

**PSYCHOLOGY AND EDUCATION: NEW PERSPECTIVES FOR BRAZILIAN  
EDUCATION**

***PSICOLOGIA E EDUCAÇÃO: NOVAS PERSPECTIVAS PARA A EDUCAÇÃO  
BRASILEIRA***

***PSICOLOGÍA Y EDUCACIÓN: NUEVAS PERSPECTIVAS PARA LA EDUCACIÓN  
BRASILEÑA***

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**ABSTRACT:** This article aims to think about psychology and education, also reflecting on the current Law No. 13,935, which legitimizes the performance of the psychologist in school from the multiprofessional team. The arguments were built on the following questions: what is the relationship of psychology in education? How will the psychologist act at school with the multiprofessional team? The study starts from a bibliographic review and encourages reflection on the new law.

**KEYWORDS:** Psychology. Education. Learning.

**RESUMO:** *O presente artigo tem como objetivo pensar a psicologia e a educação, refletindo ainda sobre a atual Lei nº 13.935, que legitima a atuação do psicólogo na escola a partir da equipe de multiprofissionais. Os argumentos foram construídos sobre os seguintes questionamentos: qual a relação da psicologia na educação? Como será a atuação do psicólogo na escola junto a equipe de multiprofissionais? O estudo parte de uma revisão bibliográfica além de fomentar a reflexão sobre a nova lei.*

**PALAVRAS-CHAVE:** *Psicologia. Educação. Aprendizagem.*

**RESUMEN:** *Este artículo tiene como objetivo pensar en psicología y educación, reflexionando también sobre la actual Ley N° 13.935, que legitima el desempeño del psicólogo en la escuela del equipo multiprofesional. Los argumentos se basaron en las siguientes preguntas: ¿cuál es la relación de la psicología en la educación? ¿Cómo actuará el psicólogo en la escuela con el equipo multiprofesional? El estudio parte de una revisión bibliográfica y fomenta la reflexión sobre la nueva ley.*

**PALABRAS CLAVE:** *Psicología. Educación. Aprendizaje.*

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## Introduction

This article aims to think about psychology and education and the current Law no. 13,935, which legitimizes the psychologist's performance in schools. The arguments were built on the following questions: what is the role of psychology in education? How will the psychologist perform at school? The study was carried out from the bibliographic analysis of articles, books, dissertations and theses that bring up the theme of the relation between Education and Psychology.

To understand the importance of psychology studies in education, both in teacher formation and in the understanding of the individual, it is necessary to learn about what psychology is and thus to know how this science is invited to education. For this, we will observe a brief history of psychology.

According to Schutz and Schutz (2002, p. 17), the study of the psyche has been present among Greek thinkers since the 5th century BC, a period in which some philosophers, among them Plato and Aristotle, were already engaged in studies on “the memory, learning, motivation, perception, dream activity and abnormal behavior”. These studies generated questions that did not dissipate or find answers and still permeate psychological investigations today.

In this regard, Silva (2018) explains that the emergence of psychology as a science dates back to the end of the 19th century and the beginning of the 20th century, through studies carried out by both observation and experimentation. In the year 1879, in the city of Leipzig, Germany, a physiologist named Wilhelm Wundt built the first psychology laboratory in the world. Wundt became known as the “father” of modern psychology, that is, the person responsible for psychology as we have today, in which the object of research has transcended only philosophical questions and is the result of experimentation. With this new scenario, Psychology starts to count several researches and soon the first scientific journals with the publications of the reports of the experiences appeared; in 1881 Wundt founds *Philosophische Studien*, this was considered the first journal of psychology.

Even though psychology emerged in Germany, it was in the United States that it achieved development as the modern science we have today. The construction of twentieth-century psychology has as its breaking point the distancing from philosophical issues and the association with medicine, through Structuralism, Functionalism and Associationism, as explained by Bock *et al.* (2001, p. 43).

As a result, Silva (2018, p. 63), states that “Liberating itself from philosophy and physiology, scientific psychology started to seek new patterns of knowledge”<sup>2</sup>; the new science sought to delimit the field of studies, defined the object and formulated study methods and built theories. In this way, psychology is understood more in the plural than in the singular, from this process of autonomy five schools are elaborated. And, for each line of interest thought a psychology, the currents of thoughts called approach have a method of analysis and a conception about the mind and the individual.

