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State of the art of research conducted on the use of active methodologies in training courses of the military police

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1 INTRODUCTION

The National Curricular Matrix (MCN) deals with the promotion and valorization of professionals in the area of public security in the training actions offered by educational institutions involved in initial and continuing education. Thinking about the motivation, efficiency, well-being, and global health of this professional, MCN (2014) brings as urgent the need to implement methodologies that value his image as a subject of himself and recognize himself as a member of a historical institution capable of committing himself to his constitutional mission.

The theoretical-methodological framework brought by the MCN, supported by the paradigm of training as a continuous process of professional growth, was elaborated in a context of complex national political reconstruction thinking about the equity of the training process of police officers in the face of the educational structural differences of the Brazilian states. To this end, it aims to prepare the military police to assume responsibility for their professional development, given the commitment to their constitutional mission to preserve public order, the safety of people, and their assets.

Thus, the curricular planning of training and improvement courses, according to the MCN, should promote a useful relationship to the practical application of the differentiated competencies of police activity, offering actions of reflection involving theory and practice. To do so, it needs to be based on methodological choices that favor the construction of these, as we highlight below. The organization of the curriculum that contemplates problematizing situations will allow the student to acquire more integrated experiences and a series of behaviors that will contribute to facing different life situations, in the personal and professional aspects, as well as to appropriate basic principles and concepts that allow him to establish generalizations in the face of new situations.

Therefore, the pedagogical practice should use teaching techniques that favor reflection before/during/after the action. While the methodology guides the direction to be followed by interdisciplinary paths, teaching techniques enable the organization of more significant learning environments, related to the practical situations experienced by professionals in the area of public safety. (BRAZIL, 2014).

As a concept brought by the MCN, the Active Methodology (AM), as a problematizing approach, should consider the previous knowledge of police officers, contextualized according to the social phenomena that are presented in their realities, therefore, having a significant character. In this sense, in section 1.6.3, Methodology and Teaching Technique, MCN guides the use of Active Methodologies by the need to mobilize knowledge that generates in police student's action schemes and personal filters to understand situations through perception, decision, and evaluation (BRASIL, 2014). This is because the Active Methodology provides questions about the reality of the military police in the teaching process, creating conditions for them to be able to use the knowledge and focus of the various disciplines to understand and solve problems.

Thus, since the curriculum organized by the MCN aims at the competency approach, the choice of methodology is decisive to break the conservatism that does not require reflection by teachers and students, unlike active methodologies. The Active Methodology Problem-Based Learning (PBL), for example, is a model that presents the characteristics of the methodology proposed by MCN when it emphasizes that the teaching technique should take place: i) Through problem situations that simulate reality with discussions in small groups; ii) Discussing the problems; iii) Raising hypotheses; iv) Formulating learning objectives; v) Identifying the sources of research for the individualized study; (vi) evaluating the conclusions; and vii) Presenting the solutions to the large group. (BRAZIL, 2014, p. 61 and 62).

Thus, conditions are created for the police in training to do mental work that stimulates the process of reflection for their actions before, during, and after the occurrences, providing the student with the confrontation of new situations, endowing him with the ability to solve problems when he detects, analyzes and solves them under a new approach. The MCN does not limit the use of methodologies but advises that the modalities should favor the construction of knowledge structuring through the integration of the contents seeking the understanding of the social reality, allowing the student to position himself as a citizen with a global vision before the social phenomena.

Given these guidelines brought by the MCN, we come to the following question: How does the active educational methodology brought by the MCN operate in the training of the military police of Brazil as a social action? We start from the hypothesis that the use of the Active Methodologies pointed out by the National Curricular Matrix is a strategic tool in the process of equity in the proposals of the Training and Improvement Courses of the Brazilian Military Police, and their use may strengthen the implementation of both public and educational security policies. From this question, other more specific ones emerge: what active methodologies are being used in the training of the military police in Brazil? Are there advantages

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or disadvantages in the use of active methodologies for the training of the military police? Thus, it was intended to carry out an exploratory analysis of the use of active methodologies, brought in by the MCN, in the training of military police, from the construction of the State of the Art. In the specific case of this research, the analysis was carried out through documentary bibliographic research, based on a bibliographic survey.

Because of the above, the objectives of the chapter were outlined: To analyze the use of active educational methodologies brought by MCN for the training of the military police of Brazil as a social activity. And, specifically: Identify the active methodologies used in the training and improvement courses of the Military Police in Brazil; and Investigate the advantages or disadvantages of using active methodologies in the training of military police. Having outlined the problem and the objectives, this chapter is structured as follows: in section 1, we held discussions about the National Curricular Matrix (MCN), the Active Methodologies, and Althusserian ideas from its theory of the "State apparatuses", in which it establishes the distinction between "State Power and State Apparatus" (ALTHUSSER, 1970, p. 73) and differentiates the "State Repressive Apparatuses", that operate through violence to ensure the domination of class and the Ideological State Apparatuses, which "[...] they work through ideology." (ALTHUSSER, 1970, p. 69). In section 2, we present the methodological contributions of the research. Section 3, the State of the Art, is the result of a rigorous bibliographic survey about how our object of investigation is in the current state of science (NÓBREGATHERRIEN & THERRIEN, 2004). In section 4, we discuss the data collected in the State of the art. The final considerations close the discussions, where the main findings of the research are outlined and suggestions for other studies are pointed out.

2 THEORETICAL CONTRIBUTIONS

2.1 NATIONAL CURRICULAR MATRIX (MCN)

The new training modalities of the military police are guided through articulating precepts within the ethical, educational, and didactic-pedagogical dimensions, as the MCN brings us to the formative actions of professionals in the area of public security (BRASIL, 2014). Thus, the MCN of the National Secretariat of Public Security of the Ministry of Justice aims to favor the understanding of the police in the exercise of their activity in public security, as a professional and citizen practice in the social and political environment of the Democratic State of Law. Therefore, it encourages the adoption of attitudes based on justice, cooperation, respect for the law for human promotion, and repudiating any kind of intolerance.

The MCN has the characteristic of being the theoretical-methodological framework to guide the initial and continuous formative actions of professionals in the area of public security within the scope of Brazilian states. It had its first version presented in 2003, at the public security seminar promoted by the Unified Public Security System (SUSP), and its first revision occurred in 2005. It has its latest version dated 2014. All training actions offered to military police based on the MCN should create conditions for these professionals to have a critical, ethical, responsible, and constructive position in the face of social diversity,

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betting on dialogue as the best instrument for conflict mediation and decision-making. It is from the guidance of the MCN we will bring the analysis regarding the use of active methodologies in the training actions of the Brazilian military police, intending to expose this didactic-pedagogical principle so emphasized in this same document.

