



REFLECTIONS ON ACTIVE METHODOLOGIES AND THE LITERACY PROCESS IN THE FIRST SCHOOL CYCLE

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SUMMARY

This article proposes a reflection on active methodologies and literacy in the first cycle of elementary school. Active methodologies are teaching strategies that enhance the teaching and learning process, enabling student protagonism and active, collaborative and meaningful learning. The research addresses the application of active methodologies in the literacy process in the first school cycle of basic education. The implications of using the methodologies in literacy are analyzed, as well as the gains and advantages of this teaching proposal in the development of reading and writing skills. The methodology encompasses a review of recent literature and the analysis of data and statistics related to literacy in the first cycle of school. The results show how active methodologies have the potential to improve and enhance the literacy process, enabling the achievement and development of students' ability to read, write and interpret, in a powerful and meaningful literacy and literacy process. Among the authors who supported this research, we can mention: Barbosa (2003), Cagliari (1999), Novóá (2002), Pérez (2008), Valente (2018), Vigotsky (1991), among others, which they address in their works important concepts and information on the topic in question.

Key words:Literacy. Active methodologies. Basic education.

ABSTRACT

This article proposes a reflection on active methodologies and literacy in the first cycle of elementary school. Active methodologies are teaching strategies that enhance the teaching and learning process, enabling student protagonism and active, collaborative and meaningful learning. The research addresses the application of active methodologies in the literacy process in the first school cycle of basic education. The implications of using the methodologies in literacy are analyzed, as well as the gains and advantages of this teaching proposal in promoting reading and writing skills. The methodology encompasses a review of recent literature and the analysis of data and statistics related to literacy in the first cycle of school. The results show how active methodologies have the potential to improve and enhance the literacy process, enabling the achievement and development of students' ability to read, write and interpret, in a powerful and meaningful literacy and literacy process. Among the authors who supported this research, we can mention: Barbosa (2003), Cagliari (1999), Novóá (2002), Pérez (2008), Valente (2018), Vigotsky (1991), among others, which they address in their works important concepts and information on the topic in question.

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1. INTRODUCTION

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Technological and scientific changes in recent decades have promoted significant transformations in society, the economy and the lives of individuals. Education, although still rooted in traditional teaching styles, is also gradually reviewing some concepts and undergoing significant transformations.

We consistently demand to understand that society has undergone major transformations and education needs to keep up with these changes, taking into account the historical, social and cognitive demands of students. This is one of the great social functions of learning spaces, in this case

physical and virtual spaces are included. Active methodologies emerge, in this context, as relevant strategies to adapt the educational process to the demands of the contemporary world.

Literacy, as a process of developing reading, writing and interpretation skills, can be enhanced and benefited through the application of active methodologies based on proposals that encourage student protagonism and active, meaningful and collaborative learning. This article aims to develop a reflection on active methodologies and literacy in the first cycle of elementary school. The implications of using the methodologies in literacy are analyzed, as well as the gains and advantages of this teaching proposal in the development of reading and writing skills.

One of the main issues addressed is the demand for literacy in the promotion of students who are able to read, interpret and write proficiently, adjusting the use of reading and writing to the contexts in which these skills are used. More than decoding letters and sounds, it is necessary to reflect on what is read and attribute meaning and significance to what is read. Students need to experience real situations of applicability of reading and writing and incorporate the ability to read, write and interpret into their daily lives.

Active methodologies facilitate and enable this process by presenting themselves as strategies based on the promotion of meaningful, active and participatory learning, in which the student adopts protagonist behavior, participates effectively and knowledge is constructed in a collective and engaged way.

In this context, this article presents a critical analysis of recent literature on active methodologies and literacy in the first cycle of basic education. Through a comprehensive bibliographical review, we seek to provide fundamentals and relevant information for the construction of a literacy process supported by active methodologies that leads to the formation of students familiar with reading and writing proficiently.

2 THEORETICAL FRAMEWORK

Literacy is a frequent topic on the radar of research and studies in education. Being an essential part of the students' educational trajectory, it is a point of constant attention and interest, after all, the success or otherwise of the literacy process has implications for the student's entire subsequent trajectory, impacting their life opportunities and future learning. A consistent and efficient literacy process considerably increases students' chances and opportunities throughout their career and expands their ability to learn and build more elaborate knowledge.

More than learning to decode sounds and letters, students need to be able to read, write and interpret what they read, applying these skills in their daily activities. Literacy and literacy are different paths, but they must be followed simultaneously in the first school cycle. By discovering and incorporating how reading and writing occur, identifying and relating graphemes and phonemes, the student expands their repertoire and builds their position as a reader based on proposals that encourage reading and writing in real use situations and promote contact with cultural assets and texts in various genres.