Thus, it is necessary to understand that all approaches contributed to thinking about the learning and development process of human beings. Structuralists seeking to understand the structures responsible for human actions; thinking, feeling and perception. Represented by Edward Titchener (1867–1927) and Wilhelm Wundt (1832–1920). Associationism sought to explain the learning process from the association of ideas; from the least elaborated to the most impenetrable, represented by Edward L. Thorndike, who is responsible for formulating a first theory of learning in Psychology (BOCK *et al.*, 2001).

Now thinking about functionalism, this approach sought to investigate mental processes, observing its function in the body. A current of thought developed in the United States and which has William James (1842-1910) as a representative in psychology. Functionalism was present in James' studies, which defended biological evolution as a mechanism that allowed human beings to think and reflect on their environment and thus adapt to the environment.

Faced with these theories, in the twentieth century new investigations reach epistemological questions and, with that, Behaviorism and Gestalt arises. Behaviorism can be understood as an experimental analysis of behavior, represented by John B. Watson, and it can be understood from the observation that certain stimuli produce certain responses, this is explained based on the idea that organisms adapt to the environment so much through genetic characteristics as by habit.

The Gestalt, elaborated at the end of the 19th century, through the philosopher and psychologist, Christiam von Ehrenfels (1859-1932), who developed research on the sensations of time, form and space, showing that for a concrete understanding of the whole it is not enough just to know the parts. The psychoanalysis elaborated by the psychiatrist Freud, has as base of investigation the unconscious. Although psychoanalysis today is a formation apart from psychology, Freud's contribution is immeasurable for the study of science.

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<sup>2</sup> “Libertando-se da filosofia e fisiologia, a psicologia científica passou a buscar novos padrões de conhecimento”

Therefore, the history of psychology and the delimitation of the object within its “schools”, seeking to understand about behavior, consciousness and psychic life, showed important studies that contributed and contribute to the understanding of the teaching and learning process throughout development of the individual.

By observing these theories, it is possible to reflect on the dimensions that are involved in them, because even though the impulses and investments of research have come from the dominant groups (VIANA, 2016), obviously, with the expansion of studies and science, discoveries, methods and theories can be applied in the most diverse social strata. And, even though “Various psychological theories, directly or indirectly based on individualizing liberalism, have taken the work along a path that blames the individual for his maladjustments.”<sup>3</sup> (VIANA, 2016, p. 55). The intertwining of psychology with other sciences, other perspectives (anthropology, sociology, education), allowed this vision to reverberate and to develop studies that present a deconstruction of the liberalist view, knowing that the individual is also a subject resulting from social interactions, social and biological coexistence, and this biological is directly influenced by the environment, that is, by the social, therefore, the individual and his misfits cannot be seen from a single point of view, but from a perspective that involves the various dimensions that corroborate with the building a healthy individual or not; economic, cultural, social and biological situation.

## **Psychology in education**

Each individual and their expressions can be understood, from a social point of view, as the sum of different experiences, our behavior spills over everything we experience and learn in different ways, in an intrinsic way to our interactions. Davis (1994) explains that it is in social life that the conditions are created for the appearance of consciousness. Reflecting on one's own conditions and existence comprises one of the aspects that make the human, however, this reflection that is understood as consciousness only exists from communication, that is: we are aware of ourselves and we reflect this from the existence of another, therefore, the human being is formed from the social, from living with others of the same species and from interaction. Through culture, the individual becomes the subject of his existence and changes his space, as he also changes.

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<sup>3</sup> “Várias teorias psicológicas, direta ou indiretamente fundamentadas no liberalismo individualizante, têm levado os trabalhos por um caminho que responsabiliza o indivíduo pelos seus desajustamentos.”

Following this line of thought, we can understand that there are social mechanisms that establish structured ways of thinking and acting, control mechanisms that produce a regularization of behaviors. Among these mechanisms are the social institutions that promote the insertion of the individual in the world, through which he learns the cultural characteristics: language, customs, traditions, work and production. School education is a social institution present in different cultures, which acts as a form of socialization and is responsible for opening the way for scientific learning. In addition, both informal and school education are linked to practical activities, as Paulo Freire (2003, p. 40) explains: “Education is always a certain theory of knowledge put into practice [...]”<sup>4</sup>. In this way, practice is the result of the learning process, so there is only education because there is teaching and learning.

