



## Didactic projects: instrument for building knowledge in the educational process *Didactic*

*projects: an instrument for the construction of knowledge in the educational process*

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## SUMMARY

Using didactic projects as an instrument for building knowledge in the educational process means providing opportunities for building knowledge, freeing and showing stored knowledge to be a means of solving problems that affect the educational process. It is also one of the strategies for the educator and the school to mobilize around a movement that aims to transform the school educational process. Working with didactic projects means working in a different way, it means leaving a monotonous pedagogy and moving towards basic principles of the quality educational process. It is a new pedagogical and methodological organization for working in schools, involving diverse knowledge to raise the self-esteem of both the educator and the student. We must let ourselves be carried away by the transformations, so that there are changes in the way we work in the classroom. We cannot stand still in the face of school problems, we have to learn to learn, but for this it is necessary that we, educators of the 21st century, can first of all learn to know, learn to do, learn to live together, learn to live with others. others and learn to be. Didactic projects can awaken a new way of teaching and learning in students and educators. It is considered as one of the teaching support tools and learning, as the teacher must feel when there is a need to change to satisfy himself and must not forget that with this teaching strategy, the education that we are asked so much to be of quality can certainly be analyzed more efficiently. We know that working with didactic projects is a challenge for advancing the organization of pedagogical work and for this to happen we must be united to carry out and implement knowledge guided, fundamentally, by our desires to want to do it and want it to happen. Therefore, in this process of reflection, it is clear that it is up to the school institution to form critical and participatory citizens, with awareness and clarity in the educational process of their learning.

**Key words:** Didactic Projects. Knowledge. Education.

### Abstract

To use didactic projects as an instrument for the construction of knowledge in the educational process is to provide opportunities for the construction of knowledge, it is too free and show knowledge saved to be means for solving problems that reach the educational process. It is also one of the strategies for the educator and the school to mobilize around a great movement that aims at the transformation of the school educational process. To work with didactic projects is to work in a differentiated way, to leave a monotonous pedagogy and to move towards basic principles of the quality educational process. It is a new pedagogical and methodological organization to work in schools, involving diversified knowledge to raise the self-esteem of both educator and student. We must allow ourselves to be carried away by transformations, so that there may be changes in the way we work in the classroom. We cannot stand still in the face of school problems, we must learn to learn, but for this it is necessary that we, educators of the 21st century can first learn to know, learn to do learn to live together, learn to live with others and learn to be. Didactic projects can awaken in the student and educator a new way of teaching and learning. It is considered as one of the teaching and learning support tools, because the teacher must feel when there is a need to change to satisfy himself and should not forget that with this teaching strategy certainly the education that is charged to us so much to be of quality, can be analyzed more efficiently. We know that working with didactic projects is like a challenge for the advancement in the organization of pedagogical work and for this to happen we must be united for the realization and realization of knowledge oriented, fundamentally, by our wills to want to do and happen. Therefore, in this process of reflection, it is up to the school institution to train critical and participatory citizens, with awareness and clarity in the educational process of their learning.

**Keywords:** Didactic Projects. Know. Education.

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## 1. Introduction

Today, one of the predominant ideas is that the school must develop work that forms citizens capable of actively participating in their community, and with this we must jointly develop a constructive, participatory and emancipatory teaching style for the school. And for this reason, it has been realized that didactic projects contribute to collective construction that means awakening a feeling of mission accomplished. Today, our students must know how to handle their own knowledge to add to our education, as many learners give up on school, because they believe that the classes are the same and thus become saturated and because of this and other problems there is school failure. Working with didactic projects enables the construction of knowledge and the reorganization of school spaces.

The intention is to contribute to the training of students and educators, providing through research a path to building knowledge to be performed, that is, people who can express themselves clearly in the most varied situations, defending their points of view, understanding and disagreeing opinions. on the path that leads you and contribute to your own knowledge and commitment to the educational process.

