

## SCHOOL PSYCHOLOGY: HUMANIZING IS NECESSARY

### PSICOLOGIA ESCOLAR: HUMANIZAR É PRECISO

### PSICOLOGÍA ESCOLAR: LA HUMANIZACIÓN ES NECESARIA

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**ABSTRACT:** This article deals with an intervention experience in the area of School Psychology in a Municipal School, conducted by an undergraduate Psychology student at Anhanguera College of Bauru, in the second semester of 2019. The accomplishment of the school internship made possible not only the experience of practice, but a greater knowledge of one of the areas of activity of Psychology, School Psychology, an area still new, where there is a need for interested professionals and the consequent lack of them in the school environment. The teaching-learning process is linked not only to technical, methodological, but also human formation. For the data survey two questionnaires were applied, where teachers answered according to the experience in the classroom, taking as relevance the methodology, didactics and social skills. In the results obtained, most teachers have difficulties in the “Teacher/Student” relationship. It was possible to base an intervention so that learning occurs in a more humane way, strengthening the bond between teacher and student for the construction of knowledge, together with all the school actors.

**KEYWORDS:** Article. Humanization. School psychology.

**RESUMO:** O presente artigo aborda uma experiência de intervenção no campo da Psicologia Escolar em uma Escola Municipal, realizado por um acadêmico do curso de graduação em Psicologia da Faculdade Anhanguera de Bauru, no segundo semestre de 2019. A realização do estágio escolar possibilitou não apenas a vivência da prática, mas um maior conhecimento de uma das áreas de atuação da Psicologia, a Psicologia Escolar, uma área ainda nova, em que há uma necessidade de profissionais interessados e a consequente carência destes no ambiente escolar. O processo de ensino-aprendizagem está atrelado não apenas à formação técnica, metodológica, mas também a sua formação humana. Para o levantamento dos dados foram aplicados dois questionários, os professores responderam de acordo com a vivência em sala de aula, levando como relevância a metodologia, didática e habilidades sociais. Nos resultados obtidos, a maior parte dos Professores tem dificuldades na relação “Professor/Aluno”, foi possível embasar uma intervenção para que a aprendizagem ocorra de

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*uma forma mais humana, estreitando o vínculo entre professor e aluno para a construção do conhecimento, juntamente com todos os atores da escola.*

**PALAVRAS-CHAVE:** *Artigo. Humanização. Psicologia escolar.*

**RESUMEN:** *Este artículo analiza una experiencia de intervención en el campo de la Psicología Escolar en una Escuela Municipal, realizada por un académico del curso de grado en Psicología del Colegio Anhanguera de Bauru, en el segundo semestre de 2019. La realización de las prácticas escolares permitió no sólo la experiencia de la práctica, sino un mayor conocimiento de una de las áreas de psicología, Psicología Escolar, una nueva área, donde hay una necesidad de profesionales interesados y la consiguiente falta de éstas en el entorno escolar. El proceso de enseñanza-aprendizaje está vinculado no sólo a la formación técnica y metodológica, sino también a la formación humana. Para la recopilación de datos, se aplicaron dos cuestionarios, en los que los profesores respondieron de acuerdo a su experiencia en el aula, tomando como relevancia la metodología, didáctica y habilidades sociales. En los resultados obtenidos, la mayoría de los profesores tienen dificultades en la relación "Maestro/Estudiante", fue posible apoyar una intervención para que el aprendizaje se produzca de una manera más humana, fortaleciendo el vínculo entre profesor y alumno para la construcción del conocimiento, junto con todos los actores de la escuela.*

**PALABRAS CLAVE:** *Artículo. Humanización. Psicología escolar.*

## Introduction

The formation of knowledge goes beyond the purely methodological and didactic scope, being essential the recognition of its human perspective, the main function of the school must be with humanization, because knowledge, contents are available in different forms, they are easily found, but it is through the human relationships that we learn to be and live with, this internalized line of thought is necessary to favor a more humanized formation.

The conceptions of school failure until the mid-1970s, in which the work in Psychology in schools was based on clinical, individualized actions, in which the failures in the learning process were exclusively the responsibility of the student and his family. Therefore, for many years the school was allowed to exempt itself from responsibility for school difficulties, thus ignoring school, political and social determinants of schooling difficulties. When the family and the school have good relations, the student's learning and development are maximized; since the student perceives, on the part of his family, confidence and appreciation for that learning context.

