



Psychopedagogy and its contributions to the teaching-learning process

  10.56238/homeinternationalanais-052

Rodston Ramos Mendes de Carvalho

Araguaia Valley University Center

Nayara Costa Araújo

University of Brasília

ABSTRACT

Despite many studies warning about the serious problems of education in Brazil, the learning difficulties of students still imposes itself in blatant ways in educational statistics. Although the lack of preparation of educators and the precarious functional and structural conditions of the school, among other factors, are pointed as the cause of learning problems, the blame is still largely attributed to individual problems of students, given the educators' reaction to some specific issues of teaching in schools where the conservative standard prevails, which uses the strategy of blaming the victim for the lack of learning. One of the possible ways to reverse this situation is through the contributions of psychopedagogy, an area that studies and deals with the learning process and the problems arising from it, using the knowledge of various sciences, without losing sight of the educational fact, in its broad social articulations. Thus, the objective of this study was to present a possibility of restructuring the student-subject that cannot learn at school by means of psychopedagogy. To this end, a literature review was carried out in books and articles in the main electronic databases using the key words psychopedagogy and learning problems. The search showed that psychopedagogy is the most appropriate area to assist children with learning problems, because it offers a multidisciplinary action and has a collection of diagnostic and treatment techniques capable of reaching and eliminating learning problems.

Keywords: Psychopedagogue, School performance, Learning problems.

1 INTRODUCTION

Psychopedagogy is an area of the educational, pedagogical, and educational psychology field concerned with discussing and intervening in order to understand learning problems and school failure. For her, the teacher is not the one who judges about the learning spaces, who has decorated technical issues, nor the one who learns and transmits content. "The teacher is the one who has a positioning, a posture about himself as a learner that will express itself in the processes and ways of teaching."

In this way, psychopedagogy is the most appropriate area to understand children with learning problems, because it offers a multidisciplinary action and has a collection of diagnostic and treatment techniques capable of eliminating learning problems at their roots. The emotional and effective aspects of learning, highlighted by sophisticated discoveries in psychology, increasingly emphasize the focus on the individual, to the detriment of the implications of broader social problems, arising the need to study human nature and consequently, to understand individual differences in learning abilities.

Thus, in view of the increasing number of children diagnosed with learning disabilities, investing in strategies to reverse this situation becomes essential to minimize the emerging social damage. Based on this assumption, the objective of this study is to present a possibility of restructuring the student-subject that cannot learn at school through psychopedagogy, to verify how psychopedagogy can contribute to



reduce the learning problems and to deepen the knowledge constitutive of psychopedagogy, contributing to the identification of the causes of learning difficulties and their overcoming.

When we face the problem of learning difficulties, we cannot analyze them without the notion that the school, as an institution, is essentially an indicator of students' problems and not of their attributes and skills. Much is described and researched about learning disabilities and school failure, but little or almost nothing is done to change the "arteriosclerosis" of the school system.

For the development of this study, the bibliographical research was used as the basis. The objective of the bibliographical research is to know and analyze the main theoretical contributions existing on a given subject or problem. Research was carried out in books and articles published in the main electronic databases using the key words psychopedagogy and learning disabilities. The results found were discussed in the form of a thematic axis divided into chapters.

2 METHODOLOGY

This is an exploratory and descriptive research. Exploratory research aims to provide greater knowledge about the problem, with the objective of making it more explicit or building hypotheses, while descriptive research tends to describe the characteristics of a given population or phenomenon (GIL, 2010).

It was adopted as a research method for this study the literature review. According to Lakatos and Marconi (2017), the bibliographical research consists of a survey of already published bibliographies, with the purpose of contacting the researcher with works already written on the given subject, thus allowing reinforcement for the analysis of his research and manipulation of his information.

Thus, it was used literature reviews of works related to the studied theme, making a theoretical and methodological basis in articles, websites and books aiming to understand how psychopedagogy can contribute to reduce learning problems. The results found were discussed in the form of a thematic axis divided into chapters.

