and rethink his teaching methodologies.

INITIAL/CONTINUING TEACHER TRAINING

In Brazil, debates and discussions about the initial training of teachers to work in basic education are increasingly recursive. In spite of this, even though there are laws that regulate the subject, most of them are not effective, because the prominence of the policy of discontinuity makes this educational issue a factor of great difficulty.

In addition to this factor of the rotation of continuity policies in the educational sphere, the inadequacy of training professionals with the expectations of future graduates in the teaching degrees, as well as a readjustment of curricula with contemporary activities and the development of current teaching actions and methods, contribute to the difficulties in the training process.

It is valid to say that the training courses are carrying out a readjustment in teaching, for example, Resolution No. 02-CNE-2015, in article 10, establishes initial training for future professionals who wish to pursue a teaching career at the level of basic education. In this sense, it is necessary to consider the valorization of the education professional in all areas.

> It is a human professional who helps the personal and intersubjective development of the student, being a facilitator of their access to knowledge; he is a being of culture who dominates his area of scientific and pedagogical-educational expertise and his contributions to understanding the world; a critical analyst of society, who intervenes in it with his professional activity; a member of a scientific community, who produces knowledge about his area and about society (PIMENTA; LIMA, 2012, p.88).

It is worth mentioning that these National Curriculum Guidelines – DCN address circumspect points established by the BNCC – National Common Curricular Base on the training process of education professionals and those from higher education institutions (HEIs), and which are offered in the degree courses, attributes such as knowledge, skills,

knowledge, among other predicates to be learned in the initial process of professionals in training.

Lima and Reali (2010, p. 219) point out that teacher training is something complex and that is not restricted only to the school environment, but in various contexts as well as educational institutions and experiences inside and outside the school. The authors also reinforce this thought by stating that teacher training is something complex, that it has continuity and that it is quite relative.

When it comes to the teacher training process, we must take into account the entire trajectory carried out by the future teacher, their experiences, their experiences, which will be shaped and polished with the scientific knowledge studied.

In this context, the paths on the development of knowledge of education professionals in their initial training take place in a continuous relationship between learning-teaching-learning, perceiving the different contexts, allowing us new possibilities and realities, creating and recreating new ways of teaching and learning with those who are taught. For Pimenta and Lima (2004, p. 111),

> By moving from the University to the school and from the school to the University, the trainees can weave a network of relationships, knowledge and learning, not with the aim of copying or criticizing only the models, but in the sense of understanding reality in order to overcome it.

Thus, in relation to the teacher's training process, it is relevant to address its increasing complexity, as we do not receive a homogeneous group of students, but students with different levels of learning, with different characteristics, peculiarities and some with disabilities who need to have specific monitoring according to their limitations.

In this sense, Resolution No. 2/CNE/2015, presents in the first paragraph of Article 2 on teaching and its aspects:

> As an educational action and as an intentional and methodical pedagogical process, involving specific, interdisciplinary and pedagogical knowledge, concepts, principles and objectives of training that are developed in the construction and appropriation of the ethical, linguistic, aesthetic and political values of knowledge inherent to the solid scientific and cultural formation of teaching/learning, to the socialization and construction of knowledge and its innovation, in constant dialogues, in deferential worldviews. (BRAZIL, 2015b).

The debates about the performance of Basic Education students in Brazil become increasingly evident, all because of the prominent difficulty of teachers in following new

theories that have emerged over the years to carry out their teaching practice, causing difficulty in pedagogical practice.

Therefore, this brief approach to initial teacher training mentions that despite the existence of educational policies, there are still numerous difficulties present in this process of initial teacher training in training, which must be discussed, debated and can achieve a resizing in line with the contemporaneities present in the educational sphere and especially in teaching practices, how to do, what to do, who to do it for.

According to Paulo Freire's thinking, we need to be aware of our incompleteness, but always using our experiences, experiences as learning to overcome difficulties encountered and possible solutions to situations that need to be solved. In this topic, we will emphasize the continuing education of teachers and their relationship with active methodologies. Because the teaching action is inconstant and requires theoretical and scientific skills and knowledge that we can only achieve with study, with improvement and execution of what is learned.

In this sense, it is important to reflect on this stage of teacher training, as many feel difficulties in continuing their theoretical improvements and training, as some factors are very present such as; overload of working hours, discouragement, resistance to the new, among others.