Education in its broadest form is understood as a social process, but when we look at how the individual learns social practices, we enter a space of study specific to psychology, the individual. The learning process occurs in the appropriation of existing knowledge in a society, through other more experienced individuals. Through networks of relations, interactions are the actions that share knowledge, and in this process the school has the role of providing structuring, through the teacher and these interactions (DAVIS, 1994, p. 22). In this bias, thinking about psychology in education leads us to see that it is necessary to understand about the bases of individuals' development and learning, in spite of assimilating the understanding that the learning process begins. However, it is important to know that learning is not a single process;

There are several types of learning, embodied in the most varied activities of human life. Some learning takes place from the first years of life and is linked to the person's daily life, such as: sitting, walking, talking, identifying and picking up objects, eating alone, etc. Others happen systematically in their own institutions, such as the school (NUNES; SILVEIRA, 2015, p. 10).<sup>5</sup>

As the psychologist explains, learning happens in all environments, as soon as the human being has the first interactions, since the uterus the child already receives stimuli, and after birth, he observes and learns according to the incentives he receives. That is why it is so important to think about the environments and relations to which children are exposed, in view of the results from the inflows placed during school education, as school education is

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<sup>4</sup> “A educação é sempre uma certa teoria do conhecimento posta em prática [...]”

<sup>5</sup> Existem diversos tipos de aprendizagem, consubstanciadas nas mais variadas atividades da vida humana. Algumas aprendizagens se dão desde os primeiros anos de vida e estão vinculadas ao cotidiano da pessoa, como: sentar-se, andar, falar, identificar e pegar objetos, comer sozinha etc. Outras acontecem de forma sistemática em instituições próprias, como a escola (NUNES; SILVEIRA, 2015, p. 10).

understood as a way of promoting learning, providing stimuli for the development. On the learning process Vygotsky (2008) explains that,

The child's level of thinking should not be judged by what he has learned through instruction, but by how he thinks about matters about which he has not been taught. Here, the separation - in fact, the opposition - between learning and development is taken to its extreme (VYGOTSKY, 2008, p. 118-119).<sup>6</sup>

In this line of thought, we can observe that psychology is linked to education, in its intrinsic aspects to the individual, in the learning process and in the development process, considering that these are linked to the biological and social being. In this bias, psychology together with education is a fertile collaboration in the field of research, generating studies on the teaching and learning process, which includes both the development of teaching strategies and the formation and qualification of teacher educators. Currently, teacher formation courses have in their curriculum the mandatory teaching on the learning and development process and in many cases there is a discipline called Educational Psychology, as noted by Machado and Costa (2016). This insertion, through the theory of psychology, is also the search for fostering the understanding that individuals have specificities and that their subjectivity must be respected and cultivated, the teacher with his indispensable role in societies acts in the formation of individuals showing paths for the construction of thinking and autonomy.

So is the role of Educational Psychology, seeking to build investigations that allow everyone to learn, within their own needs and in a way that respects the individual's experiences. Something to think about (GUZZO *et al.*, 2010), the linking of psychology only to occasions involving learning difficulties, psychology in the context of education focuses on the most diverse expectations, among them the good learning results and overcoming obstacles, be it interaction or learning.

Psychology with Education establishes a link between studies and practices, analysis and understanding, because thinking about education involves more general aspects such as the historical, social, cultural, economic and geographical observation of those involved. Educational Psychology does not develop these points as teaching mechanisms, but this is understood, since all these aspects directly influence the development and learning of individuals.

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<sup>6</sup> O nível do pensamento da criança não deve ser avaliado por aquilo que ela aprendeu através da instrução, mas sim pelo modo como ela pensa sobre assuntos a respeito dos quais nada lhe foi ensinado. Aqui, a separação – na verdade, a oposição – entre o aprendizado e o desenvolvimento é levada ao seu extremo (VYGOTSKY, 2008, p. 118-119).

An educator in his performance should not think of practice as a uniform action, each space has its needs, so when he perceives psychology as an ally of education, the subject can corroborate with a practice that allows to develop and positively strengthen individual characteristics, thinking about a mechanism to help overcome possible difficulties and thinking about articulation to stimulate possible facilities. Thus, psychology as an ally of education focuses on the understanding that learning difficulties and facilities should always be seen in a group, physical space, individuals and society. Looking for interactions, solutions and improvements.

### **New challenges for psychology and education**

On December 12, 2019, Law no. 13,935, of 11 of December of 2019, was enacted, which establishes the obligation of psychology and social service services “to meet the needs and priorities defined by education policies, [...]”<sup>7</sup>

Art. 1 Public basic education networks will have psychology and social service services to meet the needs and priorities defined by education policies, through multi-professional teams.

§ 1 The multi-professional teams must develop actions to improve the quality of the teaching-learning process, with the participation of the school community, acting in the mediation of social and institutional relations.