Constituting a set of strategies that promote active participation, interaction, autonomy and protagonism of students, active methodologies are relevant ways of guaranteeing the success and effectiveness of the literacy and literacy process, adjusting teaching to the demands contemporary knowledge society and the experiences of students in their daily lives. Regarding the importance of innovation in the teaching and learning process, Khan (2012) explains that:

Between the old way of teaching and the new, there is a crack in the system, and children across the planet fall through it daily. The world is changing at an increasingly rapid pace, but systemic changes, when they occur, move very slowly and often in the wrong direction; every day — in every class — the gap between what is taught to children and what they actually need to learn becomes greater (Khan, 2012, p. 10).

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In traditional teaching models, the student assumes a passive stance, as a receiver of information. The teacher transmits knowledge vertically, mainly through oral exposition. This is a model that, according to Daros (2018), generates discontent on the part of both teachers and students in a scenario of unmotivated and passive students and frustrated and worn-out teachers.

Thinking about literacy in a traditional teaching context, we see the presence of exercises and writing and reading proposals that do not align with the reality and interests of students through texts that

they privilege one letter and its syllables at a time and are not found as real reading practices in our society. Furthermore, reading practices, in a traditional teaching context, aim at decoding and mechanical and rigid experiences.

When writing about active methodologies, Valente (2018), emphasizes that these are pedagogical practices in which the student assumes a central position in their learning and achievement of knowledge, assuming a participatory stance, since “the fact that they are active activities is related to carrying out pedagogical practices to involve students, engaging them in practical activities in which they are protagonists of their learning” (p.28).

Literacy and the use of active methodologies, in this context, align with the active and meaningful education that is necessary in the current situation. Regarding learning as an active process, Khan (2012) also highlights that teaching in its traditional form no longer meets the demands of a society in constant transformation, as it is configured as a form of passive learning in a world that presupposes an individual stance. increasingly active in information processing.

Addressing literacy and literacy, we turn to Cagliari (1999) in the search to understand these concepts and study literacy from this perspective. The author points out that the literacy process refers to learning letters and their sounds, as well as decoding. Literacy is related to the social role of reading and writing, to the use of language in practical situations of everyday life.

The author also highlights the importance of literacy teacher training, placing it in a prominent context that goes beyond the general teacher training. In the words of Cagliari (1999, p. 130): “As an educator, the teacher needs to have general training and this knowledge is basic. As a literacy teacher, he needs to have technical, solid and complete knowledge”.

Still on teacher training, we find in the words of Nóvoa (2002) the idea that approaching the continued training of teachers implies discussing the creation of a training network that leads us to understand the teacher as a global subject who demands a continuous, interactive and dynamic training process.

Going beyond the theoretical and technical aspects of the literacy process, it is also necessary to take into account its political and social dimension, as recorded by Pérez (2008) when writing that the choices of didactic procedures used in literacy reveal, even if in a veiled way, a political bias on the concept of education adopted and the student intended to be trained.

In a literacy and literacy context through the use of active methodologies in the first educational cycle, we have practices that allow students to interact, contact with real reading and writing situations, collaborative learning, work in teams and proposals for learning contexts. learning that uses the classroom environment and structure in a dynamic way that favors interaction, teamwork and an active and investigative stance.

When addressing the relevance of interaction in this scenario, it is important to highlight that the nature of human beings is community, social and is directly influenced by events, changes and innovations in the social and historical context in which they are inserted. When studying how learning occurs, Vygotsky (1991) strongly points out how interaction is essential and determining in the learning process of individuals. Taking into account the social interaction made possible by the use of active methodologies in the literacy process, respect between those involved and their particularities are crucial for the teaching and learning process to occur in a beneficial and productive way for all students.

It is important to highlight that we live in a digital era, if before accessing information was time-consuming and sometimes difficult, today we are connected and with a click or swipe of the finger we have access to a considerable volume of information. A world of discoveries and possibilities opens up before us, especially with regard to the use of language in the context of new interaction and communication practices.

In the educational field, Digital Information and Communication Technologies (DIT) are part of students' daily lives and impact the ways of learning, becoming literate and using reading and writing. in our daily lives. Given this reality, it is necessary to think about how students are learning to read and write in virtual environments and how this practice can be inserted into the classroom context, supporting the process of autonomy and authorship.