For Freire (1996), the educator and the student always change roles, the student learns as the teacher teaches and the teacher teaches and learns in contact with the student. In this process, it is still necessary to observe the students' histories and trajectories, which are unique,

recognizing that there are limitations in both, in their social, cultural, affective spheres, among others. Therefore, parents and teachers should be encouraged to seek joint strategies for their role. The school must recognize the importance of parental collaboration in the students' history and school project and, assist families to exercise their role in the education, evolution and professional success of their children and, at the same time, the transformation of society.

Based on a field research, using questionnaires, data surveys were carried out, aiming to identify, intervene and raise awareness that promotes knowledge about humanization, of the teaching present in the practice of elementary school teachers. I. Intervention was carried out in a Municipal School in a city in the interior of the state of São Paulo, with the intention of broadening the discussion that allows the pedagogue to reflect on the teaching and learning process of the students, thus differentiating the humanizing from the non-humanizing teaching.

## Literature review

### Historical context

According to Antunes (2008), it is historically noted that Brazilian psychology, as an established area of knowledge, emerged in the first half of the 19th century, in educational contexts, after the creation of Medicine and Law courses, the author points out that the production of an academic psychological knowledge in the country originated through doctors at the first medical schools in Brazil.

In a broader perspective Antunes (2008) still says that:

The history of School and Educational Psychology in Brazil can be identified since colonial times, when concerns about education and pedagogy brought in elaborations on the psychological phenomenon. In the 19th century, psychological ideas linked to education were also produced within other areas of knowledge, although in a more institutionalized way. In the field of pedagogy, normal schools (created from the 1830s) were spaces for discussion, albeit incipient and not systematic, about the child and its educational process, including topics such as learning, development, teaching and others. In the middle of the century, this concern became more systematic and frequent and, in the final years of that same century, it is possible to perceive the incorporation of contents that later would come to be considered objects of educational psychology, with particular interest in themes previously studied, such as learning and development, but also for others that would already be considered expressions of 20th century psychology, such as intelligence, for example (ANTUNES, 2008, p. 469).<sup>4</sup>

<sup>4</sup> A história da Psicologia Escolar e Educacional no Brasil pode ser identificada desde os tempos coloniais, quando preocupações com a educação e a pedagogia traziam em seu bojo elaborações sobre o fenômeno psicológico. No século XIX, ideias psicológicas articuladas à educação foram também produzidas no interior de outras áreas de conhecimento, embora de maneira mais institucionalizada. No campo da pedagogia, escolas normais (criadas a

For Antunes (2008) the actions in Psychology at school should consider the school reality, inside and outside the school walls, the social, political, personal and institutional dimensions. Therefore, school psychology has a lot to contribute to school management; in order to consider the interactions, present at the school: direction-teacher, teacher-teacher, teacher-student. Education consists of multiple, determinants, among which are psychological factors; therefore, psychology has a contribution to Education.

Em 1890, o conhecimento psicológico já compunha o currículo das instituições formadoras de professores, as Escolas Normais. Segundo Antunes (2008) as práticas psicológicas presentes nessa época eram marcadas por objetivos adaptacionistas, corretivos e normativos, diante disso, os profissionais solicitados pela escola atuavam numa perspectiva diagnóstica, avaliativa e classificatória.

Then the Escola Nova movement emerged, which contributed to the construction of a new thought within Psychology as a whole and Psychology in its relation with Education. Then, a new period began in addition to normative and classificatory Psychology, Antunes (2008) mentions that the schooling processes started to be understood differently, trying to understand the genesis of the phenomena and broaden the views on teaching, the learn and practices developed within Psychology. However, in 1980, the example of the psychologist's performance with a focus on the individual and on normative practices was already being criticized by Psychology professionals themselves, given the new perceptions of learning difficulties.

According to Martinez (2009), school psychologists realized the need to broaden their views, take risks in the defense of social and political issues for the development of more contextualized practices and with a focus on social transformation, ceasing to be a mere test applicator and implementer of individualizing practices to become a critical professional of school reality and learning demands.

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partir da década de 1830) foram espaços de discussão, ainda que incipientes e pouco sistemáticos, sobre a criança e seu processo educativo, incluindo temas como aprendizagem, desenvolvimento, ensino e outros. Em meados do século, essa preocupação torna-se mais sistemática e frequente e, nos anos finais desse mesmo século, é possível perceber a incorporação de conteúdos que mais tarde viriam a ser considerados como objetos próprios da psicologia educacional, com particular interesse por temas anteriormente estudados, como aprendizagem e desenvolvimento, mas também por outros que já seriam considerados expressões da psicologia do século XX, como a inteligência, por exemplo (ANTUNES, 2008, p. 469).

