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DIDACTIC-PEDAGOGICAL PLANNING IN THE CLASSROOM: A LITERATURE REVIEW

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ABSTRACT

The objective of this paper is to analyze didactic-pedagogical planning in the classroom. As is known, didactic-pedagogical planning is one of the central functions of a teacher's work. It is a process based on the anticipation and organization of educational activities, based on the establishment of objectives, content, methodologies and assessment. However, planning should not be understood as a bureaucratic and formal document. On the contrary, planning requires an analysis based on its correlation with pedagogical mediation, critical reflection and the ability to reinterpret the school reality. It is, therefore, an instrument with high possibilities of redefining the teaching-learning process and the actors involved in such a context. However, even so, when analyzing the theme, it is necessary to recognize that the issue is more complex and includes a series of aspects presented in the literature as capable of compromising the potential that didactic-pedagogical planning has to foster the teaching-learning process. The methodology used to construct this work was based on the use of the deductive method. Based on the approach criteria, the research is categorized as qualitative. Regarding the research techniques, a systematic literature review was used.

Keywords: Didactic-Pedagogical Planning. Teaching Practice. Possibilities. Challenges.