Literacy encompasses, in addition to decoding the alphabetic writing system, its social use. From changes in the way of reading and writing based on coding and verbal and non-verbal signaling supported by digital texts and not just books, we have digital literacy, which implies new pedagogical skills, such as constantly mastering and reinventing the methods for acquiring knowledge.

Digital resources are important instruments when thinking about an allied literacy process.

to the use of active methodologies. The BNCC, National Common Curricular Base, for early childhood and elementary education (Brazil, 2017), highlights the need to understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in different social practices in situations of communication, access and dissemination of information and production of knowledge, critically reflecting on ways to meet the development of skills, taking into account the local reality.

Still on digital resources, it is clear that the use of these resources in the classroom is a demand in today's society. According to Cortes:

Currently, we can no longer postpone the encounter with technologies; capable of didactic use, since the students who are volunteers and enthusiastically immersed in these resources – already speak another language, as they have developed explicit skills to live with them. (Côrtes, 2009, p. 18)

Returning to our reflection on active methodologies and the literacy process in the first school cycle, we find in the words of (Barbosa, 2003, p.19) the notion that “knowing how to read and write enables the subject of their own knowledge, as knowing how to read, he becomes capable of acting on the collection of knowledge accumulated by humanity, through writing and, in this way, producing knowledge himself”.

According to Lima (2019), literacy is a process that has no end, because as the student grows, he expands his knowledge and develops even more complex skills. To achieve this, however, the author warns that students need to find teachers who are capable of offering a playful, active and dynamic teaching and learning process.

The author also highlights that the literacy process must be understood as the initial milestone of the educational journey and be established in the initial three years of the first cycle, a phase in which the child develops skills and competencies that will have an impact on their school development as a whole.

The use of active methodologies such as conversation circles, project-based learning, station rotation, game-based learning, flipped classrooms and *storytelling*, for example, can provide the teacher with a vast repertoire of practices and countless possibilities for experiences that enable the development of skills and abilities related to literacy. Carvalho (2006) highlights that the current ways and forms of learning and development demonstrate the potential to make the school consolidate itself as a pleasant environment for interaction, conviviality and knowledge production.

In this context, active methodologies have the effect of positively impacting the literacy process through proposals related to exploration, discovery, investigation in the journey of learning to read, write and interpret, attributing meaning to what is read.

Active methodologies contribute to the student's path towards literacy taking place in a dynamic and collaborative learning environment, in which there are opportunities for students to interact with each other, with their teachers and with the content in a meaningful way. This is done through practical activities, such as games, group projects, dramatizations and other strategies that promote reflection and application of what is learned in the literacy process.

Another aspect to highlight is the fact that literacy work based on the application of active methodologies encourages respect for different ways of learning, students' different skills and competencies and students' learning styles, allowing each student to develop their skills reading and writing according to your individual pace and needs. This approach also encourages students' autonomy and self-confidence, by allowing them to take the lead in their own learning.

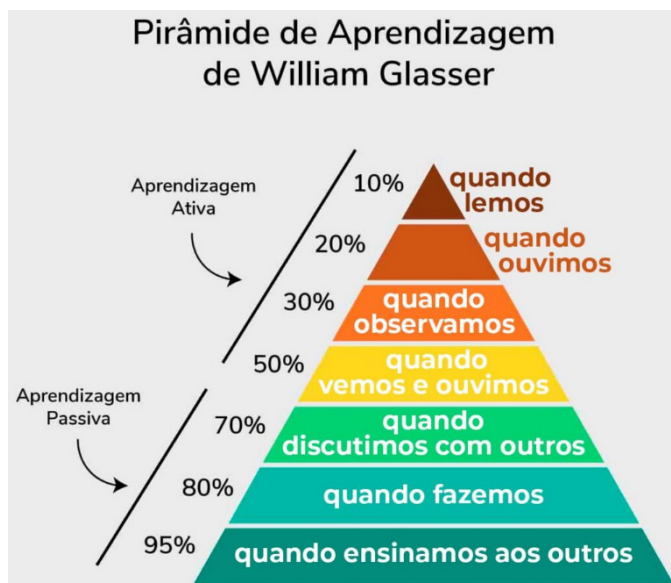
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In this sense, we used Glasser's Learning Pyramid to hierarchically point out the ways of learning and the percentage of content retention in each way. Passive forms that include listening and reading have lower percentages compared to more active forms such as teaching a colleague and participating in discussions. In this context, it is clear how active approaches enhance learning and content retention.