There are three didactic-methodological aspects brought by MCN that seek to solidify its educational principles and that it is important to highlight as a fundamental part of this document to allude to its duty to be. The first brings the appreciation of the previous knowledge acquired by the student, which must be present in the formative action for the police officer, making him reflect on issues of his practices, institutions, and the social body. It is their professional practice, their family actions, their experiences, and symbolic representations that should be listed in the formative activities with the use of "problem situations". This is the starting tool, the first of the seven steps brought by Active Methodology Problem-Based Learning (PBL).

The active methodologies as didactic resources should allow the creation of unity between practice and theory using the contents of the disciplines to assess reflection and action among the police in the teaching and learning process.

The second aspect that nourishes the educational dialogue, given the many differences found in Brazilian diversity, deals with the professional universality of police officers, who due to the dimensions of Brazil, with characteristics specific to each region, must observe respect for the difference that intertwines all the peoples that make up the Brazilian people. Concepts, doctrines, methodologies, and curriculum should follow an initial pattern, to reduce the differences, including economic, that each Brazilian state has, especially the difference in resources that each unit of the federation can employ in the training of police officers.

The third and last didactic-methodological aspect brought by the MCN brings the greatest pledge of this research, because it alludes to it, explaining that it is not enough to know what to teach and what it is intended to teach, not being able to neglect the "how" to teach. In this expository part anchored in the principles of "Interdisciplinarity, transversality and democratic reconstruction of knowledge" is that the MCN brings its contribution to the educational aspects by presenting the models of active methodologies.

It would be from formative itineraries elaborated in the references of the curriculum articulated in the MCN that the fundamentals of Human Rights (DH), for example, would appear in all the disciplines of the training and improvement courses of the military police.

The controversy between the indisposition of the military police with Human Rights, subdivided to the themes linked to them about sociocultural differences, gender, sexual orientation, ethnicity, origin, and generation, by the emerging social appeal, is important that it be revealed with studies of these themes, both in the Social Sciences and in Education. Certainly, the dialogue proposed in the formative actions guided by the MCN brings this discussion to the training of the Brazilian military police and should be contained in all disciplines, reverberating human values and all other issues in the various areas of civic and military

knowledge acquired in training courses. To close the explanation about the articulating axes, the MCN brings in this set of contents the issues pertinent to public security, representing the most diverse problems of Brazilian society.

The objective of each discipline and its contents have a necessary technical specificity, and directors, pedagogical advisors, and trainers of the Schools and Academies of the Military Police must know of it. To lead the reflection of its graduates in this profusion of expectations, MCN recommends the use of Active Methodologies. Seeking to effect the contextualization so far exposed, the MCN is emphatic in promoting training actions for military police, articulating the critical analysis of the pedagogical actions rooted in our culture, and their contradictions for professional, social, and cultural training according to the current demands of Brazilian society.

If it is intended to carry out professional training following activities that contemplate the contextualization, interdisciplinarity, and transversality of the themes so relevant to the education of police officers, it is certainly appropriate to invest in educational practices that provide training characterized by the efforts of this National Curricular Matrix. The MCN intends to direct the training of Brazilian public security agents, to provide the military police worker: i) Coherence with national guidelines and institutional philosophy; ii) Understanding of the complexity of work situations, public security practices, and the competencies necessary for the performance of the professionals who compose and operate the public security system; iii) Curricular organization that promotes the articulation between the articulating axes and the thematic areas through interdisciplinary paths; iv) Development and progressive transformation of intellectual and affective capacities for the mastery of knowledge, skills, habits, and attitudes pertinent to professional profiles; v) Use of methodologies and techniques consistent with teaching committed to social and professional transformation; vi) Articulation between theory and practice; vii) Expansion of professional skills; viii) Stimulation of intellectual curiosity and responsibility for one's personal development; and, ix) Continuous evaluation of teaching and learning practices. (BRAZIL, 2014). For this, MCN brings as a vanguard for the Brazilian military police education a methodology that intends to guide the interdisciplinary paths, emphasizing the effectiveness of its curriculum. For a competency approach, the teaching practice presupposes the rupture with methodological stagnation that does not allow spaces for reflection, discussion, and freedom of action on the part of the students.

Concerning the methodology, the MCN proposal is based on Perrenoud (1999), which takes into account the following movements in an articulated and interdependent way: i) The mobilization for learning should be guided by interest, the search for knowledge and the articulation with reality, having as reference institutional and personal needs and interests and the analysis of previous knowledge for the reformulation of concepts, actions, and attitudes; ii) The deconstruction/reconstruction of knowledge should be given by the development of the capacity for analysis, synthesis, criticism, and creation, from the exploration of different situations experienced in reality and reflection on the action; and, iii) The evaluation of the action and production itself (by the student) should happen from the reflection on the actions and the results

achieved, identifying advances, reproductions, and setbacks. It is these movements that will allow students to question their reality and the reality shared by others involved in the process of corporate socialization, participating in the learning process as a non-passive member, through techniques used by teachers to offer conditions for students to use knowledge and various disciplines for understanding and solving problems.

The Active Methodologies proposed by MCN are those that bring problem situations generating action schemes through the mobilization of knowledge. Individuals experience the Active Methodologies of personal filters that make situations comprehensive, perceiving, deciding, and evaluating their contribution to their institution, their community, and their life, analyzing, reflecting, and justifying through meta-competencies, which means it beyond competence, including learning, adapting, anticipating, creating changes, and, not least, to build intellectual independence, especially over their professional actions.

The basic learning of the problematizations proposed by the MCN with the Active Methodologies are key elements that cooperate at the beginning of the classes in the understanding of significant elements for the military police, so necessary for their professional practice and the development of their competencies. Considering the previous knowledge of the students, these competencies that they need to develop become the structuring axis of the planning of pedagogical activities.

The legal frameworks of society must be contextualized in problem situations, favoring the selection of contents that become interdisciplinary and transversal elements. The contents become tools for the police to make use of the understanding of reality and help them solve problems, raising hypotheses and reflecting on what can happen before, during, and after their actions.

The teacher has the important role of selecting the best technique to conduct the problem situation, and his expertise will be the success of his interventions when the questions arise from the feedback during the process. These days, we seek to dialogue about the practices in daily school life, especially from education to work, and the importance of teaching procedures as valid as the content itself. Starting from the scenario in which the traditional teaching techniques contemplated in the inventory of theorists of Education and other areas such as the Social Sciences, the intellectual community seeks to identify the importance of educational methodological innovation as technological innovation in the complex Brazilian society of extremes.