Nowadays, it is possible to observe that many teaching projects are having positive results in increasing the learner's confidence. Many are satisfied with the success provided by learning, restoring learning that seemed to have no satisfactory end. It's so good to see and feel the results when students and teachers contextualize what they learn; learners feel involved in what they learn; When we reflect on what we learn and the difficulties faced in learning, we realize that we have learned and share this with others. There are teaching projects carried out in schools as references for numerous strategies, to promote understanding and learning for students and teachers. We have the link between important proposals from authors who continue in the pleasurable and difficult field of education, providing us with methods to conduct the educational process to be followed, observing and obtaining both positive and negative results, given the reflection of pedagogical practices. But the path is not unique. Different alternative paths can be traced, depending on the characteristics and needs of the context, of the reality where it is necessary.

Pedagogical work, which is all the work that takes place at school so that it fulfills its educational function, may present different forms of organization and conduct, depending on the method adopted, according to the way of thinking of the people responsible for this work, which is the process educational.

Over the years it has been observed that there are many means (paths) through which students must work, going through school life together so that they can acquire the knowledge necessary for life as a citizen. But we didn't find this path ready. We must build collectively according to the reality of each school.

## 2 Didactic projects: instrument for building knowledge in the educational process

Working with projects is positive for both the student and the teacher. The teacher, who feels more fulfilled with the students' involvement and the results obtained, wins, the student wins, who learns more than he would learn in the situation of simply receiving information. Thus, the information begins to be treated in a constructive and useful way and the student develops the ability to select, organize, prioritize, analyze, synthesize, etc. Making classes moments of efficient, creative and enjoyable teaching is an art that requires competence and knowledge from the teacher.

Furthermore, for the didactic project to be productive it is necessary to plan. Planning is one of the most important tasks to ensure the success of any initiative, and schools are no different. When planning, the educator is not alone, there is a chain of ideas to enable the success of work in the educational process. Therefore, school management must function and be participatory to improve the pedagogical quality of the school's educational process; ensure the school curriculum has a greater sense of reality and relevance; increase the professionalism of teachers, etc.

Understanding the meaning of planning at school has become an essential requirement to guarantee truly participatory planning of what is desired, by both parties involved in the educational process. Talking about planning no longer means being alone to carry out the plan, but rather being in a group of engaged professionals

in the procedure through which the act of planning will go through, that is, planning must be participatory. The teacher is a worker who specializes in the art of teaching and learning and, therefore, must perform his work in the best way possible, he cannot afford to do it anyway, relying only on his experience, on his years of work or on your own luck.

Planning is essential and requires elaboration and interpretation to prepare the work. To build planning, there is a need for a school team to articulate the educational process in the educator's pedagogical practice. We talk about building collective work because we are necessarily included in the group of human beings who need to provide essential values for the formation of citizenship. Therefore, for us, planning is the moment in which we must create the possibility of everyone's involvement, with a view to achieving collectively defined objectives.

The role of the school is to guarantee access to quality knowledge for all children

and young people so that they can find their place in the world, a world that is rich in civilizational advances. As a result, it presents immense problems of social, economic and cultural inequality. Of values. Of purposes. The school's task is to insert children and young people, both in the advancement and in the problems of today's world, through reflection, knowledge, analysis, understanding, contextualization, development of skills and attitudes. The school's identity in this process is to ensure that children and young people are capable of thinking and generating solutions so that they can appropriate the richness of civilization and the problems that this same civilization has produced. It is in this contradiction that the identity of the school today is defined (PIMENTA, 1998, p. 50).

In view of this, we must enable the inclusion of values, attitudes, competence, intelligence and countless values that need to be included at the time of planning, to provide educational innovations and, we need to reflect, as the school receives children, young people and adults with cultural, social and economic differences; and based on this contextualization, we must organize human learning with coherence, efficiency and effectiveness.