Glasser's pyramid highlights that learning reaches 10% when the student only reads, 20% when he listens, 30% when he observes, 50% when he sees and hears at the same time, 70% when students participate in discussions with each other, 80% in situations in which students practice what they are

learning and 95% in moments when the student has the opportunity to teach what they learned to their colleagues. In this sense, there is a significant increase in the percentage of content retention and student learning as they become involved in the teaching and learning process in a more active and participatory way. Another highlight is the relevant contribution of interaction in the search for more effective learning.

Therefore, it is noteworthy that the greater the student's involvement in a given study topic, the more effective their learning on that topic is. Analyzing the use of active methodologies in the literacy process, we realized that the concepts present in the Learning Pyramid can be applied in this context to prove the gains of active and participatory learning, both in the literacy process and in education as a whole. The gains go beyond the assimilation of content and the achievement of reading and writing skills, reaching the development of autonomy and stimulating socio-emotional skills.



Glasser's Learning Pyramid. Source :Somos Institute

When we analyzed the data on literacy in our country, we realized that despite the decrease in the illiteracy rate in Brazil, which went from 6.1% in 2019 to 5.6% in 2022, literacy is compromised to around 40% of young people of school age, according to Datafolha. Among Brazilian regions, the Northeast has the highest rate (11.7%) and the Southeast the lowest rate (2.9%).

Furthermore, in Brazil, half of students aged approximately seven years demonstrate difficulties in reading and writing in accordance with the minimum expectations. According to data from INEP, the National Institute of Educational Studies and Research, in view of the SAEB tests, Basic Education Assessment System, applied in 2019 and 2021, there was a decline in literacy performance, in a scenario in which the percentage of 54.8% of the children assessed were assessed as literate in 2019.

Thus, by incorporating active methodologies into the literacy process, teachers find ways to offer more interesting and effective learning proposals, preparing students not only to master basic reading and writing skills, but also to become proficient learners throughout their education. life, capable of facing the challenges of the contemporary world.

2. MATERIAL AND METHOD

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The classification of the methodology follows the guidelines of Silva and Menezes (2005), when classifying research according to its approach, objectives and technical procedures adopted.

From the point of view of data approach and analysis, the research methodology was used when titative. Gerhardt and Silveira (2009, p. 31 and 33) explain that "qualitative research is not concerned with numerical representation, but rather with deepening the understanding of a social group, of an organization". In research, the qualitative approach is identified in the concepts highlighted by reference authors, a basis that forms the theoretical foundation.

From the point of view of objectives, the research is classified as exploratory. Gil (2002, p. 41) cites that exploratory research “aims to provide greater familiarity with the problem, with a view to making it more explicit or constituting hypotheses. It can be said that this research has as its main objective the improvement of ideas”. According to the author, the planning of exploratory research is quite flexible, and bibliographical survey, conversations, interviews and other forms of analysis can be used.

In the present work, exploratory research is presented in the survey of research data, as well as in the bibliographical survey carried out, which contributed to the reflection and study of the research topic, leading us to reflections and notes on this topic throughout of the construction of the work.

From the point of view of technical procedures, the research is classified as a bibliographic review. According to Severino (2018), the bibliographic review is based on available records of previous studies, such as articles, books, dissertations and theses, using data from theoretical categories already explored by other researchers.

FINAL CONSIDERATIONS

The research in question explored active methodologies applied to the literacy process in the first school cycle. During this study, it was possible to perceive the relevance and demand for an active and meaningful literacy process that promotes, in addition to literacy, literacy and the competent use of reading and writing skills in the context in which the student is inserted.

One of the main understandings of this study is the fact that active methodologies have the potential to contribute and improve the literacy process, aligning the demands of the contemporary world with a process as relevant and decisive in students' school lives as literacy. **to the. Important** highlight the demand for continued teacher training for a literacy process that promotes literacy and the real use of reading and writing and develops increasingly complex and elaborate reading skills in students.

Going further, this study also pointed out how the digital universe and the increasingly wide variety of technological resources need to be taken into consideration when using active methodologies in the literacy process, aligning literacy with reading and writing practices carried out on digital media. .

Another relevant aspect highlighted was the political dimension of literacy, when we think about how reading and writing are powerful instruments for interacting with the universe around us and for existing in a world and society marked by constant transformations. Critical reflection, autonomy and education based on emancipation are essential in this context.

This study highlights the different possibilities that the use of active methodologies opens up in the search to enhance and innovate the literacy process and offer students varied opportunities to read, write, interpret and increasingly develop their knowledge as a reader in a world marked by diverse resources and varied and distinct languages.

Reflecting on more active and dynamic possibilities in the literacy process, we hope that this research contributes to attention to such urgent demands related to literacy and literacy, the high rate of illiteracy and **Thesad** reality of functional illiteracy.

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