



Integrated Curriculum for Teacher Education in the Pedagogy Course

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It is necessary to think about education in an integrated way, training professionals who teach how to transcend in complexity, moving away from the classroom practices that isolate thought. Future education professionals must be able to provide real learning situations and actions that contribute to the development of meaningful content. This research portrays a new conception of the teaching-learning process from a “integrated curriculum” project experienced in a Pedagogy course at a Higher Education Institution, located in the north of Rio de Janeiro state. Its main objective was to organize and experience a pedagogical process that replaces the thought that isolates with the thought that unifies, articulates, integrates, the disjunctive and reducing thinking with complex thinking. The integrated and interdisciplinary project considered an thematic axis and active methodologies: “Adaptation of children” of daycare and early childhood education, in the first contacts with the school. Qualitative research of an exploratory approach was used. Techniques such as participant observation, interviews, portfolio and forums were used. According to the action research, it was possible to verify and monitor the organization of the integrated curriculum, articulating the contents of the various disciplines with two thematic axes and practices with active methodologies. This work made it possible for all faculty to rethink the ways of teaching and building knowledge, taking into account the interdisciplinarity of knowledge mediated by active methodologies. It also provided students with more meaningful and interactive learning, experiencing situations that occur frequently in their future field of activity; a more global look at the phenomenon "Adaptation of children of daycare and early childhood education", seen from different approaches; interdisciplinarity as an enriching element of the teaching-learning process; replacement of expository classes by the protagonism of the students; holistic, meaningful, enjoyable, not fragmented, but unified and integrated learning; innovation as a challenging element; rich experiences of collective work; qualitative leap for the Pedagogy Course in terms of innovation.

Keywords: Integrated curriculum. Active methodologies. Teacher education. Pedagogical practices.

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