It is up to the entire administrative level of education to reflect on the importance of teaching procedures, without detracting from the historical importance of the use of teacher-centered methodologies, such as those observed in the traditional approach, as a repeated practice in didactic programming in Brazilian Education. Typical of the novelties is the justified distrust of what we do not know because to touch the structures of society refers to a great responsibility.

However, the new times require boldness and entrepreneurial courage in improving the professional education of the military police. The life that will be challenged in the streets of cities, alleys and alleys, rural roads, meadows, and corners suffers the same emotions as the questioners who march in the barracks,

in the face of the astonishing social and economic changes that we have witnessed in recent years, especially violence. The military police also live the effects of the liquid stage melting the community relations of "fluid modernity" (BAUMAN, 2010, p.15), a time of uncertainty and fluidity of behaviors and subjectivities inexplicable to the accustomed solid moment of the past. But never was a mold removed without another not being ready to replace it. There are many complaints of discouragement experienced in traditional classes.

In these times of responsibilities and historical demands on the individual and the importance of their social participation, not even the use of digital technologies attracts their attention. It is because of the urgent changes, capable of accompanying social transformations, that it is necessary to re-signify past arguments using new teaching methods such as those proposed by the National Curricular Matrix for the formative actions of professionals in the area of public security.

2.2 ACTIVE METHODOLOGIES

This is figured within the Humanist Approach, in which the focus is found on the subjects, but not within the nativist or aprioristic emphasis in which the educator seeks to externalize the human potentialities and the other in which knowledge is acquired purely by experience. Active Methodologies are interactionist within the analysis of human development and knowledge production.

Having the literature of Alexander Sutherland Neill (1883-1973) and Carl Rogers (1902-1987) as the most studied in Brazil, the Humanist Approach, by general characteristics, gives importance to interpersonal relationships and their result for human development, also considering the psychological and emotional aspects of the individual.

According to Mizukami (2015) the human being, the world, knowledge, society, and culture start from concepts and phenomena about which people come to possess from a reflective action based on the same tendency of human development and its growth, being themselves "architects of themselves". In this view, the human being both concerning the perception of the outer world and the inner world (self) knows at the same time that he is a being both in transformation and transformer of reality and thus being the subject of the initiative.

Also according to the author, Carl Roger and A. Neill focus on human dignity, and it is important to combine all forces in the service of personal and interpersonal growth, summarizing the meaning of the term Education. In the Human Approach, subject-centered education has as its primacy the progressive search for autonomy. Within the formality of teaching, it provides deliberate meetings of people aiming at meaningful experiences, growth, updating, and change. This process has the inherent characteristics of self-discovery and self-determination.

Within this context, the Active Methodologies (AM) start from the same philosophical assumption as the feeling of democracy and freedom, the basis of the constitution, creation, and development of the new school movement, which has in John Dewey (1859 - 1952) its greatest exponent.

In his philosophy, Dewey advocated unity between theory and practice and contributed to the reform of education in this regard. His work was very much focused on pedagogy, as we see in The School and Society (1899), How We Think (1910), Democracy and Education (1916), and Experience and Education (1938). (WESTBROOK & TEIXEIRA, 2010).

According to Westbrook and Teixeira (2010), Dewey advised educators to use psychology in their study programs, contributing to the development of an environment in which the activities made students confront problematic situations, which required scientific, historical, and artistic theoretical knowledge to solve them.

John Dewey's understanding of the importance of school and education in society goes through democratic morality with a social character, in the creation of favorable conditions capable of generating the interest of individuals in achieving it through their dedication, giving meaning to their workforce.

Nevertheless, the use of Active Methodologies in the sense of innovation in the training of military police officers brought by MCN brings together a more lively, democratic, and meaningful class model for an experience with police students within a digital culture with different perspectives from those once brought by previous generations.

It is important to point out the possibilities that are the Active Methodologies linked to Information and Communication Technologies (ICT) for the generation of citizens more integrated into digital culture. Well articulated, they enhance education in the face of the many contexts of certainties and uncertainties that are within the excessive flow of information at the hyperspeed of today's society.

According to Bacich and Moran (2018), Active Methodologies cannot be seen as just an increment in some didactic sequence elaborated by the teacher to enrich his classes. Much more than that, they represent the break with authoritarian postures, inviting teachers to be partners with students in the construction of the knowledge demanded by their society.

We live in an age of information just a click away. Within the knowledge society, reflection evokes changes in the posture of the trainer and of the entire educational system. Recognizing the previous knowledge of the students, curiosity is the key difference that stands out in the surroundings for the windows of attention. It is learned in many ways, through the use of different techniques or procedures, some more effective and others less, but what will give meaning to the path will be the desired objective and the methodologies that are presented as a learning tool.

For Moran (2017), rigid mental models, when replaced in the dynamics of active learning, continue to increase cognitive flexibility. The human capacity to alternate and perform different tasks in pursuit of goals is accustomed to developing mental operations capable of finding solutions in various unexpected situations. For him, in this context, rigid and automatic mental models are inefficient.

Active expression, it is always good to remember, presupposes the use of reflexibility by the search for knowledge and skills through visible processes while learning. It presupposes constant engagement in researching solutions to social issues, developing experiments, and sharing knowledge at ever deeper levels.

Moran (2017) further teaches that *maker* culture, learning by *design*, and learning by experimentation are some current expressions of active, personalized, and shared methodologies. Other widespread active methodologies are Problem-Based Learning or Research, Project-Based Learning, Story or Game Learning, and gamification.

Hybrid models have a strong appeal to the use of digital technology, redefining the formative spaces with an emphasis on the flexibility of time, activities, use of materials, and applications. With the use of the active technique, possibilities of application of "augmented reality" and "virtual reality" arise, enabling various arrangements in the course of activities.

They are alternatives that, if developed with strategic planning, would bring many solutions in difficult periods of face-to-face performance or in the training and professional improvement in the workplace itself, in synchronous moments, asynchronous in other spaces chosen by teachers and students, such as virtual environments. Let's see a little of the reality experienced in the formation of the Military Police according to its institutional characteristics.

It is worth mentioning that the rigidity of the police corporation as a total institution of individuals (GOFFMAN, 2007) entails a separate experience from the broader society. These professionals in 30 or more years of their lives are led by the strong military administration, but who, by the constitutional mission of taking care of people and their property, need to choose by conviction their institutional role. The exclusive task of the military police mobilizes a certain personal submission with muscular effort and psychological harassment as a symbol of their commitment. The estrangement of loved ones is disguised by the haughtiness and belief in their profession.