CHAPTER I: PSYCHOPEDAGOGY

1. Origin and different approaches to the learning problem

It is known that since the 80's, psychopedagogy, due to the efficiency demonstrated in clinical practice, has been structured as a body of knowledge and has become a field of multidisciplinary studies. Its objective is to rescue a more global vision of the learning process and, consequently, of the problems arising from this process. To better situate psychopedagogy nowadays, it is important to make a brief retrospective of the paths it has taken from the influence of the Brazilian educational foundation in force at each historical moment.

From the 70's on, the professional category of psychopedagogue began to expand and organize itself, searching for the causes of school failure, by probing aspects of the physical and psychological development of the learner. At that time, psychopedagogues stuck to an organicist and linear conception,



with a clearly pathological connotation, which regarded individuals with difficulties at school as carriers of psychoneurological, mental and/or psychological dysfunction (SCOZ, 2000 p. 22).

It is also commented that according to foreign literature this problem of learning difficulty was emphasized as (aphasia, dysgraphia, dyscalculia, dyslexia), considering this as the responsibility of the human being for his inability to learn. These ideas, disseminated through consulting rooms, reached the schools without any criteria, classifying children with difficulties in reading and writing as dyslexic, and the more agitated ones as hyperactive. What worried educators most about these children seen in doctors' offices was that we were living with a population of abnormals (SCOZ, 2000, 24).

This definition allowed a greater acceptance of the child by the teacher and parents, since, having a neurological deficiency, he could not be held responsible for school failure, as a result, teachers started to feel unmotivated to invest in the learning of these children. "In the educational environment, sanctions must be used with great caution, since that is where it affects the teacher-student relationship" (MULLER, 2001, p. 20).

In the psychopedagogues' offices, however, the view of this child with learning difficulties was different, taking into account to define clear and objective limits between the concepts of normality and pathology in school learning, because for psychopedagogues, the same symptom can be considered normal in a certain age group of the child and pathological in another (SCOZ, 2000, p. 24).

As for the main approaches that had repercussions on psycho-pedagogical thinking, we have the spread of the new school ideas. The emphasis on the affective aspects of learning eventually led psychopedagogues to use an exaggerated number of texts and measuring instruments, in an attempt to find indices that would lead them to a diagnosis, but it is known that over time, this measure proved to be not only ineffective, but harmful, because some students were stigmatized as unable to learn (SCOZ, 2000, p. 25).

But it is known that recently, psychopedagogues, in the light of contributions from various areas of knowledge, such as Psychology, Sociology, Anthropology, Linguistics, have been contributing and reinforcing their line of analysis against school failure. Among them, Ferreiro's contribution stands out, who, based on the Piagetian theory, sought new ways to attend the construction of learning to read and write and resizes the conception of learning problems by considering many of the mistakes frequently made in children's oral and written production during the construction of their knowledge (SCOZ, 2000, p. 25).

When it comes to learning, today we realize that the issue is to break the vicious circle that has formed in the subject and to open it up to the outside world, to relationships, to the interactional space. To do so, one cannot start from human subjectivity, because this is a secondary product of reality, the beginning is life, is reality itself, it is the objective existence of a world in movement, dynamic and complete. This world that transforms itself is perceived by the consciousness through lived relations. Pinto (2000, p19) argues that "the individual creates his own consciousness within a social consciousness that surrounds him, precedes him, and conditions him".



Ferreiras' ideas also contribute for schools to review their actions towards students, trying to evaluate them not in terms of good or bad answers, but by the process that leads them to such answers. As soon as the stage of development in which the students are at is respected and they know how to work this limit, introducing rich and challenging work proposals, schools will be able to transform students' mistakes into something constructive (SCOZ, 2000, p. 25).

Another model that contributes to resize the concept of learning is represented by the social interactionist model, which highlights the work of Vygotsky (1988). According to the author, children's cognitive development is initially determined by biological processes and subsequently guided by social interactions with adults, who initiate and mediate, through social interactions, the development of cognitive skills.

Therefore, if we understand learning as a deeply social process, which should focus on emerging forms of learning, then it is no longer about proposing programmed instruction, often mechanized and restricted only to difficulties. It is about betting on children's abilities, which makes psychopedagogy an important field of study, offering valuable contributions to the advancement of this field, in an attempt to elaborate a theory of psychopedagogical practice (SCOZ, 2000, p. 28).

