



Psychoanalysis and pedagogy as a study that brought the concept of pedalysis to life: a method that works on learning and subjectivity

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ABSTRACT

The article will have the proposal to develop a study on the relationship between psychoanalysis and education as an educational practice in Early Childhood Education, considering that the educational model is undergoing transformations due to the advancement of technology, political changes and innovations of globalization. The objective of the work is to reflect on the importance of the concept of Pedanalysis as an instrument that allows working with the learning process and the stages of development of children. The methodology will encompass a bibliographical review, based on specialized literature on the subject in question, in the quest to present the theoretical framework and how such works contribute to building a human, technical and meaningful teaching. The bibliographic content covers a set of authors and professionals in the field of psychology, education and psychoanalysis, in this case: Brenner (1987), Hal; Layton (2013); Lindsey (1984); Siqueira (2003); Shultz (1992); Tales (2001); Taquette (2013). In this way, research is of paramount importance to offer an investigation tool that makes it possible to identify conflicts, emotions and problematic behavior in childhood, which is capable of bringing a sensitive look to the level of learning difficulties and to intervene in such situations. situations that occur in the classroom. It was concluded that the value of the object is to think about the existing connection between pedagogy and psychoanalytic action as a method that allows explaining certain conflicts in the school environment and working on the subjectivity of students.

Keywords: Psychoanalysis, Pedagogy, Pedanalysis, Learning.

1 INTRODUCTION

The article will have the proposal to develop a study on the relationship between psychoanalysis and education as an educational practice in Early Childhood Education, considering that the educational model is undergoing transformations due to the advancement of technology/scientific, political/social changes and the innovations of globalization.

Thus, the aforementioned work proposes to elaborate a study about the relationship between psychoanalysis and education as an instrument that can contribute to the learning process and the stages of development of children, which is a method that makes it possible to investigate the reality and needs of students, in order to understand the causes of concerns and conflicts in the classroom.

The objective of this work is to reflect on the importance of the concept of Pedanalysis as an instrument that allows working with the learning process and the stages of development of students, so that it is possible to know aspects of learning problems, personality, social context and subjectivity.

Psychoanalysis took a unique step in favor of the field of pedagogy and education, which opened up new perspectives for human development and for the construction of knowledge, considering that in the



union of the two areas it was possible to build a concept called Pedanalysis, as a tool that seeks to identify learning difficulties and blocks.

In this way, the relationship between psychoanalysis and pedagogy gave life to the concept called Pedanalysis, which is a method used to analyze conflicts, concerns, learning difficulties, mind blocks and the needs of students, through observations, investigations and interventions in the classroom.

Based on the Pedanalysis method, it is a unique opportunity to know the wills, thoughts, emotions and feelings that the child exposes in the classroom, even more so when childhood is a period in which the subject experiences a set of new situations, being a moment that generates aggressive impulses, mood swings, irritation, fear and despair, which can affect the learning process.

The concept of Pedanalysis not only encompasses theories and studies of human development, but, in turn, the student's historical, social and family trajectory, as an instrument that investigates, collects information, as well as to understand the motivations, impulses and intentions, whether conscious or unconscious.

Therefore, the research is of paramount importance to reflect that Pedanalysis is an investigation method that makes it possible to work on the subjectivity, needs and learning of children, as an educational instrument that promotes human, affective, psychoanalytic, technical, pedagogical and educational teaching. significant.

It was concluded that the value of the object is to think about the existing connection between pedagogy and psychoanalytic action as a method that allows explaining certain conflicts in the school environment and working on the subjectivity of students.

2 METODOLOGY

The methodological procedure will include a bibliographical review, based on specialized literature on the subject in question, with the purpose of knowing the theoretical framework and how such works contribute to the development of the subject in question, so that it is possible to reflect on the relationship between education and psychoanalysis.

The bibliographic content used to build the article addresses a group of authors and professionals in the field of psychology, education and psychoanalysis, in this case: Brenner (1987), Tales (2001); Siqueira (2003); Taquette (2013); Layton (2013); Hal; Lindsey (1984); Shultz (1992).

This method will be used to help pedagogues and teachers, both to improve teaching and to build the educator's relationship with students, as an instrument that makes it possible to identify learning difficulties, investigate emotional conflict, work on subjectivity, know family structure, promote socialization and meet the needs of students.