The process of adaptation of these police officers to their institution by the "moral career" suffers during the alternation of various ways of seeing the world. There is a departure from reality or alienation, often alternating abstractions and loneliness, until illness. In his colonization, often so adapted, the establishment becomes his home, his home, being for him that place the best that the world can offer him. Trying to convince himself of his professional perfection, he still has the willingness and enthusiasm to serve and protect his community.

In this sense, the epistemology of practice is detached from theory, opposes the concept of praxis, and is supposed to be sufficient. In its utilitarian sense, practice is opposed to theory, which becomes unnecessary or even harmful. According to Kuenzer (2003, p. 09), the theory is replaced by "[...] common sense, which is the meaning of practice, and is not opposed to it." These poles, theory, and practice, which are dialectically related to composing praxis, keep specificities and need to be articulated in the training courses of the Military Police. And herein lies the richness of Active Methodologies. In its mediating character, the theory becomes practical, configuring the possibility of transforming reality for police officers.

2.3 THE "REPRESSIVE STATE APPARATUS", IN THE ALTHUSSERIAN CONCEPTION

Intending to delimit the sociological analysis of this work on the characteristics of the Military Police, we seek in the writings of Louis Althusser (1918 – 1990) to understand his vision on how the reproduction of the workforce is ensured, to bring to the discussion the use of the dominant ideology in the formation of the Brazilian military police and its utility.

The French theorist starts from the premise that "[...] to exist, all social formation must at the same time that it produces, and to be able to produce the conditions of its production, it reproduces the conditions of its production" (ALTHUSSER, 1970, p. 11). Thus, it reproduces the existing productive forces and relations of production. According to Althusser (1970), rules and good customs are behaviors taught to workers and administered by the ruling class, as well as all the functions that they learn to operate according to the multiplicity of forms of work, that is, the qualification of this labor force.

In the capitalist regime, the qualification of these workers takes place outside the workplaces, especially in a school system, from their childhood to higher education, dividing each worker along the path of this network. The teaching of these moral rules, and civic and professional conscience to the worker, concerns the technical division of labor that guarantees its diversification.

In the capitalist universe, labor forces would be guaranteed by their assured reproduction, simply guaranteeing the wage to the worker, counted in each company as "labor capital." Part of this wage is responsible for the reconstitution of the workforce of this wage earner. represented by the house that lives and rests, the clothes that protect you from the cold and other inclement weather, and that of eating and drinking. In short, it guarantees the conditions for the worker to reproduce his work. The other part of this wage is indispensable to guarantee the food and education of his children, in which the proletarian reproduces himself in exemplary "x", guaranteeing the reproduction of the labor power.

According to the explanation of Althusser (1970), this wage necessary for the reproduction of labor power is not determined by the minimum of the biological need of the worker by the hands of the ruling class, but by the historical minimum imposed by the class struggle on the part of the proletariat, as we see in the boss/employee relations. In a class society such as the capitalist one, at the stage seen these days, this class struggle alone promotes social tension and requires investment in the reproduction of the dominant ideology for the workers, a reproduction of the ability to manage this ideology by the agents of exploitation and the agents of repression to guarantee the status of the ruling class.

The Althusserian explanation helps us to define the role of the Brazilian Military Police as a State Apparatus (AE), since, authorized, in the limit, it acts with violence, since social repression may be clothed in non-physical forms of violence compelled by the Ideological Apparatus of the State. Thus, it is important to present all the Ideological State Apparatuses (IEA) to identify the influence of education on the training of military police, in which the implementation of Active Methodologies for the reflection of their reality is characterized by their participation in the discussion as repressive agents of the State in a complex society.

Althusser recalls that in Marxist theory the State Apparatus (AE) is summarized by the Public Administration, the Government, the Army, the Police, the Courts, and the Prisons and that later its theorists overcame the idea of the State because it is a more complex reality. For Althusser, these pieces are the State Repressive Apparatus (ARE). It is then necessary to systematize this theory to differentiate "state power" and "state apparatus" because there is another reality that appears next to the repressive state apparatus, but that is not confused with it: the Ideological State Apparatus (IEA). This apparatus that operates ideology exists in the sphere of specialized institutions with non-physical domination (ALTHUSSER, 1970).

These definitions are not in an order of greater significance or importance but denote greater plurality than that of the State Repressive Apparatus, concentrated in the domain of public administration, while the (IEA) has a much more private character or the Third Sector without public statutes. The clearest in this instance is the most market right and the State's smallest.

In this sense, it is possible to explain that the State is neither public nor private, it will be from whom in the field of the struggle for its power to assume the administration. However, as it is massive, the ARE prevails by repression and physical violence, even if in the background it works by ideology. The IEA, on the other hand, operates massively by ideology and, conversely, operates in the background by repression.

In this way the Military Police, as a State Repressive Apparatus, acts authorized to use physical violence, a stigma more marked the more violent the society that operates but will have its ideological prototype less employed. It will be opportune, at another time, to research the use of Active Methodologies as a promoter of democratic and meaningful discussions within a training school of a more repressive than ideological character, such as those of the Brazilian Military Police.

3 METHODOLOGICAL CONTRIBUTIONS

This chapter constitutes a qualitative study of exploratory-descriptive character, based on the deductive method and the techniques of documentary bibliographic research, to expand the knowledge about the social action of the implementation of the active methodologies in the training and improvement courses of the Military Police.

The documentary bibliographic research has in its conception the search for material already published that the researcher should use as the basis of his theoretical foundation. Given the importance of detailing the rigor of scientific research, it brings as a characteristic to the search protocol for primary studies (FONTELLES et al., 2009). Also according to Fontelles et al. (2009), scientific research must be within planning in which it is intended to experience a correct sequence of reasoning.

In this sense, it is necessary for better frameworks that relate to the population to be studied meeting the objectives of the research, and defining the best design to achieve them.

Still, about the methodological aspects, it is intended to explain the problem of this work in the epistemological pole of research in Social Sciences by the hypothetical-deductive approach, hoping to observe the discursive or logical process of the reality reported from the recovered literature.

The document National Curricular Matrix for the training actions of professionals in the area of public security is related to the use of active methodologies in the training courses of the military police in Brazil, therefore, it will serve as a starting point for this exploratory research.

For the analysis and discussion, a total of 04 titles were selected with the help of the internal filters of the databases, observing the title of the works, the year of publication, abstract, keywords, and later the scope for extraction, analysis, and discussion of the data. From this, we will make a discursive analysis of these primary works from the work Ideology and Ideological Apparatuses of the State of Louis Althusser (1970).