## For a humanized education

Humanization is a term that refers to a practice that aims to make something or someone more human, the consequence of humanizing. Humanization can be used in this sense in several aspects, for Ferreira (1975), the term human comes from the Latin *humanu*, in which humanization would be the act or effect of humanizing oneself, which in turn means becoming human; benevolent, civilize. Humanization is a term that emerged in the Renaissance period in the 15th century, with the humanist movement.

The school is a space in which it is necessary to develop activities that strengthen the development of children and adolescents who live daily in this place, contributing to the creation of healthy environments and the strengthening of healthy lifestyles (VIEIRA; AERTS; CÂMARA; SCHUBERT; GEDRAT; ALVES, 2017, p. 917)<sup>5</sup>

Antunes (2008) brings a sensitive look to this reality that has been lost in a historical process, through contradictions of society, the educational system, mismatched social representations that trigger strangers in the process of conceiving pedagogical practice, insensitivity in way of perceiving those involved, establishing listless relations in which indifference stands out, providing them with losses in their human condition of being. For Antunes (2008) thinking about humanization in the school scenario makes it possible to reflect on the problems faced by the teacher in the development of his activities, nowadays, there are recurrent observations that the teacher has been losing his human look in the face of education.

According to Jose *et al.* (2015), the teacher, in his pedagogical doing and thinking, is not alone, but inserted in a group, and it is in this group that he will build a polysemy of meanings, perform a reframing of what is produced in the interrelation between subjects.

We all have a story and telling it means remembering or reminiscing about events. To tell it and listen to it is to have and offer the opportunity to build knowledge. Life needs to be told and heard. It is from it, or, from them - from the countless lives we know - that the content of learning is gathered (ROCHA; REIS, 2020, p. 885)<sup>6</sup>

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<sup>5</sup> A escola é um espaço no qual é preciso desenvolver atividades que fortaleçam o desenvolvimento das crianças e adolescentes que convivem diariamente neste local, contribuindo com a criação de ambientes saudáveis e o fortalecimento de estilos de vida saudáveis (VIEIRA; AERTS; CÂMARA; SCHUBERT; GEDRAT; ALVES, 2017, p. 917)

<sup>6</sup> Todos nós possuímos uma história e contá-la significa lembrar ou relembrar acontecimentos. Contá-la e ouvi-la é ter e oferecer a oportunidade de construir conhecimento. A vida precisa ser contada e ouvida. É dela, ou, são delas – das inúmeras vidas que conhecemos – que se retira o conteúdo da aprendizagem. (ROCHA; REIS, 2020, p. 885)

It is in this set that new references are created and what is experienced is rewritten. The teacher has his perspective, but he also has the view of the group and so he shapes the object. Jean Piaget (1982) reveals that there is a constant interaction between the individual and the outside world, this being the process by which the intellectual development of the human being takes place. This interaction establishes a constant oscillation between balance and imbalance, thus promoting the adaptation of new knowledge when balance is established. Adaptation occurs when the assimilation and accommodation of a new knowledge occurs, so from birth, the child is stimulated by the external world and challenged to experience the most different sensations and situations, and thus acquires new structures of thought.

Vygotsky (1994) is based on the social character of learning, highlighting the role of social relations, the same author argues that it is through interaction with others that the child incorporates cultural instruments. By highlighting the importance of social interactions, it brings the idea of mediation and internalization as fundamental aspects for learning, arguing that the construction of knowledge occurs from an intense process of interaction between people. In this sense, Vygotsky highlights the importance of the other not only in the process of building knowledge, but also in the constitution of the subject himself and his way of acting. According to the author, the internalization process involves a series of transformations that take place in relation to the social and the individual, stating that “All functions in the child's development appear twice: first, at the social level, and then at the individual level; first among people (interpsychological), and then inside the child (intrapsychological)”<sup>7</sup> (VYGOTSKY, 1994, p. 75).

Antunes (2008) understands education as an intentional, humanizing social practice, whose purpose is to transmit the culture historically constructed by humanity. In this historical-cultural perspective, the concept of humanization, “means understanding that man is not born human, that is, that the factors he carries with him, genetically inherited and that nature provides him are important, however, not enough for him to become human”<sup>8</sup> (JOSE *et al.*, 2015, p. 5120).