Working with didactic projects means sharing decisions between teacher and student, enabling learners to form relationships and construct meanings for what they are learning. This also integrates the full involvement of reflecting on the construction of new knowledge in pedagogical practice and giving meaning to every effort to search for information and dedication to guaranteeing to learners the purpose of what we want to expose and the intention of our well-being, enabling them to access to quality knowledge with the work developed with teaching projects. According to Vieira (2006, p. 20) highlights that:

Working with projects constitutes a differentiated pedagogy, as it starts from intention to action, involves the student as co-author of their own learning, gives new meaning to the school space, guides school activities, allowing interdisciplinary work. With project pedagogy, a new methodological and pedagogical organization is invented in the classroom. Felipe Perrenoud considers this pedagogy as one of the ways to fight against school failure. In his opinion, "differentiated pedagogies are, in general, inspired by a revolt against school failure and inequalities.

The importance of knowledge being understood as a tool for changing the world in the educational sphere is clear. The educational process is an instrument of freedom, that is, it is the sharing of knowledge. The teacher becomes understood as a mediator who also learns from his students. Both the student and the teacher share their knowledge and learning processes, learning from each other what to do and how to do it well. Together they create a bond of friendship, sharing knowledge to fight against constant challenges in the educational process.

Project pedagogy is not a recent practice. It emerged from the New School movement with John Dewey and was later perfected by William Kilpatrick, his disciple, at the beginning of the last century. Here in Brazil, the precursor of this movement was Anísio Teixeira, who also shared Dewey's ideas, both followers of an active pedagogy. The educator must be attentive to propose content and activities that enable the student to learn through action. We can verify such possibilities from the teaching and learning interaction with the creation of didactic projects, observing that today's school has become a place where solutions are expected not only for learning, but for learning through action. It should also be noted that the educator can and should prioritize his reflection on his learning.

According to Mota (2007, p.7), "the project is born from a question, from a need to know, which can arise from both the student and the teacher. The key to a project's success lies in its foundation: curiosity, the need to know, to understand reality." It is worth highlighting that the school must react to the problems that exist, to combat them. We need educators who are courageous, responsible, dedicated, united, ethical and especially those who have love for others, because no one learns alone, we need each other to overcome the obstacles of professional life.

It is worth highlighting the introduction of work projects as a way of linking theory with practice and purpose to achieve the following objectives:

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Address a sense of globalization in which the relationships between sources of information and the procedures for understanding and using them are carried out by students, and not by teachers, as happens in interdisciplinary approaches;  
introduce a new way of doing things as a teacher, in which the process of reflection and interpretation about practice is the agenda that allows the relationship between teaching and learning to become meaningful (HENANDEZ apud MOTA, 2007, p. 7).

In addition to the objectives proposed by Fernando Henandez apud Mota (2007, p. 7), a series of changes can be generated in the

organization of school knowledge, taking the following hypotheses as a starting point:

- The) In the classroom, it is possible to work on any topic, the challenge is how to approach it with each group of students and specify what they can learn from it;
- B) Each theme is established as a problem that must be solved, based on a structure that must be developed and that can be found in other themes and problems;
- w) The teacher or team of teachers are not the only ones responsible for the activity that takes place in the classroom, but the group/class also has a high level of involvement, as everyone is learning and sharing what is learned;
- d) The different possibilities and interests of students can be worked on in the classroom, so that no one is disconnected and everyone finds a place for their involvement and participation in learning.

The main advantages of working through projects is that learning becomes meaningful, centered on relationships and procedures, as all things can be taught through projects, all you need to do is have an initial doubt and start researching. and seek evidence on the subject. Working with projects does not mean that all knowledge is focused on this methodology, that is, we also need expository classes, individual and group work, seminars, in short, we must be in constant discovery to study and teach different teaching situations and learning.

### 3 Didactic projects and interdisciplinarity

For Paulo Freire, when working with undisciplinatory projects,

Both educators and students involved in research will no longer be the same. The results should be indicative of more citizenship, more participation in decisions in everyday life and social life. They must, finally, feed the possible dream and the utopia necessary for a new logic of life.