4 STATE OF THE ART

To know the scientific production and the area in which the theme of this article is inscribed, a protocol for the state of the art was elaborated. It is a process that allows the delimitation of the contours of the scientific works mined from the electronic databases until their inclusion as a theoretical reference of this article. This allows the more assertive management of the scientific movement to inventory and then develop a delimited discussion of the theme, continue research on this same subject, and give new impetus to future studies.

According to Ferreira (2002), the revision of a perspective serves to have a vision of knowledge on a given theme, sustained by the challenge of having access to what has already been built on it. Electronic databases are catalogs that become basic sources for surveying scientific papers and allow contact with other researchers and institutions such as universities and research funding agencies.

This allows the researcher to do primary work as proposed in this article, as well as a greater contact with his research area because it allows him to inventory this production mobilizing knowledge to imagine its trends, emphases, and methodological choices.

The development of a protocol for the state of the art is important to observe the need to make a survey on this theme within the area of knowledge because other works could account for this theme being unnecessary for another search. Nevertheless, this scientific article intends to collaborate with the academic community and offer society a survey of the social study developed on the problems faced in Brazilian society, specifically on the educational methodologies used in the training of military police.

4.1 PROTOCOL PLANNING

To separate the works that include the theme, the objective, and the problem presented in this article, we started with the verification of the existence of academic works in this field of knowledge to measure the number of studies in this area, building the following protocol.

Following the guidelines of Kitchenham and Charters (2007), we sought to identify the need to make a more in-depth bibliographic survey on the subject and choose which model to use. This moment is

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defined as planning. This verification is important because according to the return of the tested search, it is possible to assess what amount of work we are dealing with in this field of knowledge.

Thus, the following steps were followed: i) Identification of the need for review; (ii) the development of a review protocol; iii) Identification of research in the area; iv) Selection of primary studies; (v) data extraction; (vi) data synthesis. Other factors are important for the selection of works recovered for the state of the art, such as the parameters that will be used to include and exclude the primary studies returned from the databases.

To survey and select the studies, we adopted the following model as a criterion for inclusion and exclusion of the studies found: i) Preliminary searches aimed at both the identification of existing systematic reviews and the evaluation of the volume of potentially relevant studies; ii) Test using various combinations of search terms derived from the research question; iii) Evaluation of research results; and, iv) Consultations with experts in the field.

According to Kitchenham and Charters (2007), this strategy helps to identify primary studies with direct evidence on the research question and the intended theme, allowing the inclusion of relevant works. The following inclusion criteria were chosen: Primary studies related to the training of the military police according to the MCN, Complete studies freely available on the internet, Studies published between the years 201 3 and 202 2, comprising ten years, and Studies that did not exceed ten years of duration of the empirical study, that is, 2013;   and exclusion: Secondary and tertiary studies, Studies on paid platforms or with limited access to the internet, Studies with less than five pages and gray literature and duplicate works, seeking to give an antagonistic meaning.

Once the inclusion and exclusion criteria were defined, we started with the construction of the search *strings*.

4.2 SEARCH *STRING* CONSTRUCTION

Faced with a variety of strategies for searching for academic papers in databases, a model was chosen that seeks to simplify their retrieval. To identify the characteristics and situations related to this research, the study by Araújo (2020) presents a search strategy developed through an acronym of words that represents the question of primary research.

The one we chose (TQO Strategy) is built on the thematic block that intends to answer a research problem represented by the main subject and the characteristics of the object related to the research theme. Its main objective is to acclimate the researcher to his research theme, which allows a narrative review of the state of the art and a conclusive analysis.

The acronym TQO brings to this research the combination that follows the following logic: "T" (Theme): What main subject to be researched?; "Q" (Qualifier): What specific details, or characteristics, or cultural factors, or geographic location, or gender issues, or racial issues, or procedures, etc., are related to

the object or theme?; "O" (Object): Who is the individual, or population, or institution, or device, etc. of the research?

The use of Boolean operators, which act as words that tell the search system how to combine the terms of your search: AND, OR, and NOT and mean, respectively, E, OR, and NOT and, to facilitate the visualization of the search, they must be written in military capital letters. The operators used in this strategy were composed of "joker" characters using a controlled vocabulary tested from the Brazilian Thesaurus of Education of the National Institute of Educational Studies and Research Anísio Teixeira (INEP). This test makes it possible to visualize the existence of descriptors in the area of education or the need to use remissive terms within the intended theme. It is a way of ascertaining whether the terms (descriptors) are framed within the area of Education, as we will see below in table 1.

Table 1 – Test of terms in the Brazilian Thesaurus of Education

Terms	Return	Term Structure/Conceptualization
"Matrix"	Competency curriculum	"Teaching program in which competencies to be acquired and demonstrated by the student and criteria to be applied in the evaluation of this acquisition are predetermined. Thus, the student is expected to fit the criteria of established measures." (DUARTE, 1986).
"National"	Education Administration	"Science, technique or art of planning, organizing, coordinating, directing and controlling all enterprises and human efforts for the achievement of educational objectives in a region (municipality, state or country). This science presupposes an educational philosophy and policy that spring from the experience of society as an educational community." (DUARTE, 1986.).
"Training"	Compulsory Academic Activity	Activity considered by the collegiate of a course as essential for the formation of the student.
"military"	Military Education	Education aimed at the personal, cultural, and technical training of professionals in the military area. It encompasses the education provided by the military system of education and military service.
"methodology"	Teaching Methodology	"Set of procedures that guide the activity of teaching and learning" (DUARTE, 1986).
"active"	Constructivist Pedagogy	Approach to teaching and learning based on the premise that cognition, i.e. Learning, is the result of 'mental construction'.

Source: Own elaboration (2023)

Returning to the strategy used in this article, its objective for primary work is to develop a framework that makes it possible to create a search *string* to be used in electronic databases, as we will see below in table 02.

Table 2 – Construction of the search *string*

Problem	How does the active educational methodology brought in by the MCN in the training of Brazil's military police operate as a social action?		
Strategy	T	Q	Or
Extraction	Active methodologies	Education	Military police
Conversion (foreign language)	Active methodologies	Education	Military police
Combination	"Active methodologies"	Education	"Military police"
Construction	(("Active Methodologies") AND	(Education) AND	("Military police"))
Use	(("Active methodologies") AND (Education) AND ("Military police"))		

Source: Own elaboration (2023)

The result above allows, through the *string* constructed in table 02, to search for the academic works that, after being selected according to the criteria established in the protocol, will be the basis of the discussion about the field to be researched. In some cases, it was necessary to divide it into *substrings* to assist in the return of the intended work, as well as to adapt the Boolean operators, which is often done automatically by the database itself.