Through this method, it becomes possible to understand that the pedagogue is not only a professional who passes on the content and activities, but, mainly, that he can use a planned, oriented and specialized



action, having to articulate the teaching-learning with the psychoanalytic approach, both to know the reality and the particularities of the child.

For this reason, the concept of Pedanalysis is a method that seeks to get to know the child, the family and the school environment, as well as to appropriate the training and theories of psychoanalysis, the knowledge that brought new forms of learning and the changes that are taking place in the field of Early Childhood Education, with the aim of improving practice and developing new strategies to be applied in the classroom.

Thus, the respective work will address the following topics: general aspects of personality structure; stages of development of psychosexual theory; the concept of Pedanalysis as a method to work on students' subjectivity and learning.

3 THEORETICAL FOUNDATION

In order to understand the relationship between psychoanalysis and pedagogy that generated the concept of pedanalysis in the field of education, it is necessary to know the historical context and build the content in depth on the referred topic, with the objective of bringing information about a study that contributed to the scientific, social, cultural, political and educational development of the time.

In the course of history, in the year 1856, scholars began to analyze that psychoanalysis caused various movements and impacts in the social context of the time, even more so when this area contributed to understanding sexuality, neurotic disorders and the origin of neuroses, being a work that criticized the conservative model, which influenced scientific social development and education. (LINS, 2009)

Thus, psychoanalysis was a study that influenced man's thinking and provoked a moral innovation in society in that decade, being a conflict that not only covered the ethical, social and cultural issue, but that made it possible to create an instrument that would investigate the mind, the individual's behavior and subjectivity, since neurotic disorders are present in the structure of the psychic apparatus.

In turn, the relationship between psychoanalysis and pedagogy was a movement that caught the attention of scholars in the educational area and successors of the psychoanalytic study of the time, as a tool capable of bringing a new way of looking at the human being, of analyzing the dimension of the conflicts and to create theories that would contribute to the field of learning, called pedanalysis.

Thus, scholars began to reflect and analyze the manifestations of the mind and the process of human development, in which psychoanalysis and clinical investigations were used, whose work made it possible to make discoveries that resulted in the concept of pedanalysis, as a pedagogical instrument that would make it possible to work students' learning and subjectivity.

With the application of the pedanalysis method throughout history, which resulted in research on human development, psychic functional knowledge and the constructive process of personality, as a tool that allows interpreting learning blocks, social difficulties and impulses, the study emerges as an innovation in the field of education, psychology and psychoanalysis. (CAROPRESSO, 2008)



In this sense, theorists not only sought to understand the functioning of the mind and human development, but to develop in-depth studies to analyze children, adolescents and adults, especially childhood, being a phase of life in which the subject demonstrated a behavior problematic and personality conflicts, in which rigorous methods were used to correct, repress and discipline the behavior of students during the schooling process.

For this reason, scholars began to investigate children's behavior and the period of childhood, as a way of studying child development and seeking to understand this moment of life with a new look, being a work that resulted in the creation of theories about the stages of human construction and childhood sexuality, which occurs after birth and continues into adulthood, proving to be a long and complex period for human beings.

With the presentation of the first topic, as previously discussed, the next topic should begin, which will address the stages of development regarding the conscious, preconscious and unconscious, according to the study and psychoanalyst works that address the subject in question.

From studies and clinical experiences with the neuroses of patients, it became possible to analyze that there were other phenomena and structures in the psychic field that, originally, traditional psychology considered only as a representation that encompassed the conscious and did not evaluate the possibility that the consciousness could have other levels, being a moment that the Freudian study identified the existence of occult and unconscious manifestations in the psychic apparatus.

Thus, the contribution of Freudian theory to the study of the unconscious is not related to the discovery of such a mechanism, since the term had already been addressed by other scholars and existed in other areas of knowledge, such as philosophy and science, demonstrating that the work that was developed by Freud was related to the investigation and elaboration of a tool that made it possible to define other levels of the conscious (CAROPRESSO, 2008).

In turn, it was observed that the phenomena related to neurotic disorders and emotional disorders of patients were part of a set of traumatic experiences repressed after birth and throughout life, being a process that transforms the information experienced into content for the unconscious and that become available when the subject manifests internal and external conflicts.