As we have seen in previous topics, historically the image of the teacher is linked to the one who holds the knowledge, the knowledge, so scientific knowledge is necessary, which will contribute to the existing needs of the student in the current social conjuncture.

Nóvoa (1999) emphasizes that:

> [...] a continuing education, no longer as a recycling, but a qualification for new functions of the school and the teacher. In this way, training needs to work with autonomous ideas in a process of constant professional development. Promoting the process of continuous teacher training, providing opportunities for the deepening of skills and knowledge of new methods, concepts and teaching.

In this context, Nóvoa perceives the teacher's formative process as a passive process of critical-reflexive relationship of teaching knowledge, transforming the teacher as an active member, as an agent of the construction of his knowledge, and the investigator himself of the transcursion of this process.

In this sense, Candau (1996, apud RODRIGUES, 2004) cooperates, distinguishing between two existing paradigms of continuing education: the old one, which highlights the

constant updating of the professional, establishing the existence of two spaces destined for this (locus of knowledge production; the university and other spaces designated for it), and the new training model.

To this end, this paradigm has three aspects as its basic structure: the institution as a place for this process of continuous training, because it is in the conviviality, in the exchange of learning that it is improved, and there is no need to move it to other environments); the recognition of teaching knowledge (in this sense, the experiences lived daily are what support his reflection and analysis as a servant); finally, the phases of the education professional/teachers (the interests, the searches of teachers at the beginning and at the end of the career are not the same, they have different moments and needs).

In this conception, the new model of continuing education that takes into account characteristics such as school interaction among teachers, the search for new knowledge, especially when it comes to active methods, as many teachers are not skilled in the use of technologies, and in addition in this pandemic period, in which we had to rethink new ways of teaching, using new technological tools of fundamental importance for the professional growth of many teachers.

Currently, in some undergraduate courses there are some disciplines in which digital technologies are present in the curriculum. It is of paramount importance here to address the studies of Mauri (2010 apud COLL; MONER, 2010) making use of the technological approach used by the teacher and his role in this theme today;

> A conception of the teaching and learning process of the virtual teaching and learning process centered on the technological dimension, in which technology must have an effective result in the student's learning and the teacher needs to master the knowledge of both these tools and the different ways of inserting them in their work;
> A conception of access to information through digital technologies, in which, in addition to mastering the tool, the teacher must mediate the student's interactive process with information, and this critical access would generate an impact on learning;
> A conception of the virtual teaching and learning process centered on the construction of knowledge, in which the teacher can work together with programmers and *designers* to develop tools aimed at the individualization and even personalization of teaching (Mauri, 2010 apud COLL; MONER, 2010).

In this sense, the manifestations of changes that have occurred in the school environment with the use of digital technologies do not make the teacher less important, on the contrary, the teacher becomes a facilitator, an architect of knowledge, showing students the paths to be taken so that they can build their own knowledge.

Thus, the use of technologies can contribute to the teaching practice in the sense of improving knowledge in an in-depth way and with a diversity of mechanisms in which the teacher can use teaching them to enhance their studies.

The existing changes in society permeate the school world, and the teacher must follow such changes. The contemporaneity of the world drives urgent changes in the school environment, with teachers who develop criticality, protagonism, using debates, discussions, conversation circles, facilitating teaching in a dynamic way, transforming the school space into a place for sharing knowledge, exchanging and projecting solutions to problems, learning, projects and life, overcoming the barriers of the classrooms.

3.3 TEACHING PRACTICE AND THE CHALLENGES OF TEACHING USING ACTIVE METHODOLOGIES

For a long time, the vision that was had of the teacher was of the haughty figure, and with great knowledge, the one who holds the knowledge, who has the ability to teach, the art of teaching, of know-how and who comes to be concretized with his daily practice.

> We give here to the notion of "knowing" a broad meaning, which encompasses knowledge, competences, skills (or aptitudes) and attitudes, that is, what has often been called knowing, knowing-doing and knowing-how-to-be. [...] that this meaning reflects, what the professionals themselves say about their own professional knowledge.
> (Tardif, Lahaye and Lessard, 1991; Tardif and Lessard, 1999).

In this sense, it is not only about teachers' knowledge, but also all their experience, acquired experiences, skills and mental strategies for problem solving, which encompass their training as well as their pedagogical practices with students in the classroom.

