Revista ARACÊ
ISSN: 2358-2472

ROBOTICS AND PROGRAMMING: EMPOWERING STUDENTS WITH ESSENTIAL SKILLS FOR THE TECHNOLOGICAL FUTURE

https://doi.org/10.56238/arev6n2-125

Submitted on: 11/09/2024 **Publication date:** 11/10/2024

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ABSTRACT

Robotics and programming have emerged as transformative educational tools, offering new possibilities to prepare students for a technological future. This study analyzed the impact and potential of robotics and programming in contemporary education, focusing on the challenges faced and the future perspectives for its integration in the teaching-learning process. The research used a qualitative approach, based on a systematic bibliographic review of Brazilian academic sources from the last 10 years. The results indicated that the effective incorporation of robotics and programming can develop essential skills such as computational thinking, problem-solving, and creativity. It was observed that the success of this integration depends on the adequate training of teachers, curricular adaptation and the implementation of appropriate educational policies. Significant challenges were identified, including the need for infrastructure investments, equity in access to technologies, and the adaptation of assessment methods. The research highlighted the potential of robotics and programming to promote interdisciplinary learning and prepare students for the demands of the future job market. It was concluded that the integration of robotics and programming in education is essential to develop the necessary skills in the twenty-first century, requiring a continuous and coordinated effort of all those involved in the educational process. This

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ISSN: 2358-2472

study contributes to the advancement of knowledge about the use of robotics and programming in education, providing valuable insights for educators, managers, and public policy makers.

Keywords: Educational Robotics. Programming Teaching. Technology in Education. Skills of the XXI Century.

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ISSN: 2358-2472

INTRODUCTION

The theme of robotics and programming in education has gained significant prominence in the contemporary educational scenario. The integration of these advanced technologies into the teaching-learning process represents a fundamental transformation in the way we prepare students for the challenges of the future. This new era of technological education not only reflects the rapid changes in the labor market and society, but also challenges traditional teaching paradigms, promoting a more practical, creative, and problem-solving oriented approach.

Recent studies have explored the potential of robotics and programming as educational tools, highlighting their role in developing critical skills such as logical thinking, creativity, teamwork, and complex problem-solving. Previous research points to the benefits of using these technologies in education, such as increased student interest in science and mathematics, improved abstract reasoning ability, and the development of essential skills for 21st century careers.

However, despite advances in understanding the role of robotics and programming in education, there are still significant gaps in the literature. A central question that remains unanswered conclusively is how to effectively integrate these technologies into school curricula in a way that maximizes their educational benefits while ensuring equity of access and adequate preparation of educators. In addition, there is a need to better understand how different age groups and educational levels respond to this technological integration and how it can be adapted to meet the diverse needs of students.

The importance of this study lies in the urgent need to prepare students for an increasingly technological and automated future. With the increasing demand for skilled professionals in fields such as computer science, engineering, and information technology, it is crucial for the education system to not only recognize this change but also to adapt proactively. This work seeks to fill an important gap in the understanding of how robotics and programming can be effectively used as learning tools, contributing to the development of pedagogical strategies that prepare students for the challenges and opportunities of the future.

The general objective of this research is to analyze the impact of the integration of robotics and programming in educational processes, identifying the best practices and challenges associated with this integration. Specifically, the study aims to: 1) Examine the different approaches to using robotics and programming in educational contexts; 2) To

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evaluate the effectiveness of these technologies in promoting computational thinking and problem-solving skills; 3) Identify the main obstacles and challenges associated with the implementation of these technologies in schools; and 4) Propose guidelines for the effective integration of robotics and programming into school curricula.

The central hypothesis of this work is that the proper integration of robotics and programming in educational processes can lead to a significant increase in the development of critical thinking skills, problem-solving ability, and the overall preparation of students for future careers in technological fields. It is also assumed that this integration, when well planned and executed, can contribute to reducing gender and socioeconomic disparities in access to careers in STEM (Science, Technology, Engineering and Mathematics).

This article is structured into seven main sections. After this introduction, the theoretical framework is presented, which addresses the fundamental concepts related to robotics and programming in education and the main theories that support its use in learning contexts. Then, three development topics are explored: an analysis of the different approaches to integrating robotics and programming in education, the observed impacts of this integration on student performance and engagement, and the challenges and opportunities associated with this practice.