According to Paulo Freire, teaching, learning and research deal with two moments, improving the quality of life and greater citizenship. It is possible to observe that when there is a change in teaching and learning, those involved become better given the knowledge and practice learned with enthusiasm and participation.

According to the National Curricular Parameters – Secondary Education (PCNEM),

Interdisciplinarity must go beyond the mere juxtaposition of disciplines and, at the same time, avoid diluting them into generalities. In fact, it will be mainly in the possibility of relating disciplines in activities or projects of study, research and action that interdisciplinarity can be a pedagogical and didactic practice suitable for the objectives of High School.

The teacher, when preparing and planning his concrete action, needs to make choices between different methodologies: expository methodology, projects, dialogical exposition, provocative exposition, dialectic of knowledge construction and dialogic. By using a methodology to develop their classroom work, the education professional will determine the type of training for their students, based on the paradigm of knowledge construction. The methodological option is not a neutral option. According to professor Sandro Cozza Sayão, from the University of Caxias do Sul (UCS) apud Tonús and Lessa (2008, p. 5), “the methodological option contemplates choices, taking into account our vision of man, society, knowledge and education”. Therefore, implicit in it is the teacher's worldview, academic training and ethics committed to a process of knowledge construction and not mere reproduction.

The practice of research fragments and reproduces itself in new parallel and differentiated behaviors without losing its strength. The desire to create, to innovate, to go beyond, which permeates all interdisciplinary practices (Farm), emerges in this context, overcoming personal and institutional barriers and difficulties.

New paths are built from teaching to research or vice versa. Original and unique trajectories that merge in the construction of a different history, another memory, a new dialectical and interdisciplinary practice of formation of teachers/researchers (KENSKI, 1994).

For us, educators, we need to allow ourselves to be led by change, so that we can teach our learners that change is necessary and necessary. The paths to a dynamic and beneficial class are countless, but if barriers are not broken that prevent us from fighting for an educational process, everything will remain the same. We must have the desire to create, to innovate and

to go beyond our limits, as education is a long-term process, for the entire student and academic life of the educator.

Interdisciplinarity emerges as this knowledge that produces in regions where borders meet and creates spaces of intersection, where the self and the other, without renouncing their diversities, open themselves to transformation. Interdisciplinary practices happen when there is openness and flexibility in the boundaries of disciplines. This has happened in school spaces when subjects and teachers perceive themselves not as a totality, but as parts interacting within the whole (FURLANETTO, 1998, p. 39).

When working with didactic projects, interdisciplinarity is involved, because there is a need to have a variety of knowledge. Knowledge that can help us bring the hope of change through teaching work to the school environment. And for there to be involvement through research with didactic projects involving interdisciplinarity, the desire to learn how to learn is observed.

## 4 Learning to learn

It can be seen The importance in knowledge is understood as a tool for changing the world. Since education is an instrument of freedom, the paradigm of the teacher who teaches and the student who learns is broken. In article 3 of LDB 9394/96, section II says that teaching will be provided based on the following principles: "Freedom to learn, teach, research and disseminate culture, thought, art and knowledge" (CARNEIRO, 1998, p. 35).

The teacher will have the opportunity for greater reflection on the teaching and learning process, in which learners become characterized as active subjects of this process through the skills and abilities of the lesson plans, with concrete and practical tasks, whose purpose is to conscious assimilation in the learner's cognitive process. Therefore, we must use didactic projects as one of the teaching and learning support tools, in which more important than learning is learning to learn, that is, according to Weiduschat, we will verify the four pillars of education.

### 4.1 Learning to know

You only learn through knowledge, that is, only by knowing will you realize your ideals. For Weiduschat (2007, p. 42), "the process of learning knowledge is not finished, and can be enriched by any experience". In this sense, there will always be learning, if the individual is interested and has opportunities.