§ 2 The work of the multi-professional team should consider the political-pedagogical project of public basic education networks and their educational establishments (BRASIL, 2019, p. 07).<sup>8</sup>

Psychology has always gone hand in hand with education, whether in the quest to understand the individual's development process or to understand the learning process. Viana (2016) explains that in the process of forming scientific psychology as we know it today, education was the epicenter of psychological research. However,

From the 1980s and throughout the 1990s, we found that the universality of psychological theories and assessment techniques began to be questioned, affirming a closer relationship between psychology and society, where it even

<sup>7</sup> “para atender às necessidades e prioridades definidas pelas políticas de educação, [...]”

<sup>8</sup> Art. 1º As redes públicas de educação básica contarão com serviços de psicologia e de serviço social para atender às necessidades e prioridades definidas pelas políticas de educação, por meio de equipes multiprofissionais.

§ 1º As equipes multiprofissionais deverão desenvolver ações para a melhoria da qualidade do processo de ensino-aprendizagem, com a participação da comunidade escolar, atuando na mediação das relações sociais e institucionais.

§ 2º O trabalho da equipe multiprofissional deverá considerar o projeto político-pedagógico das redes públicas de educação básica e dos seus estabelecimentos de ensino (BRASIL, 2019, p. 07).

began to defend the interdisciplinarity as a fundamental resource in the understanding of human behavior (VIANA, 2016, p. 56).<sup>9</sup>

In this new Brazilian scenario, in which the narrowing of education and psychology is taking place, more questions will be raised about the role of the psychologist at school and his role in educational formation, in addition it is necessary to know how the work with educators will unfold, and the entire teaching staff, who will possibly raise questions about the professional's performance limit, considering that the teacher's performance can be built from a correlation with the other professionals, since the joint performance of the multi-professionals will discuss the search for reaching in a joint construction the best developments of the students.

In this thought, the need for implementation and qualification is questioned so that the multi-professional team develops its potential without causing strangeness to the pedagogical teams, considering that even psychology is present both in teacher education and acting in the learning process, the insertion the professional psychologist in the school environment, therefore with the pedagogical teams, can be a positive transformation both for the teaching process, as it has been done, and for the psychology of education and school. Understanding the diversity of teaching in Brazil, the countless difficulties that education has been facing; classroom violence, lack of infrastructure, investments. All these issues will be part of the psychologist's performance needs and, more than working with the individual, the professional will have to observe and build the action with the groups.

Therefore, a new scenario will be initiated in Brazilian education, for psychology and education professionals who have always been close to theories and object of research, will now build new experiences of interaction.

## **Final considerations**

The main observations about Psychology and Education as collaborators was not about something directed, but about how psychology, when working on its object of study and developing its scientific investigations, produced a structuring of knowledge that contributes to teacher formation, it is understood that even though psychology has not created a school research base, it is strongly linked to what is currently known about the teaching and learning process.

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<sup>9</sup> A partir da década de 1980 e no decorrer da década de 1990, verificamos que se passa a questionar a universalidade de teorias psicológicas e das técnicas de avaliação, afirmando uma relação mais próxima entre a psicologia e a sociedade, onde se passou inclusive a defender a interdisciplinaridade como um recurso fundamental na compreensão do comportamento humano (VIANA, 2016, p. 56).



When observing education and the school process, it is possible to see that the whole is a continuous flow and that a stimulus at any point can generate the most diverse changes. Therefore, if teacher formation gains more incentive and therefore more commitment, it will certainly be felt in school education in a short time. Education is a social institution, it is here that most human beings spend a large part of their time, education in Brazil is everyone's right, a duty of the state and the family, therefore, it is mandatory that children attend school.

Thus, two different movements are seen, one is the contribution of psychology to teacher formation and his ability to work with the subjectivity of students, the other considers the presence of the psychologist in educational environments, not as a clinical aid, but as a pillar that supports the most individual learning needs that cannot be triggered by the teacher, both for not having formation and for not having adequate mechanisms.

In conclusion, it can be observed that psychology is present in teacher education through the presentation of theories that provide an understanding of the individual's learning and development process, and education is present in psychology, when considering the scientific development that, throughout history, has been built based on the interests of society, but looking at it in a micro way, it can be seen that education in Brazil, with the approval of Law no. 13,935, will start a new educational process that provides for a new insertion of psychology and social assistance in the education process.

New challenges, new perspectives can be built and, psychology for both the role of the psychologist and the psychology of education, when thinking about the scientific questions and investigations that will arise from this approach between psychology and education, it will become the clearest presence of the psychologist in education and in the school environment, and, mainly, this is not in the figure of a clinical researcher but a social observer who will have his action more expanded and multidimensional.

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