The study of the unconscious is a work that symbolizes the key point of Freudian theory and that began when neurotic phenomena appeared, being a situation that made it possible to analyze the laboratory experiences with the neuroses of patients to study the existence of manifestations and representations impulses originating from the structure of the psychic apparatus, since such a system is composed of a nucleus loaded with instincts, desires and information from the individual's life. SPIDER; MARTINS, 2009)

Thus, the study that covers the unconscious was a complex process that made it possible to develop a therapeutic approach called psychoanalysis, with the purpose of investigating the internal conflicts and emotional manifestations linked to the human being's psychic system, which symbolize the traumas,



memories, dreams, fantasies and desires.

In order to understand the study about the unconscious and to develop the structure of the topic in question, it is essential to mention the thought of Laplace J. (1991, p.235) and to analyze the mechanisms of such a system, as a way of expanding and deepening the subject:

Term used as an adjective or in a topical sense. As an adjective, in a descriptive sense (2nd topic of the psychic apparatus), it refers to the set of contents not present in the field of consciousness. In a topical sense, it refers to one of the systems defined by Freud in the first topic of the psychic apparatus, consisting of contents (representatives of drives – essentially childhood desires that know a fixation in the unconscious), which were repressed (repressed) due to the ego's censorship and that only appear in a disguised way, as they are governed by defense mechanisms related to the primary process (displacement and condemnation).

According to the above study, it is observed that the unconscious has a topical and descriptive sense, where in the first situation it is linked to a system of repressed and censored impulses during childhood where it will cause the fixation of information in the unconscious, while in the other mechanism it is related with the structure of the psychic apparatus, more specifically, in the set of contents that do not exist in the conscious mind.

It is convenient to mention that the unconscious does not cover only the topical and descriptive sense, but will address a third aspect called systematic, being a mechanism linked to psychoanalysis and investigations that aim to analyze the phenomena manifested in the psychic apparatus, with the purpose of making conscious the mental representations and that will make it possible to observe such a process.

In this context, the psychic process can be observed and analyzed, based on the three aspects related to the topical, descriptive and systematic sense, being an approach that is done through psychoanalysis and investigations around the phenomena manifested by representations of the mind, which were repressed in childhood or at a certain stage of life due to parental or society's censure.

The study that addresses the preconscious was created by the physician Sigmund Freud and represents a system of accumulation of information, contents and memories linked to the mind, being a process that allows the analysis of the internal manifestations and the functioning of the psychic apparatus, with the purpose of understanding the factors and functions that are part of the three aspects of such a model, such as the conscious and the unconscious.

In this way, the theorist Freud developed a system that is divided into two models, where the first is formed by conscious, preconscious and unconscious that is called apparatus, being a process that addresses the functioning, organization and psychic functions, while the second encompasses the id, ego and superego, which is related to the positive or negative desires of the human being's internal and external reality (ZIMERMAN, 1999).

The preconscious is a mechanism linked to the psychic apparatus and that is part of a system that encompasses the functioning, organization and function of such structures of the mind, being a process that is formed by memories, information and contents that can be reacquired in a simpler way, with the objective



of selecting and registering the data that will pass through the conscious.

Thus, the system of the psychic apparatus that encompasses the preconscious is a part of the unconscious and is an area that presents facilities for becoming conscious, in the sense that there is a transition process between information and contents that occur in a simpler way. so that the subject has access at the moment he uses the memory, being represented by a set of memories linked to the experiences of the previous day, the name of a person or the smell of a certain perfume (CAROPRESSO, 2008).

Therefore, the preconscious is part of a process that involves the transition zone of information between the unconscious and the conscious, being a mechanism that sends the content in a simpler way to the conscience and allows the subject to have access or conditions of use it, as such a procedure does not stay in the mind for long.

Therefore, the content of the preconscious that is sent to the conscious and that does not remain for a long time in the mind, demonstrates that they are thoughts that are not constantly used by the individual, but that it is a structure that contributes to the functioning of the psychic apparatus and to find memories inside memory.