Learning problems are considered by Scoz (2000, p. 30), not as the opposite of learning, but as a different process of learning, a particular state of a system that, in order to balance itself, needed to adopt a certain type of behavior that determines the not learning that thus fulfills a positive function. It is in this sense that Kramer and Bazilio (2003, p. 80) state that, "in human processes, reason-sensibility are not opposed, but are together (...), I do not believe it is possible to separate two instances: pedagogical practice and the pedagogical political project necessarily involve knowledge and affections, knowledge and values, care and attention, seriousness and laughter. "

This reflection points to the understanding that pedagogical processes (assessment, planning, skills, scientific concepts, content, methodologies, teacher-student relationship, among others) cannot be treated in isolation, in a fragmented way, and that in order to give an interdisciplinary character to teaching, it is necessary to consider the phylogenetic dimensions (evolutionary processes, historical, and cultural processes, produced and constitutive of the human species), autogenetic (development process of each individual) and cultural (society organizes, from its development, the problems and tasks with which each individual must face) dimensions of the human being (FAGHERAZZI, 2000, p. 71).

In this way, it is clear that, in order for a truly transforming action to take place in the students' learning difficulties, it is necessary to give up radical educational postures, and embrace proposals in which the complaints and criticisms of the Brazilian educational system give way to consistent and articulated work that defines the role of the different sciences in relation to education and considers the human being in all of its amplitude and dimension.



CHAPTER II: CHARACTERISTIC ELEMENTS OF LEARNING PROBLEMS

2. Learning problems

Ferreiro and Teberosky (1986) comment that recent discoveries in the different areas of human behavior (Psychology, Sociology, Anthropology, Linguistics, Psycholinguistics), have allowed a much broader and global view of learning problems. It is not an easy task to understand the phenomenon of learning in its normal and pathological aspects and that is why the teacher is not always able to answer this question alone. Therefore, in addition to the knowledge mentioned above, it is important to offer teachers guidance that will enable them to understand the different developmental levels of the individual, considering this synthesis not only theoretically, but in the occurrence of the learning phenomenon itself (SCOZ, 2000, p. 60).

Some children have difficulty learning and writing because their families do not offer them the opportunity to come into contact with the written symbol. If families cannot offer this experience, the school, through the psychopedagogue and the teacher, must take on these responsibilities. This contact is important, but not decisive. It is fundamentally in the interaction with people capable of helping the child to give meaning to the written symbol, understanding its social value that learning takes place. (SCOZ, 2000, p. 47).

In this sense, Scarpa (2006, p. 66), highlights that education is a stage of the child's school development. By democratizing access to the written culture, it contributes to memorize sociocultural differences. And for students to learn, it is necessary that they participate in acts of reading and writing from the beginning of schooling. If education fulfills its role by involving students in small activities that make them think and understand, it is very difficult to say that there was no learning, because in the end they will be able to take bolder steps.

It would be naive to believe that a child begins to experience the writing system at the age of six as if it were a foreign object, and the fact that he or she does not read as we do does not mean that he or she has no reading activity or curiosity about this system (CONTINI, 2002, p. 53).

Faced with the theoretical perspective that nonlearning is related to emotional problems, biological problems, temporary Lima (2000, p. 10), puts that it is still not clear to the teacher that learning is a system of social interaction and affective relationships that must be rethought and is by no means independent of economic factors. "The non-satisfaction of basic needs constitutes an obstacle for the configuration of an appropriate feeling of self interfering with learning" (MULLER, 2006, p. 21).

It is not enough just to see the causes of learning difficulties, it is necessary to seek alternatives that may result in the effective construction of the child's learning, because what educators question the most is how to solve the difficulties of individualized monitoring; in knowing work alternatives; to offer the students a more integral educational process of learning. This is where the psychopedagogue comes in, to contribute with his expertise to this situation (LIMA, 2004, p. 34).



