

POSSIBLE METHODOLOGICAL PATHS IN TEACHER TRAINING IN LETTERS: ACTIVE METHODOLOGIES IN THE DISCIPLINE OF SYNTAX

Abstract

The article discusses the teaching of Portuguese Language in undergraduate courses, emphasizing the grammatical contents, in a current perspective, in order to analyze possible methodological paths for active approaches around the discipline Syntax. The specific objectives are: (i) to present a brief overview of the teaching of grammar in the Portuguese language teacher education; (ii) to point out contributions of Active Methodologies (MA) to the teaching-learning process; and (iii) to present a suggestion of an idealized didactic proposal, based on the use of MA as relevant and significant pedagogical alternatives for working with higher level grammatical contents. This research is justified by the current discussions involving the teachers' unpreparedness for the work with grammar in the classrooms, and also by the highlight MA have gained in the educational context. Thus, this study uses a bibliographical character methodology, counting on the theoretical contribution of authors such as Antunes (2003), Geraldi (2001), Moran (2018) and Luckesi (2011). As a result, a methodological suggestion aiming to systematize all the discussions carried out throughout this study is presented.

Keywords: *Grammar Teaching. Active Methodologies. Teacher Training. Syntax. Modern Languages.*