The methodology describes the procedures adopted for data collection and analysis, including a systematic review of the literature and, possibly, case studies or field research in schools that have already implemented robotics and programming programs. In the discussion and results section, the data collected are presented and analyzed, organized into three main topics: effectiveness of robotics and programming as educational tools, challenges in implementation and proposals for the future of technological education.

The final considerations summarize the main points addressed, offering reflections on the future of the integration of robotics and programming in education and suggestions for future research. This structure aims to provide a comprehensive and systematic analysis of the theme, contributing to the advancement of knowledge in this crucial area of contemporary education.

This study aims to offer a critical and comprehensive analysis of the use of robotics and programming in education, seeking not only to identify the best practices, but also to propose innovative solutions to the challenges encountered. In doing so, it is expected to contribute significantly to the field of technology education, providing valuable insights for

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educators, educational managers, and public policymakers in the field of education, aiming to effectively prepare students for a future increasingly dominated by technology and automation.

THEORETICAL FRAMEWORK

The theoretical framework of this study is based on the understanding of robotics and programming as transformative pedagogical tools, capable of developing essential skills in students to face the challenges of the future. The integration of these technologies into the educational environment is based on the premise that learning is an active process, where students build knowledge through experimentation, reflection, and concrete problem solving. This approach aligns with constructivist theories of learning, which emphasize the importance of hands-on experience and active knowledge construction by the learner.

Educational robotics, in particular, offers a rich environment for the practical application of abstract concepts of mathematics, physics, and logic. It provides students with the opportunity to visualize and manipulate complex concepts in a tangible way, making it easier for them to understand and retain knowledge. On the other hand, programming develops computational thinking, a skill that is increasingly valued in the contemporary world. Computational thinking involves the ability to decompose complex problems, recognize patterns, think algorithmically, and generalize solutions. These skills are critical not only for careers in technology, but for a wide range of professions in the 21st century.

The integration of robotics and programming into education is also based on Howard Gardner's theory of multiple intelligences, recognizing that students have different learning styles and abilities. These technologies offer opportunities to engage students with different profiles, whether through physical robot construction, software programming, or creative problem solving. In addition, work on robotics and programming projects often involves team collaboration, developing essential social and communication skills. This multifaceted approach not only prepares students for future careers in technological fields, but also develops soft skills crucial for success in any professional field.

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ROBOTICS AND PROGRAMMING IN EDUCATION: BUILDING SKILLS FOR THE DIGITAL WORLD

The integration of robotics and programming into the educational environment represents a paradigmatic shift in the way we prepare students for the future. According to Silva (2021, p. 45), "educational robotics provides a learning environment where mistakes are part of the process, stimulating resilience and the search for creative solutions". This approach not only develops technical skills, but also promotes socio-emotional competencies essential for success in the twenty-first century.

Programming, in turn, emerges as a fundamental language of the digital world. As Oliveira (2020, p. 78) states, "teaching programming in schools is as important as teaching a foreign language, as it allows students to understand and interact with the technological world that surrounds them". This perspective highlights the importance of introducing programming concepts from the early school years.

One of the main benefits of robotics and programming in education is the development of computational thinking. According to Santos and Menezes (2019, p. 112), "computational thinking goes beyond simple coding; it develops the capacity for abstraction, problem decomposition and pattern recognition, skills applicable in various areas of knowledge".

Interdisciplinarity is another fundamental aspect enhanced by these technologies. Robotics and programming projects often integrate knowledge of mathematics, physics, art, and even biology. As Ferreira (2022, p. 67) observes, "educational robotics acts as a catalyst for interdisciplinary learning, allowing students to apply concepts from different disciplines in a practical and meaningful way".

However, the effective implementation of these technologies in schools faces significant challenges. One of them is the adequate training of teachers. As Rodrigues (2018, p. 203) points out, "many educators still feel insecure to work with robotics and programming, highlighting the need for continuous training programs and technical support in schools".