There is only learning from the moment new knowledge is known. Cultures are diverse and we also have immense cultural diversity in the classroom. One must take pleasure in learning to know because it is a human need. Without knowledge there is no learning. You must be curious, persistent and believe that you have to know to learn. To learn to know you need to research and working with teaching projects always requires research to know.

### 4.2 Learning to do

This learning is closely linked to the issue of professional training. But learning to do cannot, therefore, continue to have the simple meaning of preparing someone for a well-defined material task, of making them participate in the manufacture of something. In this sense, the individual must be able to learn to do things for pleasure, as learning to know and learning to do are, to a large extent, inseparable.

Learning to do is related to our pedagogical practices. Since I have learned to know, now I must learn to do. We need to put into practice all our knowledge that we learned when researching, through our doubts

to bring to the knowledge of our students and schoolchildren.

### 4.3 Learning to live together, learning to live with others

These learnings are rarely analyzed nowadays, as there are still countless individualistic people who do not care about others. Our world is full of violence and other vulgarities that are witnessed by our representatives and they are unable to visualize such conflicts. Or perhaps due to a lack of learning to live together or a lack of learning to live with others, but not caring about them.

According to Weiduschat (2007, p. 43) what can be done to improve the situation? Just create an egalitarian context, and if



If there are common objectives and projects, prejudices and latent hostility can disappear and give way to more serene cooperation and even friendship.

In schools, no matter how difficult it is, fighting against the evils exposed every day before our eyes, we must not give up on doing something for the students. It is a grace from GOD that we care about each other, and that the other allows us to be led by change and we move towards spiritual well-being.

#### 4.4 Learning to be

According to the International Commission on Education for the 21st Century: education should contribute to the total development of the person – spirit and body, intelligence, sensitivity, aesthetic sense, personal responsibility, spirituality. Every human being must be prepared, especially thanks to the education he receives in his youth, to develop autonomous and critical thoughts and to formulate his own value judgments, so as to be able to decide, for himself, how to act in the different circumstances of life.

It is also very difficult to observe in people, and especially in apprentices, the values that must be learned within the family. Families are becoming weak and no longer value family principles. And our rulers are weak and egocentric when developing projects, with financial resources only reaching their destination halfway, and that is where everyone's hopes of fighting together for a better world end. Despite all the evils, we must not stop believing in our faith before Our Lord Jesus Christ to learn to be, valuing our cultural, social and moral diversities.

### 5 Didactics – reflective process

Didactics guides learning by providing ways to proceed in the classroom. It also indicates which techniques are most efficient. If we proceed in accordance with this guidance, we will certainly be successful in getting the student to want to learn. With it, the teacher uses imagination, creativity and has skills in integrating student activities, in order to obtain efficient results. With didactics, the teaching work is directed, making it necessary for the educator's actions to achieve the quality of teaching for the student and other actors in the school context. It proposes methods and techniques to better direct knowledge in the educational process. If the teacher believes that he or she can stimulate and develop creative thinking skills, he or she is putting teaching into practice.

Knowledge is essential for the individual to position themselves, critically and productively, in society. Education is a primordial element for the transmission of knowledge [...] didactics presents itself, in the educational environment, as a set of knowledge that is directly related to the teaching-learning process, inferring about teaching practices and, consequently, about teaching action. [...] (BARBALHO, 2006, p. 7)

We, teachers, enrich our practice in different ways, that is, with teaching we come across different sources and ways of building pedagogical knowledge. And to better develop our pedagogical practices, it is extremely necessary to also reflect on seeking help in good textbooks, in good pedagogical magazines, these give us great “clues” to work with the school collective or improve our teaching, leading our students to efficient, meaningful and lasting learning. Based on these assumptions, teaching is concerned, above all, with the type of man it wants to form, so that he can become the subject of important transformations, capable of working for a better and fairer society.