For the concept of humanization, according to Jose *et al.* (2015), the individual needs to appropriate the human culture inherited from past generations, through the relationship with other human beings, in order to develop their potential, their intelligence and their personality.

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<sup>7</sup> “Todas as funções no desenvolvimento da criança aparecem duas vezes: primeiro, no nível social, e, depois no nível individual; primeiro entre pessoas (interpsicológica), e, depois, no interior da criança (intrapsicológica)”

<sup>8</sup> “significa compreender que o homem não nasce humano, ou seja, que os fatores que carrega consigo, herdados geneticamente e que a natureza lhe provê são importantes, porém, não suficientes para que se torne humano”

In the relationships present in the school environment, there are family, school and community relationships, for Goleman (1996) the family that, together with other segments of society, forms the great social web, provides the child with the structure of a positive character or not. The challenges of establishing and/or strengthening the partnership between the family and the school are great. Often, the family is seen as the culprit of the difficulties presented by students in the classroom, which makes the necessary partnership even more difficult. The family is our first emotional school, that this emotional learning acts not only through the things that parents do or say directly to children, but also in the models they offer to deal with their own feelings, for the author, some parents are teachers talented emotional, other atrocious.

For the learning process, the figure of the teacher is of paramount importance, Jose *et al.* (2015) ensure that teachers' actions are necessary to the learning process, so that the teacher must be aware of the demands of the task and the skills of all his students. The activities proposed in the classroom need to be planned to contemplate a wide range of skills, avoiding focusing exclusively on conventional academic skills, thus enabling the engagement and participation of all students in the classroom. The school must offer a diversity of experiences, both cultural and social, for this the teacher needs to mediate the humanization process of the students.

The teacher-student relationship must be effective and promote development for the student, understood, therefore, as interactivity, whose actions of students and teachers are joint in the learning process. Jose *et al.* (2015), shows that the teacher should be encouraged to encourage students' autonomy and motivate them in engaging activities, implementing cooperative activities and assisting them in social, affective and cognitive development. In addition, he must be committed to the quality of education and his proposal for social transformation, as it is during childhood that the child learns natural human qualities, that is, it is in this process that his intelligence and personality develops.

Barasoul (2016) mentions that, in order to obtain a more humanized communication in the educational process, it will be necessary for the teacher to create a new look on how to see the other, in a less individual, but more social way. In the face of so many social and cultural changes, the advancement of technologies highlights new responsibilities and possibilities for social intervention, based on new educational practices that understand educators, aiming at a more humanized education.

According to Wiebusch (2012), Paulo Freire works with the concreteness of the production of meaning and feeling lovingness/love as a human potential and capacity that refers to a condition of existential ethical-cultural purpose in the world and with the world. A shared

love that provides collective dignity and utopian hopes that life is a reference for living justly in this world. Freirean lovingness runs through all his work and his life materializes in affection as a commitment with the other, who becomes pregnant with solidarity and humility. Using the prefix with, the idea of commitment gains strength which can mean pledging oneself and with others.

Freire (2005) emphasized the need for education to be a humanizing practice, for him, humanization is always a process that involves breaking the real ties of an economic, political, social, ideological order, which are condemning us to dehumanization.

According to Barasuol (2016) for this form of education to happen it is of fundamental importance that a transformation occurs, according to the author, so that in order to work in groups effectively, students must have other skills that need to be encouraged by the general school context, such as: communicative skills, task planning and development, self-regulation, problem solving, respect and mutual help, for the author to educate is to give hope, it is to provide a transformation in the students' lives. The educator needs to have the perception of the student as a whole. In this sense, education intensely requires the strength of a look from the heart.

For Vygotsky (1994) the role of the teacher in the learning process becomes essential, therefore, mediation and the quality of social interactions are highlighted. Affection is an indispensable act for good human relations, effective to reinforce potentialities and can be understood as the energy necessary for the cognitive structure to start operating.

## **Objective**

The objective of this article was to study the learning difficulties encountered in teaching, having as objectives to identify, intervene and carry out an awareness with the aim of promoting knowledge about the humanization of teachers present in the teaching practice.

## **Methodology**

### **Participants**

The teachers involved in the educational context of a municipal elementary school in the city of Lençóis Paulista in the interior of São Paulo participated in this work. This school community, where the internship was carried out for 3 months, has about 16 teachers.