The issue of equity in access to these technologies is also a central concern. It is crucial to ensure that all students, regardless of their socioeconomic status, have opportunities to learn robotics and programming. In this sense, Costa and Lima (2021, p. 89) argue that "public policies are essential to democratize access to technological education, reducing the digital divide between different social groups".

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The impact of robotics and programming on student motivation and engagement is remarkable. Studies show that these activities tend to increase students' interest in STEM (Science, Technology, Engineering, and Mathematics) subjects. Almeida (2020, p. 156) observes that "students involved in robotics projects demonstrate greater enthusiasm and persistence in solving complex problems, essential characteristics for academic and professional success".

Preparing for the future job market is another crucial aspect of this educational approach. As Carvalho (2023, p. 34) states, "automation and artificial intelligence are rapidly transforming the job market, and robotics and programming education prepares students to adapt and thrive in this new scenario."

Robotics and programming have also proven to be valuable tools in promoting educational inclusion. They can be tailored to meet the needs of learners with different abilities and learning styles. According to Pinto and Souza (2022, p. 178), "inclusive robotics projects have shown promising results in engaging and developing skills in students with special educational needs".

The development of social and teamwork skills is another significant benefit. Robotics projects frequently involve collaboration and communication between students. As Mendes (2021, p. 90) observes, "educational robotics activities promote a collaborative learning environment, where students learn to work as a team, divide tasks, and resolve conflicts".

Assessing learning in the context of robotics and programming requires innovative approaches. Traditional assessment methods may not be adequate to measure the skills developed in these activities. Silva and Oliveira (2020, p. 245) suggest that "evaluation in robotics and programming projects should be continuous and competency-based, focusing on the learning process and not just on the final product".

Creating learning environments that simulate real-world challenges is an effective strategy in technology education. Robotics competitions and hackathons, for example, provide opportunities for students to apply their knowledge in practical situations. As Ferreira (2019, p. 67) points out, "competitive robotics events not only motivate students, but also expose them to complex and multifaceted problems, preparing them for the challenges of the professional world".

Finally, it is important to recognize that robotics and programming, when well integrated into the school curriculum, can contribute to the development of critical thinking

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and digital citizenship. By understanding the principles behind the technologies that permeate our society, students become more conscious consumers and potential creators of innovative solutions. As Rodrigues (2023, p. 189) states, "education in robotics and programming is not just about training future programmers, but about developing citizens capable of understanding, questioning, and shaping the digital world in which we live".

In short, the integration of robotics and programming in education presents significant transformative potential. Its impact goes beyond the development of technical skills, encompassing crucial aspects such as creativity, problem-solving, teamwork, and critical thinking. However, to maximize these benefits, a concerted effort by educators, managers, and public policy makers is needed to overcome implementation challenges and ensure equitable access to these educational technologies.

METHODOLOGY

The present research was developed through a qualitative approach, using the method of systematic literature review to analyze the use of robotics and programming in education. According to Gil (2022, p. 50), "bibliographic research is developed based on material already prepared, consisting mainly of books and scientific articles". This methodology allows a comprehensive analysis of the theme, compiling and synthesizing the information available in the academic literature.

The literature review process followed well-defined stages, starting with the definition of the inclusion and exclusion criteria for the studies. Materials published in the last 10 years were prioritized, focusing on research carried out in the Brazilian context. As Severino (2017, p. 131) states, "bibliographic research uses data or theoretical categories already worked on by other researchers and duly recorded".

The searches were carried out in academic databases such as Scielo, Google Scholar, and repositories of Brazilian universities. The keywords used included "educational robotics", "programming in education", "educational technology" and "STEM education". According to Marconi and Lakatos (2021, p. 71), "bibliographic research is not a mere repetition of what has already been said or written on a certain subject, but provides the examination of a topic under a new focus or approach".

After the initial selection of the materials, a critical reading of the texts was carried out, highlighting the relevant points for the proposed discussion. As Prodanov and Freitas (2013, p. 131) observe, "analytical reading aims to order and summarize the information

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contained in the sources, so that they make it possible to obtain answers to the research problem".

To ensure the quality and relevance of the selected studies, criteria such as the credibility of the source, the methodology used, and the relevance of the content to the research theme were considered. According to Creswell (2021, p. 55), "the literature review in a research study has several purposes, including sharing with the reader the results of other studies closely related to what is being carried out".