5 ANALYSIS AND DISCUSSION OF THE DATA COLLECTED

Within the return of these works, the titles bring the active methodologies used in the training of Brazilian police officers. As a result, four papers were selected for this discussion, because they focus on the use of educational technology in the training and improvement courses of these professionals in the area of public security. The research was conducted between May and August 202 2 and returned the works: Dissertation of Espírito Santo (2014), "The use of Problem-Based Learning: The case of the Military Police Academy / BA"; article by Valério Netto (2018), "Application of Virtual Reality simulators and Problem-Based Learning for training professionals in the area of public security"; article by Araújo and Ramos (2018), " Perceptions about the potentialities of the use of concept maps in postgraduate training: A study with officers at the Maranhão Police Academy"; and article by Rodrigues (2020), "Learning in cycles: Hybrid teaching for the professional updating of reintegrated military police".

As from this result, following the methodological steps of elaboration of the State of the Art proposed by Romanowski and Ens (2006), we went through the following steps: reading the abstract or the introduction, in the absence of the abstract, to establish categories of analysis related to the type of training, type of study, research techniques, Active Methodologies used and careful and complete reading of the material for an analysis of the content in the light of the theoretical framework selected for the construction of inferences and considerations.

From the initial analysis of these studies, from the search carried out and measured by the protocol, it was noticed that the scope of empirical studies in this area is still incipient given the small amount in 10 years. Still, the data indicate a systematization of this scientific production that includes the category of analysis on studies using active methodologies in the formative actions of the area of public security in Brazil, especially of military police, according to the MCN.

According to Ens and André (2005), "[...] the data pointed out by the "state of the art" studies leave some questions, [...] which enable new research and methodological referrals". (*apud* Romanowski and Ens, 2006, p. 45. EMPHASIS ADDED). These questions directed our analysis. Among them, made the necessary adaptations to our object of study, from the studies of Romanowski and Ens (2006, p. 46), we can highlight the: How does the current production effectively contribute to the advancement of knowledge in the area? What is the relevance and consistency of the knowledge produced, considering the categories and subcategories analyzed? What are the political, social, and methodological consequences resulting from these studies? What are the contributions of these studies to the daily life of the training courses of the Military Police? Can studies on the subject help in the design of public policies? What policies and strategies have been implemented from the production directly related to the theme?

Thus, we began to analyze and discuss each of the research that makes up our state-of-the-art, following a chronological order from the oldest year to the most recent year, to follow if there is a deepening of the discussions that involve the theme of the use of MA in the training courses of the Military Police.

The dissertation of Espírito Santo (2014) presents the implementation, adaptation, and operationalization of the active methodology Problem-Based Learning (PBL), in the Training Course for Officers of the Military Police of Bahia (CFOPM / BA), of the Military Police Academy. It seeks to evaluate the contribution of PBL to the development of the learning of the student-officers of the classes formed in the years 2011 and 2012. For Espírito Santo (2014), the MCN foresees articulating axes and thematic areas with the use of methodology with the characteristics of Problem-Based Learning (PBL), and this proposal of educational methodological innovation is capable of replacing the form of "banking" knowledge, fragmented and polarized by the militarist (reactive) and penalize (legalistic) paradigms.

This methodological proposal with the use of PBL in the Training Course for Officers of Bahia gave autonomy to the student, respecting their previous experiences so that they could build their knowledge allowing an immediate application. This work is inscribed as field research of the exploratory and documentary bibliographic type with content analysis.

With this proposal, we sought to collect the data through a student satisfaction survey and report formulated by their tutorial groups. We used interview techniques with video recording and written recording, semi-structured questionnaires with open, and closed questions, and some with the Likert scale.

The analysis of the use of PBL from the perspective of the subjects students in this research showed the importance of innovation for the education of military police. According to Espírito Santo (2014), this is a challenge for the transformation of the social role of the public security professional, despite participating in the solutions in a global social pact.

The study of the context allowed the researcher to deepen the debate on the role of the police officer in modern society and its challenges of overcoming established paradigms. Educational technological innovation with the use of multiple methodologies occurs due to the complexity of police education. His work assesses that PBL is adequate, but police education, because it is complex, requires other

Development and its applications in scientific knowledge
State of the art of research conducted on the use of active methodologies in training courses of the
military police

complementary methodologies. Students and teachers measure the level of excellence in PBL. The disciplinary character of this course of police officers has the most negative index. This is due to the disconnectivity of this practice from the pedagogical objective.

In the study of Espírito Santo (2014, p. 103) arbitrary and excessive punishments weaken the exercise of leadership, citizenship, ethics, and justice "[...] provoking crisis of values, demotivation, victimization and indiscipline in students". The workload is excessive, but lacks more enlightening studies, since the author cites a conjuncture of operational work for the "official students" in events of all kinds, such as reinforcement of the effectiveness of the Military Police of Bahia (PMBA), generating fatigue, physical and mental fatigue, apathy, drowsiness of the students and difficulties in the learning process.

The PBL methodology specifically stimulates the development of problem-solving skills. It is noteworthy that each time the problem situations are solved by the students, it demands great action from the pedagogical team in creating more transversal and interdisciplinary situations to account for the next competencies necessary for police activity.

It is a successful experience in the training of military police that, in the case of PMBA, obtained recognition from the 1st National Conference on Public Security (CONSEG), being awarded as an innovative practice in Citizen Public Security, being in 2nd place for having operationalized and implemented the curriculum of this course of military officers by competencies with the use of ABP.

Other structural and administrative challenges are brought by the author, making this work a good analysis of the entire formative conjuncture of police officers in the State of Bahia.

Starting for the next study, the article presented by Valério Netto (2018) is proposed the use of Active Methodology (AM) Problem-Based Learning (PBL), with the use of a Virtual Reality (VR) simulator, aiming to assist in learning and professional training in the area of public and private security. The purpose was to demonstrate that training modules using PBL and VR can compose an educational technology platform that can be used in the future to increase the engagement and learning curve of the public safety professional.

Valério Netto (2018) uses exploratory research with structured interviews of up to 45 minutes in length, with its target audience being professionals from various sectors of public and private security. This served to define his problem more precisely and then develop the approach.

As a result of this survey, it was identified that the students would have to use VR simulators in an environment without an instructor, and should train in some basic techniques in the simulator of situations, waiting for the reaction of the students to evaluate them. After modeling a computer system for mobile use, scripts were developed with PBL exposing real-life problems so that students sought the best teacher-oriented solutions. To save the task data, an online *Google Forms* questionnaire was used.