## **Instruments**

The following instruments were used for data collection: a self-administered questionnaire, containing open and closed questions to survey the difficulties and specific resources of teachers in order to support and adapt the sequence of themes in the intervention module. The questions in the questionnaire were analyzed based on the teachers' responses to their view of the teaching methodology and practice. Elements for analysis were obtained from 2 questionnaires given the experience of teachers with their students until then.

## **Procedures**

The research was based on the qualitative approach that, according to Grubits (2004), postulates the existence of a dynamic and inseparable vehicle between the objective world and the subjectivity of the subject, referring to a multiplicity of investigation methods. First, the school was systematically observed to detect the demands, functioning and relations that were established there among its members. From observations and informal conversations with teachers, it was realized the need for an intervention with teachers so that they could talk about their needs and difficulties related to interpersonal relations, being a teacher and, mainly, the teacher/student relationship. From that, "group meetings" were proposed, with the aim of discussing the difficulties in relation to the demands observed. These meetings took place in two shifts, allowing all teachers to participate. Teachers were invited to participate and, if they came, they were agreeing to participate in the intervention. Subsequently, ways of improving situations and problems that blocked the student/teacher bond were discussed.

Two group meetings were held in the participative modality, which addressed the topic related to the following demand: teacher/student relationship.

Thus, it was invested in the oral explanation with the teachers, in order to narrow the need for the bond between teacher and student for the construction of knowledge, together with all the actors of the school.

## **Results**

As for the insertion of a school psychology intern in this institution, the management team was receptive and showed interest in working together with Psychology. Teachers, in general, also showed good acceptance, although there was an initial fear. The results described and discussed here specifically address some interventions with teachers.

In addition to the difficulties explained by teachers in general, there was a great difficulty in the relation between professionals and students, with regard to “interpersonal relations”, including the theme “Teacher/student relationship”. It was also noticed that there was a feeling of powerlessness on the part of teachers when dealing with such issues, and many of them said they needed a space to talk.

It was proposed to form two group meetings, where they could have a space to talk about the problems they reported on different occasions, about the profession, about what bothered them. Some teachers said that they don't like to talk about it in a group and that they can't open up. Even so, the proposal remained open. The space for the pedagogical meetings was given over to the first two meetings, with the theme: Teacher/student relationship, which was held with teachers from stage 1 and 2 and some teachers from elementary 1, in the morning. The afternoon teachers were invited, but none came.

Three important processes that occur in the teacher/student interaction were discussed: affective bond, introjection, projection and adaptation.

One of the bond's functions is exactly to give the child a feeling of protection and comfort, whose first impulse is to transfer to the teacher the security relationship that they would have with the mother. Darido and Bizelli (2015, p. 62), “there is a need to break the educational paradigm, promoting learning instead of teaching, moving from instrumentalist to constructionist pedagogy: the student has to build his knowledge”<sup>9</sup>.

At this moment, the educator is the child's emotional mediator in this school space, and who facilitates their adaptation. In the introjection, the child internalizes images of the parents or adults who play these roles, which becomes a part of his personality, in the projection, the individual throws in others the characteristics (most of the time undesirable) that he is unable to perceive in himself. Some teachers started to give classroom examples of how they dislike some students and wonder why, often not knowing how to find reasons to justify them. Other teachers, on the other hand, did not agree with the mentioned mechanisms of interaction, justifying that it was difficult to be in the classroom and live with students on a daily basis. It was explained that it is customary to avoid contact with people and students for whom one has dislikes, they do not have the possibility to exhibit qualities that we could come to admire.

Faced with the question about how they could do so that the cycle of dislike could cease, the psychology intern brought up that it was possible to seek, in each student, the desirable qualities instead of accentuating their inadequacy for certain tasks. That is why the importance

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<sup>9</sup> “há que se quebrar o paradigma educacional, promovendo aprendizagem ao invés de ensino, saindo da pedagogia instrucionista para a construcionista: o educando tem que construir seu conhecimento”

of investing in the potentials and qualities of each student and not pointing out defects, thus aiming to have a more humanizing education.

The teachers, through the developed group meetings, started to present a different posture in relation to the issues of affection and cognition. The affective dimension has come to occupy a prominent place for many teachers.

