



Interactivity: Challenges in the educational field

Iasmim Borges da Costa

Integrated Faculties IESGO – Goiás
E-mail: iasmimborgesdacosta222@gmail.com

Bruna da Silva Sousa

University of Brasília - Federal District
E-mail: sousabrunadasilva@gmail.com

Vera Regina Fernandes da Silva Marães

University of Brasília - Federal District
E-mail: veraregina@unb.br

ABSTRACT

In the current social context, the social construction and cultural understanding of the classroom in Brazil is associated with an attribution in which the student plays the role of passive agent, who absorbs the knowledge distributed by the teacher, in this sense, teaching starts to have an archaic and limited view.

Keywords: Education, Interactivity, Technologies.

1 INTRODUCTION

In the current social context, the social construction and cultural understanding of the classroom in Brazil is associated with an attribution in which the student plays the role of passive agent, who absorbs the knowledge distributed by the teacher, in this sense, teaching starts to have an archaic and limited view. For the learning process to occur, it is necessary for the student to apply value/meaning to the content, in addition to assuming a leading role in their knowledge and seeking critical evolution. Knowing this, interaction in the educational environment should be addressed as a teaching-learning strategy. The objective of this work is to present the challenges in the educational field to the use of information and communication technologies to obtain interactivity.

2 METHODOLOGY

The present study is an essay that allows, through the literature, to theoretically answer the questions about which elements are determinant in the acquisition of interactivity in the technological environment applied to education.

3 RESULTS AND DISCUSSION

The use of information, communication and expression technologies (ICTs) aims to promote information through digital media, which allow the transmission of information through communication



and expression. Educational environments need dynamic behaviors, possibilities, and approaches that promote autonomy, thus ensuring freedom. One of the great challenges of technology is in establishing interactions and the difficulty presented by teachers in adaptability about the use of the machine.

4 CONCLUSIONS

Technology needs to be inserted in the teaching environment, being essential for interaction to occur in educational or distance environments. The classroom and the educational relations have changed, however, the training in teaching remains the same, therefore, it is essential to reformulate the curricular matrices of the fields of teacher training in the stricto sensu scope.