The definition of conscious and the study of this phenomenon of the mind, for a long time was considered only a science of consciousness, being a concept discovered by scholars in the areas of philosophy, medicine and psychology, with no possibility of analyzing other levels of consciousness. such a psychic system and that the individual was able to control emotions, desires and impulses.

In order to understand the conscious and to explain the study of such a mechanism, it should be mentioned, initially, that there is little information on the subject and that it was a concept developed by the scholar Sigmund Freud, based on clinical investigations and hypnosis techniques carried out in his patients who had mental and psychic disorders, being a work that made it possible to create an instrument capable of exploring the mind in its essence and that resulted in the discovery of psychoanalysis (FADIMAN; FRAGER, 2004).

With the use of psychoanalysis in patients who suffered from neurotic disorders and manifestations of an unknown character, a procedure that was carried out through investigations of past experiences that were repressed and that described internal conflicts in the system of the psychic apparatus, it became possible to discover the consciousness, even though it was a concept discovered by traditional psychology.

The study about the conscious for the scholar Freud goes beyond the other discoveries related to the preconscious and the unconscious, however much such structures are connected and that they perform a function together with the other, which show the existence of connections between all the mechanisms of the psychic apparatus and mental events, being a process that throughout life is not lost or forgotten, but which were repressed, censored and excluded from the individual's mind (SHULTZ; SHULTZ, 1992).

In this way, the conscious represents a small fragment of the mind compared to the parts of the preconscious and the unconscious, being a structure that is located in the psychic apparatus that encompasses perception, thought and reasoning, being a mechanism of perception, reflection, access and



sharing of mental content.

On the other hand, the structure of the conscious is a source of psychic energy and is part of a system that works according to the norms of society, which represents the relationship with external reality and the mental content that can be controlled by the subject according to their needs or desires, being the ability to interpret and interact with the world.

The other subject of the article will be related to psychosexual theories, more specifically, the stages of human development, such as the oral, anal, phallic, latency and genital stage, according to the studies of psychoanalyst Sigmund Freud.

The oral stage begins after birth and can last up to the eighteenth month (0 - 12/18 months), being a process that is identified when the newborn uses parts of the body to obtain pleasure, such as the mouth, the lips and tongue, which seeks to establish a mechanism of exploration and reward through the act of the baby sucking the mother's milk from breastfeeding (LAYTON, 2013).

During the oral stage, the primary source of interaction is the infant and it occurs through the mouth, so that rooting and the milk sucking reflex is a situation that happens at that stage of the baby's development, in which the referred system it is vital for eating and for getting pleasure from stimulation, being a rewarding activity for the child, like tasting and sucking.

The anal phase begins, precisely, at the age of eighteen months and lasts until three years of life (18 months - 03 years), as a stage that encompasses both the accumulation of food in the stomach and the expulsion of feces by the child, in which the erotization zone is the anus and the form of anal and urethral domain, becoming a control that will build a new source of pleasure.

To further substantiate the content on Freud's theories of development, one should include the study by the authors Hall and Lindzey (1984, p.41-42) about the anal stage:

We can perceive these anal characters present in an exaggerated and worrying way, when the child: (a) is excessively meticulous, organized, regular, stubborn and grumpy, preventing spontaneity and creativity that can also be hindered when the child is excessively unruly, wasteful or careless in tasks; (b) has a neurotic obsession with cleanliness or, quite the opposite, is remiss about personal and environmental hygiene; (c) towards peers, is impulsive, irascible and aggressive, or completely apathetic and domineering; (d) it can still present possessive characteristics, of pettiness, avarice or excessive jealousy.

According to the authors, the act of defecation during this period is related to a feeling of omnipotence, as it is a moment when feces become libidinal because they represent a form of pleasure, when the child develops an ambivalent view of feces as body content. that are both external and internal and considers feces as “me” or “not me”.

It is observed that the stage of phallic development begins from the age of three to six years of the child (03 - 06 years) and represents a period that appears the first sexual emotions related to the functioning of Organs genitals in terms of aggressiveness, in addition to be a moment when the Oedipus complex appears, passion, hatred, fantasies and masturbation, when the boy creates the feeling of desire for his



mother and the girl for her father.