2.1 CHARACTERISTIC ELEMENTS OF LEARNING PROBLEMS

2.1.1 Functional Interferences

The absence of notions of spatial and temporal orientation as well as the lack of motor coordination are obstacles to learning, it cannot be denied that the child's action on his body and on the objects that surround them is fundamental both for the development of motor skills and perception, and for the development of cognitive structures (SCOZ, 2000, p. 68). However, it is possible to observe that many children do not stop learning because they do not have a pencil or do not know how to use it, but because they do not understand the function of this instrument. As commented by Vygostsky, internalization is the internal reconstruction of an external activity, and explains the whole constitution of the subject, because:

All of the child's developmental functions appear twice: first, at the social development and then at the individual level; first between people (interpsychological), and then within the child (intrapsychological). This is equally true for voluntary attention, logical memory, and the formation of concepts. All higher functions originate in relations between human individuals (VYGOSTKY, 1988, 75).

Therefore, the construction of reading and writing depends on social occasions that approach the child to language. Thus, "the presence of the environment and the child's contact with the materials of writing and reading are indispensable for the construction of knowledge, whose social and cultural value cannot be forgotten" (SCOZ, 2000, p. 69)

2.1.2 Social Affective Interference

Teachers place great emphasis on socio-affective obstacles, linking them to family relationships. Scoz (2000, p. 71) comments that indifference, aggression, and overprotection by family members, lack of standards and norms of behavior and contact with graphic materials, lack of stimulation, losses, and family poverty are partly responsible for learning difficulties.

According to Muller (2001, p. 44):

Nevertheless, the emotional climate in the home, the expression of affection, the spaces in which to spend time together, the way the child is treated and guided will have a decisive influence on his or her future emotional stability and will be decisive in learning (MULLER, 2001, p. 44).

There are stressful factors, linked to the family environment, that significantly diminish children's learning. The most significant are: (MULLER, 2001, p. 45).

- a) Conflicts between the parents over the child's education;
- b) Parental expectation that the child cannot fulfill in relation to their school performance;
- c) Excessive use of repressive measures as a way to modify children's behavior;
- d) Over stimulated environments;
- e) Feelings of inferiority in relation to siblings;



f) Stress on parents because of the demands on their time and resources that the child demands.

Therefore, these interferences refer us not only to the notion of obstacles that occur preventing learning from taking place, but also to the notions of psychological causes that occur within the family and that may also interfere with learning.

2.1.3 Self-Esteem

The influence of self-esteem on a child's learning has been widely discussed in educational circles. "The more disadvantageous the situations the family lives in, the less likely they are to give space to share happy moments with their children and express affection to them. The more these encounters are missing or anxiety-laden, the child becomes insecure, since attachment is the basis of security and independence" (MULLER, 2001, p. 45).

As Kindlon and Thompsom (2000, p. 68) state:

The most important, the principle that should guide every parent is to keep his child's self-esteem intact throughout his school life. This is where his success and mental health can be at risk. Once he finishes school, the world will be different. You will find a niche where not being very good at spelling or having learned to read at the age of eight will no longer matter. But if you start to hate yourself because you don't do your schoolwork well, you will fall into a pit that you will try to climb out of for the rest of your life.

To have positive self-esteem it is necessary to feel explicitly loved and lovable on an ongoing basis by the people around us. It is important that educators express this to children, as well as can teach them through exercises to express affection (MULLER, 2001, p. 89).

The author Scoz, (2000, p.75) also says that children who are mistreated or forced to live with the professional and emotional instability of their parents, with alcoholism and violence, will almost always have difficulties in developing a stable and satisfactory sense of identity. The difficulty and the school failure in their accomplishments provoke immediate abandonment, thus the communication skills, in general, become impoverished, interfering in the learning of oral and written language.

2.1.4 The School Curriculum

It is common in our day to day lives for people to design a curriculum for almost any purpose. According to Coppete (2003, p. 15), he tells us that schooling is for our students "a kind of walking route. When we walk, we need to feed ourselves. In this case, if schooling is a walk, the food is the curriculum. It can be seen as a kind of stuffing, as a guide, a reference.