The National Common Curriculum Base is a set of guidelines that will guide the preparation of curricula according to each region. Thus, the BNCC determines the necessary skills and learning that must be developed by students at each stage of their development in basic education. The interesting thing in this document is that the contents to be developed will be at the national level, respecting the reality of each region. Thus, the path to be followed by the teacher and the student related to the development of the competencies and skills that must be developed has to do with the teaching practice and the existential challenges of this century, where technologies are more present and part of our daily lives.

Trying to change the existing view of teaching, that only the teacher has the knowledge, the scholars who tried to make this break with the inflexible thinking of traditional teaching, such as Freire (2002), Mizukami (1986), Saviani (1991) and Dewey (1950) among other scholars and researchers, contributed with their studies contrary to the thought of traditional education "of just transmitting content". In this sense, the need to break with traditional practices that transform students into a repository of meaningless and useful information is also defended and reinforced by UNESCO (2015, p.40).

Macedo highlights "Developing skills and abilities at school is considered as important as teaching disciplinary content", and we train for society and consequently for life. Thus, the teacher's performance is of essential importance, in innovating in a conscious and systematic way methodological paths that enable the important overcoming of the alienating banking education so criticized by Freire (2002).

It is known that the classroom is something to be explored, discovered, because there is a complexity and different realities, the teacher has to be really innovative, with the use of new technologies, use of games, projects, among other existing methods, enabling his performance as a teacher, overcoming difficulties arising from traditional teaching. Pereira (2011, p. 69), points out that:

> Teaching, therefore, is a complex activity because the reality in which the teacher works is dynamic, conflicting, unpredictable and presents singularities that, therefore, require mobilization of particular knowledge. It requires mobilization of knowledge for the fulfillment of the objective of educating, which is: the development of the different capacities – cognitive, affective, physical, ethical, aesthetic, social insertion and interpersonal relationship – of the students, which is effected by the construction of knowledge.

In traditional education, students learned through the memorization of studied content for the accomplishments of the "tests", the teacher was the authority of knowledge. Today, the role of the teacher is much broader and more complex, and not only passing on information from specific areas, but he becomes an advisor, a coach, showing him how it should be done, being able to customize teaching and work in learning groups. It is increasingly clear that the teacher's role is not only to pass on knowledge, but to seek new teaching tools. Technology, for example, becomes your great ally in promoting this innovation.

Lilian Bacich, Adolfo Tanzi Neto and Fernando de Mello Trevisani (2015), carried out a collaborative study, by the Peninsula Institution from which the book "Hybrid Teaching –

Personalization and technology in education" was published, in this work the authors address the Active methodology as modern teaching and learning methods, promoting the personalization of learning combined with the use of technological resources. Thus, this study carried out by them as experiments and discoveries was also intended to reflect more broadly on teaching practice. In agreement with the author, not ignoring the existence of technology in classrooms brings new forms and possibilities and great challenges. Today, it is already possible to use applications for the implementation of teaching, free, online, collaborative and social resources. In addition to numerous materials available on the platforms.

Lilian Bacich, Adolfo Tanzi Neto and Fernando de Mello Trevisani (2015), also in their book "Hybrid Teaching – Personalization and technology in education", present some techniques for the development of active learning and teaching practices with the use of some active methods.

According to the authors, the diversity of techniques favors the learning process if there is a balance between individual and group activities, as each technique has its importance, but cannot be presented as absolute.

> It is possible to do this with simple technologies, encouraging students to tell stories and work with real situations, which integrate some everyday games. If we change the mentality of teachers to be mediators, they will be able to use nearby resources, those on their cell phones, such as a camera to illustrate or a free program to put images together and tell interesting stories with them (Lilian Bacich, Adolfo Tanzi Neto and Fernando de Mello Trevisani, 2015, p. 58).

At this point, where the use of technologies can be used by teachers in their classroom practice, and can facilitate learning with the use of games, problem situations, life stories. Active methodologies add knowledge and expand knowledge. Thus, there is an urgent need to know and use new paths, paths in order to seek improvements in pedagogical practice.

Marcelo Ganzela (2015), in his article on "The reader as a protagonist: Reflections on Active Methodologies in Literature classes", mentions some questions that permeated the teaching practice in the disciplines of the Center for Literary Studies of the Letters course. And it addresses even these experiences, whether in higher education, it dialogues with basic education. This project for the initial training of teachers at the institute is based on a homology of processes; According to the author, it is believed that educators are formed through methodological strategies that can be important for their future

professional performance. Therefore, the teacher of the Teaching Degree does not tell the student (future teacher) how his performance should be, he already acts in this way with his student, that is, a future professional colleague. The author believes that transformative and innovative education can be a result, if the initial education transformative and innovative in the licentiate.