During the development of the personality, the sexual and aggressive feelings linked to the functioning of Organs genitals become evident, arising from there the pleasure of masturbation and autoeroticism, pointing to the appearance of the Oedipus complex, in which it is a phase that the boy starts to desire the mother's parent and begins to manifest a feeling of rivalry with the father (HALL; LINDZEY, 1984).

The latency stage is a phase of development that takes place between six and ten years of age of the child (06 - 10 years) and that represents a significant reduction in sexual activity, as a period in which the subject is unable to meet his or her needs. primary needs and is forced to reduce the desire to the point of repressing it, having to direct sexual impulses and energies towards other interests (TALES, 2001).

However, the respective period symbolizes a significant moment for the social and sexual development of the child, as well as it is a process that encompasses libido control and the acquisition of knowledge, being a time established between stimulation and responses, in the sense that in such a phase it is an interval between the phallic and genital periods that make up the organization of infantile sexuality until puberty.

This stage is a moment that will happen from twelve years onwards and that corresponds to the period of adolescence, which begins with the entry of the adolescent into puberty and ends with the arrival of the adult phase, having the most notable influence since the moment of psychosexual development is the physiological maturation of hormonal systems and the intensification of sexual impulses (SIQUEIRA, 2003).

One of these manifestations of the sexual impulse present in child development that deserve attention is linked to the desire to look and show off, which is generally more pronounced in the phallic phase, in which the child wants to see other people's genitals and show his own, being a matter of natural curiosity and exhibitionism, which include other body parts and bodily functions.

The content of the next topic will address the psychosexual theory, as a work that influenced the process of creating a work that allowed the investigation of human development, the structure of the mind, the psychic apparatus and the subjectivity of the human being, such as: id, ego and superego.

The personality structure referring to the id is a mechanism that is linked to the unconscious and that is the basis of the individual's psychic energy, that such structure is related to organic, hereditary and libido issues, in the sense that this process is connected to the sexual impulse and to the body's instincts. BR

The authors Elena Estuko Shirahige and Marília Matsuko Higa (2004, p.17) present a study on the structure of the id personality:

The id is the original instance of the psyche, it is the matrix within which the ego and superego differentiate. [...] It is closely related to the bodily processes from which it draws its own energy; therefore it is the reservoir of physical energy that puts other systems into operation. We can say that it is the biological component of personality.



According to the authors, the id serves as a tool that helps in the relationship between the different situations of the external world and with the reality that the individual, both to reduce the level of tension and to balance, since he has no way of having contact with the environment. without being part of such an interaction, being an unconscious manifestation of the personality, of the primitive stimuli and that drives the organism.

The second structure of the personality to be approached is the ego, in which it is a process that constitutes the function of a mediator in the relationship between the contact of the psychic mechanism with the environment in which the individual is inserted, which appears as an instrument that establishes the balance .

In this way, the ego will act according to the interaction of the id level and the circumstances imposed by reality, in which they are represented by a set of characteristics and attributions, such as thoughts, memories, feelings, perception and reason.

In order to understand the context of Freudian thought about personality and the ego's ability to recognize reality, the study of Juan Mosqueira (1977, p.216) is analyzed:

The ego would perform the activities of recognizing reality and performing functions, while the superego would be closely linked to the ideals and taboos that the person acquired during their educational process and contact with other people.

In this sense, the ego-related personality structure is aware of the outside world or its reality that the individual is inserted in and develops the ability to regulate such a mechanism, demonstrating in this situation that the referred structure has no life or would not exist without the id. .

In the personality structure that is linked to the superego, it is explained, in general, as the development that occurs from the beginning of the life cycle and that is a period that encompasses childhood, in which the child develops the capacity to understand the norms of society and learns the rules set or taught by their parents.

Therefore, the child begins the learning process linked to the norms applied by the family or through the rules imposed by the social environment, based on a method that can be used both for punishment and reward, in the sense that a given behavior that breaks a principle will generate a punishment and when going through this experience it will influence the individual's conscience (BRENNER, 1987).

As a way to understand the process that involves the superego and to improve the content, it is essential to mention the thinking of scholars Elena Estuko Shirahige and Marilia Matsuko Higa (2004, p.19) about the referred topic in question:

[...] the superego is nothing more than a very differentiated part of the ego, to the point that they can be frontally opposed. It is the sensor of ego functions and decides whether something is right or wrong, so as to ensure that a person acts in harmony with prevailing social standards. [...] in this way, it blocks the impulses of the id, mainly those of a sexual and aggressive nature, since they are the impulses most condemned by society when externalized.