For Silva (2000, p.16), every teacher must know how to separate traditional theories from critical and post-critical theories, and commits "The curriculum is a social construction, thinking about the curriculum implies considering power relations". For Silva (2000, p. 25), the curriculum development should answer four questions so that learning occurs

a) What educational goals should the school achieve?



- b) What educational experiences can be offered that are likely to achieve these purposes?
- c) How to efficiently organize these educational experiences?
- d) How can we be sure that these goals are being achieved?

Finally, as Silva tells us "in an increasingly complex social and cultural world", in which the most salient characteristic is uncertainty and instability, in a world crossed by conflict and confrontation; in a world where the issues of difference and identity become so central, is that the central idea of cultural studies can find an important space in the field of perspectives on curriculum (SILVA, 2000, p.137).

Therefore, we can see that, according to the authors' words, we must make the curriculum a proposal made of intersecting paths, instead of a fixed and determined place is the task of all educators.

2.2 COGNITIVE, PSYCHOLOGICAL AND EMOTIONAL LEARNING PROBLEMS AND DIFFICULTIES

2.2.1 Language disorders

Language disorders may be influencing learning, as these are rare and hardly noticed by the teacher. As far as the problems of writing and reading are concerned, it can be considered the school's role, which aims to make the students build and develop, be capable of self-control, enjoy the world, know and share the aspects that are in the school contents, and that the school prepares them for life. "It is by using language as an instrument of communication that the child discovers it as a system" (REGO, 2002. p. 105).

In the sense of the school fulfilling its purposes, one can see that the problems of learning to read and write are situations of not learning implying lack of construction and development of activities that allow the student to access knowledge. The learning of reading and writing therefore, is a process that occurs first in the social field, however, the child does not accept this interference in a passive way, it needs to internally transform itself what it receives from the social, it needs to become its own (LEMOS, 2002).

In this process of taking their own, the child goes through contradictions between the thought they receive from the world, these processes allow them to build new strategies that enable them to conceive their own writing and reading, because "the greater the experience with written material, the easier it is to understand the uses of written language" (MOREIRA, 2002, p. 15).

2.2.2 Memorization Disorders

It is important to emphasize that the records that the subject makes throughout his life in this network of knowledge are possible from two ways: "Through declarative memory and procedural memory". Educators need to be prepared to adequately deal with these students in the classroom and in other spaces. (RIBEIRO, 2004, p. 38)

Declarative memory is; "linguistic processes of declaration by words and images". While procedural memory, are mental structures that need the word, are those that happen during bodily and physical manifestation, do not need the word. (RIBEIRO, 2004, p. 39)



In this sense, children need both declarative and procedural memory to solve school problems. Thus, one can see that the pedagogical work and the interaction processes are responsible for the learning of the memory skill; it is the interpersonal relationships and the educational proposals that will contribute to the constitution of the subject.

2.2.3 Attention Disorders

In the field of school learning attention is one of the elements of development and interaction of the child with knowledge. Attention, therefore, is a human capacity that refers to the control of the being in relation to the time it allows itself to be in the process of learning, of knowledge to be apprehended from the world around it and in its school of knowledge produced to explain this world (SCOZ, 2000, p. 45)

According to Ranghetti (2001, p. 89):

In the process of building knowledge, the educator must be a partner with the children, in order to make learning a constant exchange of experience and experiences. However, it is up to the educator and the psychopedagogue to be mediators, challengers, and guides, as well as to intervene in the child's activity to provide opportunities to advance in the process of building themselves and knowledge in its entirety.

Attention problems are the result of students who have not yet managed to structure concentration strategies for continuous periods, which leads them to pay attention only when there is abundant external stimulation; when they need to work on internal aspects and dependence, they cannot. Thus, it can be concluded that inattention is a learning difficulty that intensifies in group situations that require more sustained and selective attention; these cases are also aggravated when the child needs to handle a large amount of information (TEBEROSKY, 2002).

In this sense the school should observe together with the Psychopedagogy, what degree of satisfaction it is having in relation to the interaction processes produced and planned in the classroom. "Children with poor school performance can become aggressive, anxious about their difficulties and the feeling of failure, expressing their anxiety through aggressiveness and disinterest" (SCOZ, 2000, p. 83).