The research of Valério Netto (2018) allowed an experience with an active methodology, in this case, PBL, and the use of instruction with VR, that is, in an immersive virtual environment. With this, it combines two educational methodologies, one active and one immersive, in an innovative way for the

teaching and learning of military police with the use of Digital Information and Communication Technology (TDIC). The use of these methodological educational technologies, virtual reality equipment, and digital platforms brings economic advantage, and increased reality in the training of security agents and cloud data storage conditions.

In particular, police shootings, which is the last resort in an occurrence. The shooting technique for the police officer is as important as his mental, critical, and reflective preparation for his actions. It was clear the motivation and penetration of the students with the uses of PBL and VR anticipated the problem issues. Its experimentation validates the use of PBL, and this active methodology can compose an educational platform with the use of VR simulators with great engagement of the target audience.

His research noted difficulties with the small number of instructors and the obsolescence of simulators in police academies and security companies in Brazil. Finally, regarding the increase in the learning curve mentioned in this work, it would be interesting if another research could investigate it based on the practices and results presented.

Researchers Araújo and Ramos (2018) discuss the perceptions of officers at the Maranhão Police Academy about the potentialities of using concept maps in graduate education, focusing on their importance for meaningful learning. The data collection methodology took place at first with a literature review in which they sought to understand the technique of constructing concept maps. The methodological contribution of the research is exploratory, with the use of questionnaires with open and closed questions elaborated in *Google Forms* and sent to students through the WhatsApp application.

Araújo and Ramos (2018) analyzed the classes taught in the discipline of Strategic Management of People in the course of Specialization in Public Security Management in the Military Police of Maranhão, in partnership with the Federal University of Maranhão, in the capital São Luiz, with the public composed of Military Police Captains. The authors, within the approach of active methodologies, use Cognitive Cartography to build concept maps for students to reflect on a certain theme, and its concepts and correlate them. The concept maps were produced with the applications CMAPTools, MindManager, and XMind, among others. They are free open-source applications available on the internet. However, students had to learn or become familiar with these technological resources. Some used Word, Mindly, and CANVA.

The authors concluded, after data collection, that the students find concept maps a good method of study, as well as a good instrument that helps them memorize concepts. In the perception of the students, this is due to the organization and relationship of the ideas that this methodology allows since they are articulated in a network bringing the concepts closer together, which, otherwise, in the reading of a running text could be distant

Although it is a time-consuming task in some cases, due to the lack of familiarity with the applications on the part of the public, it contributes a lot to the understanding and understanding of the contents, especially as an instrument of synthesis. It is demonstrated that the ineptitude or ignorance of the use of some specific software as a pedagogical tool should be taken into account in the planning of classes.

Given the results achieved from the use of active methodologies as a methodological approach used with digital tools for the creation of concept maps, it is concluded that they have great acceptance in a class composed entirely of military police.

Finally, Rodrigues (2020) brings a discussion about hybrid education for the professional updating of reintegrated military police. In this article, the author brings a complex demand of the Military Police of the State of Rio de Janeiro (PMERJ), which is the updating of police officers who are reintegrated into the corporation after months or years out of their activities. The objective of this paper is to present the application of the teaching methodology aimed at training military police officers who return to the PMERJ by judicial decision and need to resume professional activity.

Developed through the Corporation's Teaching Support Body, the Learning Cycle, called the Public Security Professional Update Directive Cycle (CiDAPS), was taken as the object of this work. All the formative actions of the cycles are distinguished by the use of the methodology of hybrid teaching.

CiDAPS lists the subjects of the National Curricular Matrix with a duration of five weeks, composing a workload of 138 hours/of an online class in a Virtual Learning Environment (VLE) and 56 hours/class of face-to-face activity through workshops. The methodological procedure for this research was Participant Observation through Action Research, in which the researcher is immersed in the researched environment and very close to the object under analysis. It is worth mentioning that the author is a member of the team of pedagogical assistants who manage CiDAPS. The results of the research and its perspectives denoted that the essence of the problem was very well discussed in the pedagogical planning, given the time gap that the students were away from their functions and that the training offers new knowledge.

This time, respect for the previous knowledge of the students was of fundamental importance in conducting the hybrid methodology, combining the learning of new concepts with the improvement of the experiences contained. The cycle begins with the welcoming of the learner by a professional psycho-pedagogue and psychologist. This is to identify any individual formative need and outline the profile of the class. A proposed roadmap for learning management is offered, especially in asynchronous moments.

The Virtual Learning Environment (VLE) contains the subjects that students must access before the face-to-face workshops, which are thematic and follow a pre-established sequence. Videos of occurrences are available in advance and then case studies are made mediated by a tutor, still in the virtual environment through forums. Playful activities are used for educational purposes and glossaries to fix the themes worked.

After completing the workshops, the police officers will practice what they learned by interacting in a virtual scenario of occurrences in the simulator VirTra 300º11 in various situations, increasing the degree of difficulty gradually. The interesting thing is that this simulator allows the instructor to conduct the outcome of situations by interacting with the student's decision-making. These simulations seek to bring students as close as possible to the reality of police action using a formative space called "decision-making rooms", which allow them to practice their attitudes towards various situations programmed by the pedagogical body.

The work can be seen as a report of the general experience of a great educational effort for military police, prepared by a pedagogical team knowledgeable of multiple educational methodologies and didactic resources, meeting theoretical and methodological orientations of the National Curricular Matrix using digital resources.

The works presented above deal with the use of active methodologies tested, analyzed, implemented, and reviewed by their authors in the context of their applications in training or improvement courses for Brazilian military police. And in this plan they scale their objects of research, special situation or problem, interesting for our research dialogued with the areas of Education and Social Sciences. The population brought by these works is located within the military police profession and deals with the use of Active Methodologies as a formative and social action for these people.

The works bring the Active Methodologies (AM) as a methodological innovation for the training of the Brazilian military police, legitimizing the guidelines brought by the National Curricular Matrix for the training actions of professionals in the area of public security. This particularity of the use of Active Methodologies according to the MCN bring the need to innovate in the face of the numerous humanized approaches of propositional learning, providing the generation of more democratic postures of teaching and policing in a democracy.

The association, complementation, or use of the AM proved to be adequate in the face of the professional planning of the cadres of pedagogues, educators, and administrators, demonstrating that the alignment of the MCN in referencing them brings meaning to the Brazilian reality. The work of Valério Netto (2018) and Araújo and Ramos (2018) demonstrated more evidence of the potential of the use of AM for training during the career of police officers, bringing their practices in continuing education in service to develop skills necessary in the course of the activities of these police officers.

In these cases, the active methodologies constituted very punctual formative actions for the organization of ideas, fixation of concepts, and reflection for the resolution of problems and decision-making. The works of Espírito Santo (2014) and Rodrigues (2020) bring the scenario of initial training and another very peculiar that is the return to police activity after a time away from police activity.