Therefore, the superego personality structure begins to undergo a process of understanding the values of right and wrong or following social norms, such a mechanism being developed during the period of the phallic stage and from the moment it is occurring. Oedipus complex.

The Oedipus complex presents a level that establishes greater control and uses the method of punishment or gratification to further increase the chances of influencing the individual, either by means that provoke the feeling of guilt or remorse, which results in satisfaction or pride. of himself for having performed a certain activity (TAQUETTE, 2013).

In the castration complex, there is a sexual investigation carried out by the boy and the girl, where the female image is treated as if she had been castrated for not having a penis, while the man develops a feeling of fear because he thinks he will have his reproductive member extracted.

With the use of psychoanalysis in patients who suffered from neurotic disorders and manifestations of an unknown character, being a procedure that was carried out through investigations of past experiences that were repressed and that described internal conflicts in the system of the psychic apparatus, it became possible to discover the conscious and other representations of the mind.

In this way, psychoanalysis aims at human development and constitution throughout life, which makes it possible to observe, analyze and interpret certain situations of everyday school life, such as the subjectivity of students, the teacher's educational practice, the relationship between the school and the society, since it is from this meeting that creates the opportunity for people to be aware of themselves, others and the place they are inserted.

To understand the relationship between psychoanalysis and education, it is convenient to include in the structure of the article the thought of theorist Lins F. (2009, p. 17):

The history of the relationship between psychoanalysis and education reveals that interest in education appears in Freud's work from the beginning of his works. The discussions with the field of pedagogy have their origin in the well-known debates between Freud and pedagogues like Pfister, who were interested in formalizing a psychoanalytic pedagogy, Pedaanalysis.

According to the study, psychoanalysis and education are two distinct areas, with different proposals, objectives and theoretical points of view, in the sense that the psychoanalytic method demonstrates interest in the unconscious and in the subjectivity of the human being, while the educational model encompasses the curriculum, literacy, knowledge and training.

On the other hand, Millot's study (1992, p. 157) is essential to understand the relationship between psychoanalysis and education, as a way of complementing the content and developing the work in question:

Psychoanalysis cannot interest Education except in the field of psychoanalysis itself, that is, through the psychoanalysis of the educator and the child. In children, to suspend repressions; in the educator so that he knows not to abuse his role and to detach himself from narcissism, so that he avoids the obstacle that would consist of placing the child as his ideal self.



As a result of this thought, it is analyzed that teaching is not an exclusive and individual field, but that it belongs to society, the community and social groups, which shows the possibility of establishing a relationship between psychoanalysis and education.

And at the same time, Pedanalysis is a procedure capable of investigating what they believed to be only imaginary, such as fantasies, hallucinations and desires, but which in reality were impulses from the inside of the human being, self-knowledge and internal conflicts. all the materials and means used to obtain the research data with the amount of sufficient detail that favors the replication of the work and the same conclusions are obtained by other researchers.

In this sense, the Pedanalysis method is a very important research instrument to unravel the mysteries of thought, feeling, emotion and behavior, being a process that seeks to understand the concept of what is demonstrated through acts, the set of knowledge and the systematic performance of psychic existence.

For this reason, psychoanalyst theories have not only sought to understand the functioning of the mind and human development, but to develop studies to analyze childhood and education, as a way of explaining that the facts of life and mental events do not occur by chance, but from a set of thought impulses and hidden connections in the psychic apparatus.

Most of the time, the school was considered a way of controlling and taming children, based on a system that ignored the stages of development and did not even consider the needs of the students, and there was still no interaction and socialization process, which would allow the child to have more chances to adapt to the school environment and to build learning.

Nowadays, the pedagogue can seek professional improvement and specialization in several areas of knowledge, such as psychoanalysis in the field of education, which emerges as an instrument of paramount importance for the construction of the subjectivity and particularities of the child, being a process that must be analyzed during the school routine and in all situations in which students are involved (ORTIZ, 2000).