The author also addresses the subject by saying that the degree course in letters has investigated the perspectives of exercising the training of Portuguese language teachers using technologies articulated with the tactics of active methodologies. After the existence of the teaching platform known as Moodle, it is now possible in the classroom to use technological resources such as computers.

Finally, it is important to highlight the need for changes in schools for this moment we are experiencing, with the expansion of the use of digital media and changes in the way of teaching and learning. With this, active methodologies, through the personalization of teaching, making many schools get as close as possible to the object to be studied. "It is no longer appropriate to teach all students as if we were teaching only one". (Lima and Moura, 2015, p. 91). Thus, it becomes evident that the teaching practice as knowledge to be shared, must be rethought, analyzed, because changes are already occurring, even with the presence of traditional teaching in many schools, it is noticeable that teaching does not fit where there is no reflection, criticality and transformation of learning.

According to studies carried out by Lilian Bacich (2017, p.37), in national and international research on the challenges encountered in the use of active methodologies with technological resources, it is that although schools make use of such digital technologies in their daily lives, such as tablets, computers, among other devices. What exists is the transposition of "traditional teaching" to online classes. In many cases, the teacher is unable to detach himself from the lectures, passing the contents on extensive slides, in which they are read and argued by himself, leaving the teacher to see and hear what is written.

The author addresses the fact that change in school culture is slow, but that it requires the teacher to decentralize the object to be studied, so that there is autonomy, reflection and experimentation. "An excellent infrastructure, therefore, is not enough: the change in school culture does not occur overnight and requires space for experimentation and reflection by the group for it to have an effect". (BACICH, 2017).

However, as we have mentioned before, it is still perceived in many places the distancing from this reality, especially in Brazil where the diversity of the region in some cases is an obstacle to technological developments with greater effectiveness, in other places this reality has come to solve many issues such as teaching for the "whole", as well as not having oneself as the great "holder of knowledge", since the speed of information and knowledge itself makes this mastery impossible. What we cannot do is have a rigid mindset, thinking that we should not appropriate technological knowledge, or innovative methods because we think it is difficult to learn, or that we are too old to act in such a frightening reality. I could describe here numerous difficulties of working with active methodologies, digital technology, among others, but it is worth thinking that we can relearn by "learning", seeking and practicing.

FINAL CONSIDERATIONS

The implementation of active methodologies in teaching practice represents a significant advance for contemporary education, as it allows for a more dynamic, interactive teaching that is aligned with the needs of students in the twenty-first century. However, its adoption still faces significant challenges, ranging from the resistance of some teachers and students to the lack of infrastructure and adequate institutional support. The continuing education of teachers emerges as an essential factor for overcoming these barriers, since the effective use of these methodologies requires not only theoretical knowledge, but also pedagogical and technological skills that favor their application in daily school life. In addition, the flexibility of curricula and investment in educational policies that encourage innovation in teaching are fundamental strategies to expand the adoption of active methodologies and maximize their benefits for the learning process.

The findings of this research indicate that, despite the challenges, there are successful experiences that demonstrate the potential of active methodologies in promoting a more meaningful education. The use of approaches such as Problem-Based Learning (PBL), the flipped classroom, and gamification has proven effective in expanding student engagement and developing essential skills, such as critical thinking and autonomy (FREIRE, 2019). However, for these practices to be incorporated in a systematic and effective way, a joint effort is needed between managers, teachers, and bodies responsible for formulating educational policies. Institutional support, teacher training and the availability of adequate resources are determining factors to ensure that active

methodologies are not only a theoretical trend, but a consolidated reality in Brazilian education.

Thus, this study reinforces the importance of a careful look at the challenges faced by teachers in the adoption of active methodologies, while pointing out ways to overcome them. The need for greater investment in teacher training, the encouragement of research on innovative pedagogical practices and the strengthening of educational policies are central aspects for the consolidation of these methodologies in Brazil. Future studies may deepen research on specific strategies to overcome the identified difficulties, as well as analyze the impact of these approaches on student learning in different educational contexts. Thus, it is hoped that this work will contribute to the advancement of discussions on innovation in teaching and to the construction of a more participatory, inclusive and effective education.

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