## **Discussion**

Based on a historical-cultural perspective, Wallon's theory stands out in studies on affectivity, stating in his theory of the Psychogenesis of the Whole Person, that the affective dimension, throughout the individual's development, has a fundamental role for the construction of the person and knowledge. Many teachers who work in schools are unaware of the important dimension that their role have in the lives of students. In this sense, one of the aspects that we want to highlight is the importance of teacher formation and the understanding that he must have in relation to this subject. For, there is no way to have an education at school appropriate to the needs of students without counting on the active commitment of the teacher to the student in his entirety. According to Wallon (2007), the term affectivity corresponds to the first expressions of suffering and pleasure that the child experiences, being these manifestations of affective tones still in a primitive stage, that is, of organic base and are based on tone. This, in turn, represents the basis from which affective reactions take place and maintains a close relationship with affectivity during the process of human development. When it develops, affectivity becomes strongly influenced by the action of the social environment. Wallon (2007) defends a progressive evolution of affectivity, whose manifestations are distancing themselves from the organic base, becoming increasingly related to the social. Wallon (2007) mentions that the interrelations between organic and social factors and historical and cultural conditions enable and limit the child's development, emphasizing the need to study the child in its entirety.

Vygotsky (1994) highlights the importance of the other not only in the process of construction of knowledge, but also in the constitution of the subject himself and his way of acting. According to the author, the internalization process (moment when the child learns through the relation with another individual) involves a series of transformations that take place in relation to the social and the individual, for Vygotsky (1994) the teacher is a mediator of the potential of child. Piaget (1982) mentions that there is a constant interaction between the individual and the outside world, which is the process by which the intellectual development of

the human being takes place. This interaction establishes a constant oscillation between balance and imbalance, thus promoting the adaptation of new knowledge when balance is established.

Freirean education is directly associated, linked to the concept of human being. According to Freire (1997) education is an anthropological practice, it also attests that in order to think about education, it is necessary to think about the human being at the same time, since it is the foundation of the educational process. The human being for Freire (1997) is an unfinished being and, aware of that, aspires to “Be More”.

For Freud (1996), on the other hand, throughout the maturation process, the child develops the need to establish a bond with the mother or a substitute caregiver. Both the child's psychic structure and biological system are in development. Due to the lack of the ability to provide for their own basic needs, it is necessary for someone to be responsive to contribute to the infant's development. Freud (1921; 1996) brings the affective bond as a way of relating to the other in the perspective of remaining emotionally and/or behaviorally connected, it presents itself in the caregiver and child relationship as a means of subsistence and maintenance of an environment suitable for the healthy maturational development of the latter. The proximity of both works as a search for safety and support, whether in times of adversity, or to provide a functional capacity of the child's personality.

Furthermore, Freud (1996) summarizes this process, saying that:

[...] First, identification constitutes the original form of emotional bond with an object; second, regressively, it becomes a substitute for a libidinal object linkage, so to speak, through the object's introjection into the ego; and third, it can arise with any new perception of a common quality shared with someone else who is not the object of sexual instinct. The more important this common quality is, the more successful this partial identification can become, thus being able to represent the beginning of a new bond (FREUD, 1996, p. 117).<sup>10</sup>

## Conclusion

This article, through experience in school psychology, made possible the interventions that this professional can perform as an agent of changes within the school, especially when it comes to inserting and building the position of psychologist. It was not the intention of this study to plaster the practices, but to reveal how small interventions can produce changes in the

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<sup>10</sup> [...] Primeiro, a identificação constitui a forma original de laço emocional com um objeto; segundo, de maneira regressiva, ela se torna sucedâneo para uma vinculação de objeto libidinal, por assim dizer, por meio de introjeção do objeto no ego; e, terceiro, pode surgir com qualquer nova percepção de uma qualidade comum partilhada com alguma outra pessoa que não é objeto de instinto sexual. Quanto mais importante essa qualidade comum é, mais bem sucedida pode tornar-se essa identificação parcial, podendo representar assim o início de um novo laço (FREUD, 1996, p. 117).

expanded school context. Thus, it is possible that the school psychology professional can focus on the school as a whole, despite the difficulties still present in the daily practice of this professional. It is important to consider that, as in all research, this revealed only some aspects delimited by the theme, as the teacher-student relationship goes far beyond the issues analyzed here, this happens mainly, due to the constant and accelerated changes that occur in society and are reflected in the school context.

The starting point of this proposal started with a very relevant question that concerns all people who are part of school environments: the teacher-student relationship and the teaching-learning process. The changes were visible from the results obtained and some points deserve to be highlighted. Teachers felt encouraged and invited to continue studying and reflecting together. The perception of the student has changed. Now the teachers present a more comprehensive and positive view of these subjects. The affective dimension has come to occupy a prominent place for many teachers. When everyone is united for a cause, problems can be minimized and this is possible.

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