On the other hand, the school and the school context is a new reality for children, in addition to the distance from the family and the comfort of home, denoting the importance of the pedagogue not only to teach the class, but to have a affective action and to build a bond with the students.

In this way, the construction of social relationships in the school environment is an action that can contribute to the adaptation, development and learning of children, and the teacher must take into account the time and stages, in the search to know the needs, difficulties and students' reality.

In this context, the thinking of the scholar M. Argyle (1974, p. 148) is of paramount importance to understand the school context, the role of the teacher and the development of students, as a situation that, if not worked properly and taken into account the needs of children, can affect the cognitive, social, emotional, social and affective aspect:



Social interaction takes place within a cultural device. By culture of a group of people is meant its overall way of life, its language, its ways of perceiving, classifying and thinking about the world, forms of non-verbal communication and social interaction, norms and conventions about behavior, moral values and ideas. All these aspects of culture affect social behavior directly or indirectly.

The relationship between education and psychoanalysis appears as an instrument that contributes not only to the child's cognitive, affective and social capacity, but it is also a period to work on subjectivity, values and the notion of the world, in the sense that this process presents new situations, daily changes and transformations in the mind/body, showing the need for the school to have professionals to interpret the students' learning and behavior.

It is convenient to verify the explanation of Silva and Kamianecky (2005, p. 144) about the behavior and emotions of children in the school environment, as a way of analyzing that the teacher needs to have an affective action and a sensitive look, in order to work the subjectivity and stages of development of students:

Being affectionate is not simply liking and being sweet, but knowing the personal and social history of the student. Establishing a bond is the role of the teacher, but the student has to be ready for it. It is up to the teacher to have enough sensitivity to prepare and create the bond. The teacher has to have this ability to know how to welcome the child. We believe that to organize learning, an internal organization is necessary: a child who does not get along with the teacher, does not learn, the emotional blocks and this happens to adults and children.

According to the study, it is analyzed that the educator is not just a professional who works with the content, however, he must seek professional improvement, in the search to improve the practice, expand the planning and rethink the methodology, in which the Pedanalysis method emerges. as a tool of paramount importance to work on emotional blockage, learning difficulties and the needs of the child.

4 CONCLUSION

With the completion of the article, as it was possible to follow previously, it is noted that the Pedanalysis method can contribute to education and help pedagogues/teachers, even more so when the students do not only have learning difficulties and emotional conflicts, but which have a family, social and educational reality, demonstrating the importance of building a human, affective and investigative teaching, having to address the needs in all stages of school life, especially in Kindergarten.

Through clinical investigations and studies carried out throughout life on the stages of human development and child sexuality, pedal analysis is one of the tools that makes it possible to interpret blockages and learning difficulties, being a period in which the child experiences certain experiences and traumatic changes, which can thus result in deep marks on the personality structure and on their performance at school.

As the method of pedanalysis is used in the field of education and in the classroom, with the aim of building a work that would allow creating an articulation with teaching, psychoanalysis and research, the



teacher will have the possibility of analyzing the world , early life experiences, human development, psycho-affective relationships, appreciation of subjectivity and different forms of learning.

Through investigations in the classroom, the pedagogue who uses the Pedanalysis method can analyze that the human being represses thoughts and internal conflicts since childhood, being a period in which the subject experiences certain experiences and emotional changes, which thus results in marks deep in the structure of the personality, in the learning process and in the human development.

Thus, the theories of psychoanalysis began to be directed towards the field of pedagogy, as a moment in which Freud's work sought to provide content that would present a new look at the various aspects and factors of learning, based on a collaborative and transdisciplinary approach. , which would allow building a more affective, humane and meaningful teaching.

In order to make it possible to build changes in education and create a relationship with psychoanalysis, the school has to demonstrate preparation and the educator has to present a set of skills to try to deal with the different situations that exist in the classroom, which shows the importance the use of the Pedanalysis method as an instrument that favors the learning process, the integral development and the subjectivity of the students.

In this sense, pedanalysis is a method that contributes both to teaching and to education, as an instrument that seeks to provide content that presents a new look at the various aspects and factors of learning, based on a collaborative and transdisciplinary approach. , which would make it possible to work on subjectivity and affectivity, with the aim of expanding the learning process and the production of knowledge.



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