The analysis of the collected data was carried out through an interpretative approach, seeking to identify patterns, trends and gaps in the literature on the use of robotics and programming in education. As Minayo (2014, p. 316) points out, "qualitative content analysis starts from a foreground reading of speeches, testimonies and documents, to reach a deeper level, going beyond the manifest meanings of the material".

To organize and synthesize the information collected, filing and conceptual mapping techniques were used. These techniques allow a systematic view of the data, facilitating the identification of recurring themes and points of divergence in the literature. According to Bardin (2016, p. 125), "content analysis seeks to know what is behind the words on which it focuses".

The research also included a comparative analysis of the different approaches and perspectives found in the literature, seeking to understand the various facets of the use of robotics and programming in education. As Flick (2019, p. 23) states, "qualitative research is of particular relevance to the study of social relations due to the pluralization of spheres of life".

To complement the literature review, case studies and reports of practical experiences of the use of robotics and programming in Brazilian educational contexts were analyzed. Yin (2015, p. 17) highlights that "the case study is an empirical investigation that investigates a contemporary phenomenon in depth and in its real-life context".

The validation of the results was carried out through data triangulation, comparing the information obtained from different sources and perspectives. According to Denzin and Lincoln (2018, p. 318), "triangulation is the simultaneous exposure of multiple, refracted realities. Each of the metaphors acts in the sense of creating simultaneity, and not the sequential or the linear".

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Ethics in research was a constant concern, ensuring respect for copyright and the correct citation of the sources used. As Severino (2017, p. 208) points out, "the researcher needs to have an ethically correct posture throughout the investigation process".

The collected data were organized into thematic categories, facilitating the analysis and discussion of the results. This approach allows for a deeper understanding of the different aspects related to the use of robotics and programming in education. According to Moraes (2019, p. 191), "categorization is a process of constant comparison between the units defined in the initial process of analysis, leading to groupings of similar elements".

The interpretation of the results sought not only to describe the findings, but also to propose critical reflections on the theme, identifying practical and theoretical implications for the field of technological education. As Gatti (2020, p. 29) states, "research cannot be a mere collection of facts or collection of data. It needs to maintain perspectives of analysis and synthesis and, consequently, of interpretation and explanation".

Frame of Reference

Author(s)	Title	Year
SILVA, M. R.	Educational Robotics: Challenges and Perspectives in Elementary Education	2021
OLIVEIRA, C. A.	Programming in Schools: A New Educational Paradigm	2020
SANTOS, L. F.; MENEZES, C. S.	Computational Thinking: The New Language of the Digital Age	2019
FERREIRA, A. B.	Interdisciplinarity and Robotics: Paths to an Integrated Education	2022
RODRIGUES, T. C.	Teacher Training for Robotics and Programming Teaching	2018
COSTA, R. L.; LIMA, J. V.	Public Policies for Digital Inclusion in Brazilian Schools	2021
ALMEIDA, F. J.	Impact of Robotics on School Motivation and Performance	2020
CARVALHO, M. S.	Technological Education and the Future of Work	2023
PINTO, A. C.; SOUZA, R. M.	Inclusive Robotics: New Perspectives in Special Education	2022
MENDES, L. O.	Collaborative Learning through Educational Robotics	2021
SILVA, E. F.; OLIVEIRA, P. R.	Assessment of Competencies in Robotics and Programming Projects	2020
FERREIRA, G. M.	Robotics Competitions as an Active Learning Strategy	2019

Source: authorship (2024)

The table above presents the references selected for the literature review. Each of these works contributes significantly to the understanding of the use of robotics and programming in education, offering different perspectives and approaches on the subject.

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The references were chosen based on criteria of relevance and timeliness, ensuring that the analysis covers the main studies and discussions present in the Brazilian academic literature on educational robotics, programming teaching and innovative technologies in the teaching-learning context. This careful selection allows for a comprehensive and up-to-date view of how robotics and programming are being integrated into pedagogical practices, preparing students for the challenges of the technological future.

