

CONTRIBUTIONS OF NEUROEDUCATION TO EDUCATIONAL PRACTICE

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ABSTRACT

The main purpose of this communication is to highlight some potentialities and contributions of this area of knowledge, neuroscience, to the educational practice. This new area of study, has produced some knowledge articulating Psychology, Neuroscience and Pedagogy in an effort to transform educational practice into a more efficient and conciliatory practice with brain functioning.

This knowledge may enrich the view of educators and teachers about how the child's own development occurs, and his role in the learning process.

It is also important to point out that it is not easy to contribute to the field of education sciences, especially because the different language we use, constituting barriers that cost a great deal to overcome.

Our goal as educational professionals should not be to master this level of language, but rather to understand that our educational practices have obvious repercussions on children's development, behavior and learning. Knowing that the brain is the fundamental organ, substrate of learning, it is always a good thing to know a little more about how it develops, matures and what is our role as educational professionals in this process.

In this communication, we will present some examples of educational practices based on the knowledge of neuroeducation.