In these two works, it is perceived the great intellectual and professional effort behind police education demands constant training of all those involved in this follow-up. It denotes that it takes a large structure for the military police to administer their initial training courses, as in the case of Bahia, or the updating process, in the case of Rio de Janeiro. We are left with the feeling that the theme of police training deals with a peculiar social fact that is still very veiled, and how much more research is needed in this area to broaden the discussion around the training of these professionals with a risky constitutional function. We saw this by the wealth of details brought by these researchers in the professional routines of all who are involved in this process, what they do, and how they do to welcome this class of students.

It is important to know this training, its body of professionals, its body of basic services, the body of administrative assistants, secretaries, coordinators, directors, teachers, and their heads. We now know a

little of the still incipient use of active methodologies in the training courses of a few military police in Brazil, given that the field is very extensive and research in this specific area of Education proved to be small. The use of Information and Communication Technologies (TDIC), computing, software development, the virtual learning environment, virtual reality, the use of popular mobile applications, and other digital resources linked to the world wide web, including cloud storage, are areas, procedures, techniques and tools that are present in the works, measuring breadth and dynamism to the use of Active Methodologies seen in this study.

Even if the use of TDIC is not the focus of our survey, they are present in all the works in this return that we were able to filter. It denotes the importance of its use allied to the use of Active Methodologies, appearing good ceanesthetic affinity for the training of military police. The recovered researches bring an important movement about the methodologies and procedures used for data collection.

Rodrigues (2020) used action research with participant observation in his fieldwork, which are techniques consecrated in anthropological research. And they are exploratory research with the use of open, closed, semi-structured interviews or the use of a form, as in the works of Espírito Santo (2014), Valério Netto (2018), and Araújo and Ramos (2018), who interviewed the students to collect the data, also bringing the participatory character.

The chains that persist to be repeated in the formation of the Brazilian military police must find in Althusser (1970) broad synonyms of maintenance of State power and assumed taste for the Repressive Apparatus of the State. You should also know that the Military Police as ARE acts in the background as an IEA. The Humanist Approach, in which the focus is on the subjects, seeks to add more dignity to the formation of the class of military police workers closer to the democratic reality. Positivist formalism is still confused with authoritarianism in the training of twenty-first-century military police. It has not been long since the training of the military police seeks to escape the dichotomy of fragmented and polarized disciplines.

For Althusser (1970, p. 77) "[...] ideology represents the imaginary relationship of individuals with their real conditions of existence [...]", in other words, ideology only materializes in the action of individuals. However, Althusser (1970, p. 64) still states that there is a concert in which the tuning fork sets the tone, even if many do not hear his music "[...] pay close attention to your music: it is so silent! It's about the school."

Thus, we observed that the active methodologies pointed out by the MCN, as technological innovation in education, operate in the formative actions of more reflection and criticism for the autonomy developed by the military police students themselves, being able to collaborate with the transformation of professional education increasing its quality.

6 FINAL CONSIDERATIONS

The analysis on the use of active methodologies for the training of Brazilian military police has, in the National Curricular Matrix, the most recent artifact on educational guidelines for the training actions of professionals in the area of public security, and should itself be analyzed and resignified by social actors from the sectors that involve organized society.

The current production on the advancement of the use of active methodologies in training and improvement courses for military police officers in Brazil tells us about the benefits that the methodological trend pointed out by the MCN can bring as a social action in the education of these professionals. This can generate a new image of the public security force in the face of its constitutional role when it shows interest in training police officers to value the sense of justice and citizenship.

In this context, the institutions of the State Repressive Apparatus, such as the Military Police, also need to be evaluated according to the social needs of their cadres. In these points, it is worth noting that political interests cannot be above the interests of society, considering the greatest of the documents of the Democratic State of Law, its Constitution. Thus, the doctrines and security policies should contemplate the education of the military police in the light of their National Curricular Matrix and should have it as a framework of the curricular guidelines always present in the planning of those involved in the process of building new public policies for public security.

It is clear, then, that these documents discussed and elaborated by society in a conceptual way lack analysis and updates by specialists in Education, Social Scientists, and other areas of knowledge, seeking to understand the social base and its lived reality. Finally, we return to the specific objectives of this article that were necessary to achieve its general objective, which was to analyze the use of active educational methodologies brought by the MCN for the training of the military police of Brazil as a social activity.

Thus, the first step was to identify the active methodologies used in the training and improvement courses of the Military Police in Brazil, an objective achieved by analyzing the four research. The research of Espírito Santo (2015) brings the PBL as a formative path for the Military Police of Bahia, as well as Valério Netto (2018), who in addition to discussing the MA Problem-Based Learning for training professionals in the area of public security, also brings the application of Virtual Reality simulators for training professionals in the area of public security. The researchers Araújo and Ramos (2018) present the potentialities of the use of concept maps in the training of officers at the Maranhão Police Academy. Finally, the research of Rodrigues (2020) brings hybrid teaching as a formative alternative for the professional updating of military police. After this identification of the MAs used, our second step was to investigate the advantages or disadvantages of using active methodologies in the training of the military police.

The active methodologies that have been implemented in the cases that we have brought in this article can be taken as desirable formative frameworks to be practiced in all military police in Brazil, as well as in other institutions that complete the basis of national public security.

We also note, from the analyses carried out here, the urgent demands in the construction of pedagogical political projects for the schools of training and improvement of military police. We note the need to improve the physical structure of the Academies and Schools for the training and improvement of military police and equip them by adapting them to the technological advancement of our society. We note the importance of professionals in Pedagogy, Computing, Law, and People Management involved in training actions for the military police and, most interestingly, seek to know about the police themselves.

The MCN indicates the active methodologies to motivate and seek professional efficiency, but also the well-being of the military police. Its implementation values the professional ethos recognizing them as subjects of themselves capable of engaging in their constitutional mission. For this reason, the MCN becomes a paradigm for critical formation in the continuous process of professional growth through the most significant formative actions for police officers.

One of MCN's keys to this change is the use of active methodologies allied to TDIC, such as project-based learning, gamification, the inverted classroom, *design thinking*, rotation by station, *maker* culture, and Problem-Based Learning, which must be linked to the qualification of the professional trainer who will work with the military police. Enveloped by the capitalist production system resulting in ways of reproducing the modes of production and behaviors, but in constant boiling by the melting of the relations of this liquid modernity, the curricular planning of the training and improvement courses of military police must compose a useful relationship with society for police activity, perfectly possible when it is based on methodological choices that favor the construction of more democratic social relations.

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