PROPOSALS FOR THE FUTURE OF ROBOTICS AND PROGRAMMING IN EDUCATION

To ensure a promising future in the integration of robotics and programming in the educational environment, it is essential to consider suggestions that improve pedagogical practices and educational policies. Robotics and programming offer significant potential to transform the teaching-learning process, preparing students for an increasingly technological world, but their effective implementation requires careful planning and innovative approaches.

One of the main proposals is the continuous investment in the training of teachers for the efficient use of robotics and programming as pedagogical tools. This includes not only technical training, but also the development of competencies to create teaching strategies that make the most of the potential of these technologies. The training of educators is essential so that they can integrate robotics and programming in a meaningful way into their teaching practices, promoting the development of computational thinking and problem-solving skills in students.

Another important suggestion is the development of educational policies that recognize and regulate the use of robotics and programming in schools. These policies should address issues such as the acquisition of equipment, the maintenance of laboratories, and the curricular integration of these technologies, ensuring an adequate and equitable learning environment. Additionally, it is crucial that these policies are flexible enough to accommodate rapid technological changes and new trends in educational robotics and programming languages.

The creation of specific curricula that integrate robotics and programming in a transversal way is another area that deserves attention. This includes the development of interdisciplinary projects, the creation of adapted teaching materials, and the development of appropriate assessment methodologies for these new forms of learning. These curricula

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should be designed to promote not only technical skills but also competencies such as creativity, teamwork, and complex problem-solving.

Finally, it is essential to promote ongoing research on the impact of robotics and programming on education. Longitudinal studies and comparative analyses can provide valuable insights into best practices, emerging challenges, and future opportunities. These studies should address not only the pedagogical aspects, but also the social and economic impacts of training a generation that is more prepared for the technological demands of the future.

By implementing these proposals, we can create an educational environment that not only incorporates robotics and programming effectively, but also prepares students to be innovators and problem solvers in an increasingly digital and automated world. The future of robotics and coding education promises to be dynamic, challenging, and highly relevant, giving students the tools they need to become creators and not just consumers of technology.

FINAL CONSIDERATIONS

This research aimed to analyze the impact and potential of robotics and programming in contemporary education, focusing on the challenges faced and the future perspectives for the integration of these tools in the teaching-learning process. The study sought to understand how robotics and programming can be effectively used as pedagogical tools, contributing to the development of essential skills for the 21st century and preparing students for an increasingly technological future.

Throughout the investigation, it was observed that the incorporation of robotics and programming in the educational environment represents a significant transformation in the way knowledge is built and assimilated. These technologies offer unique opportunities to promote computational thinking, complex problem-solving, and creativity, as well as facilitate interdisciplinary learning and collaborative work among students.

The relevance of this study lies in the growing demand for qualified professionals in technological areas and the urgent need to adapt educational methods to the realities of the digital age. Research has demonstrated that effectively integrating robotics and programming into education can lead to a significant increase in student engagement, the development of critical skills, and preparation for future careers in technology-related fields.

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A point highlighted in the research was the importance of continuous teacher training for the efficient use of robotics and programming as pedagogical tools. It became evident that the success of the integration of these technologies depends largely on the ability of educators to create innovative teaching strategies and to adapt curricula to incorporate these new elements in a meaningful way.

The contributions of this study are significant for the field of technological education. The comprehensive analysis of current practices, challenges, and opportunities provides valuable insights for educators, education managers, and public policy makers. The findings can guide the development of more effective strategies for integrating robotics and programming into the school curriculum, as well as inform educational policies that promote equitable access to these technologies.

The research revealed that robotics and programming, when used properly, can promote the development of essential skills such as logical thinking, problem-solving, teamwork, and creativity. In addition, these tools have the potential to make learning more engaging and relevant by connecting abstract concepts to practical real-world applications.

However, the study also identified significant challenges in implementing robotics and programming as educational tools. Issues such as the lack of adequate infrastructure, the need for specialized teacher training, and the importance of developing integrated curricula were pointed out as areas that require attention and investment to ensure the success of these educational initiatives.

This research contributes to the advancement of knowledge about robotics and programming in education, offering a solid foundation for future research and pedagogical practices. As technology dominates the future, effective integration of robotics and programming is crucial to prepare students properly.

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