3 CONCLUSION

By revealing the possible school actions to overcome learning problems, the studies analyzed call attention to the need to be clear about the conception we adopt about the learning and development process, understanding the multiple articulations that surround them.

As we have seen, the learning problems are not maturative delays, they are products of interactive and conflicting processes that make it impossible for the subject to build significant knowledge, and psychopedagogy is the most indicated area to help children with learning problems, because it offers a multidisciplinary action and has a collection of diagnostic and treatment techniques capable of reaching and eliminating learning problems.



It is necessary that the school rethinks its function in the sense that it has the responsibility to provide the subject with the opportunity to construct strategies that are increasingly more human and particular to knowledge, giving the subject the possibility of being part of a society. It is also necessary that the central organs of school administration stop and reflect on the need for flexibility and the importance of the psychopedagogue in the school institution, so that they can offer prompt and competent care, as well as the opportunity for integration with education professionals, since both have the same goal: to assist students in the expectation of improving their learning conditions.

It is also important that teachers and the entire school unit understand the unique needs of the subjects, it is necessary that the classroom be a place of review and systematization of differences. Not everyone is the same, not everyone learns in the same way, not everyone has the same previous sequences, it is in the hands of the teachers and the psycho-pedagogues the possibilities to make the practice different.



REFERENCES

- CONTINI, Junior. Jean. **Preschool children's conception of the alphabetic system.** São Paulo: Pontes, 2002.
- COPPETE, Maria C. **Currículo.** Caderno Pedagógico: SC: Udec2003.
- FAGHERAZZI, MARISTELA. A. **Didactics: A perspective of (re) meaning of the teaching practice.** Santa Catarina: UDESC, 2002.
- FERREIRO, E.; TEBEROSKY, Ana. **Psicogênese da língua escrita.** Porto Alegre: Artes Médicas, 1986.
- KINDLON, D.; THOMPSON, N. **How to protect emotional life.** Buenos Aires: Atlántida, 2000.
- KRAMER. Sânia.; Basílio Luiz, C. **Infância educação e direitos humanos.** São Paulo: Cortez, 2003.
- LEMOS Claudia. T. G. De. **A conception of writing by the child.** Porto Alegre: Artes Médicas, 2002.
- LIMA, Adriana de C. B. **Alfabetização.** Caderno pedagógico. Santa Catarina. UDESC, July 2004.
- MOREIRA, Nadja da Costa Ribeiro. **A concepção da escrita pela criança.** São Paulo: Pontes, 2002.
- MULLER, Neva M. **I believe in you: techniques to develop self-esteem.** Rio de Janeiro: Vozes, 2006.
- PINTO, Álvaro Vieira. **Science and existence: the philosophical problem of scientific research.** Rio de Janeiro: Paz e Terra, 2000.
- RANGHETTI, Diva S. **Afetividade.** São Paulo: Cortez, 2001.
- REGO, Lúcia D. **Discovering the written language before learning to read.** São Paulo: Pontes, 2002.
- RIBEIRO, Vera M. **Indicadores da qualidade da educação.** São Paulo: SM&A, 2004.
- SILVA, Gimeno. **O currículo reflexão sobre a pratica.** Porto Alegre: Arned, 2000.
- _____, G. **The curriculum: the contents of teaching or an analysis: Understanding and transforming teaching.** Porto Alegre: Artmed, 2000.
- SCARPA, Regina. **Revista de quem educa: escola: Alfabetizar na educação infantil.** São Paulo: Abril, January/February 2006.
- SCOZ. Beatriz. **Psicopedagogia e a realidade escolar.** Rio de Janeiro: Vozes, 2000.
- TEBEROSKY, Ana. **Learning to write: Psychological perspectives and educational implications.** São Paulo: Ática, 2002.
- VENTURA Lidinei. **Management of the teaching-learning process: how to promote the student's learning success and their permanence in school.** Caderno pedagógico. Santa Catarina: UDEC. 2002.
- VIGOTSKY, I. S **Language, development and learning.** São Paulo: Ícone, 1988.