Historically, teachers, as holders of undeniable power, learned to hold their students responsible for the failure of the teaching-learning process. In this condition, when the student does not learn, it is always the student's fault, and not the teacher who is wise and authoritative in the subject taught. We, educators in general, accept the idea that the responsibility for class learning does not lie with the teacher. If a group of students does not achieve satisfactory performance, it is because they are lax and did not study enough to pass. There are cases in which half the class fails and this is taken quite naturally by the school community. At most, they say that the teacher who fails many students is tough. Some teachers even feel proud of this condition (BELLO, 1993, p.2).

In this sense, learning is based on the interest of students, who learn fundamentally on their own responsibility. We hear many say that: if the student passed, this is due to the teacher's competence, and what if the student didn't learn? Is it due to the teacher's competence? Teaching from this perspective does not follow a

planning. The teacher and the learner are responsible for the results of their efforts and performance. And it is at this moment that it is necessary to coordinate learning activities according to the didactics, adapting them to the individual characteristics of the students. The student is the center of the school, an active being. For Karling (1991, p.30), "didactics teaches how the teacher should act to ensure that the student learns and educates himself in the best possible way". Thus, teaching provides us with group work, cooperative activities, individual studies, projects, experiments and reflections to discover transformations within ourselves and our apprentices. When we care about our students, we want their development through the means that teaching provides us with to improve the quality of our teaching and collective activities.

There is a kind of professional laziness in the teaching profession, in which there is no interest in making an effort to overcome the real difficulties faced in the educational process. Thus, there are countless excuses: the main one is that students are not interested in learning, then there is the salary issue; the terrible philosophy of earning little, producing little; the lack of investment in teaching materials usually serves as an excuse; also the justification for the excessive number of students; lack of money to buy books and training courses; authoritarian director imposes unenforceable rules; colleagues who poorly prepare their students in previous classes (BELLO, 1993, p. 3).

In reality, all this really happens, and it leaves us uneasy because there is so much lack of disregard for the work of the teacher/or professional colleagues themselves. Because not everyone has these symptoms, but there are many who don't really care about education. They work for the sake of working, without worrying about the responsibility for the results of their work. And because of these inconvenient conceptions, there was no more talk about wanting to be a teacher. In addition to being hard, tiring, worrying work, which sometimes leaves us sick and so many other difficulties, it is worth highlighting that we must not forget to think about teaching. With didactics, we can reflect and guide ourselves through means that enable ideas that can promote understanding for students. These means can help us promote knowledge through their guidance within the classroom. This way, pedagogical work will become dynamic, meeting the needs of students.

Therefore, the teacher needs support, especially in situations of illness. You need to be up to date and motivated about the fundamentals of education and Didactics. You need to know the various theories, analyze them and extract what is good and useful in each one. The teacher's action must be conscious and well-founded, that is, didactic and reflective.

### Final considerations

Regarding the above, it is concluded that we know that it is possible to discover knowledge together through investigations, but this will happen on a daily basis, asking ourselves about what we know to learn better and what we don't know to open new doors to the desire to keep learning. But what we know does not free us from uncertainty, surprise and the unexpected, as we always have to contextualize our knowledge in order to improve our classes. We ourselves will be surprised by our own learning. We have to take the opportunity, giving ourselves a chance to change to provide learners that through didactic projects we will feel that knowledge has been realized by both parties to obtain new educational paradigms.

We highlight that an education professional must not only have knowledge about their work, it is essential that they know how to mobilize this knowledge by transforming it into action, as all theoretical systematization must be articulated with doing and all doing must be articulated with reflection.

To be a protagonist in the action of educating, it is necessary that teachers know how the knowledge they teach is produced, and that, in addition to teaching projects, they have basic knowledge of the contexts and research processes used by different sciences, so that they do not just become multipliers of information. It is necessary to have knowledge about the cultural, social, political and economic dimensions of education. We must incorporate the precepts that the student's academic success can be achieved as they become aware of our pedagogical role, such as educator, and not simply as a task performer.



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