

**TEACHING AND LEARNING PSYCHOLOGY AT SCHOOL: THOUGHTS ON  
ENGAGED TEACHING IN CLASSROOMS**

***ENSINAR E APRENDER PSICOLOGIA NA ESCOLA: REFLEXÕES SOBRE O  
ENSINO ENGAJADO NAS SALAS DE AULA***

***PSICOLOGÍA DE LA ENSEÑANZA Y EL APRENDIZAJE EN LA ESCUELA:  
REFLEXIONES SOBRE LA ENSEÑANZA EN LAS AULAS***

Lucas Antunes MACHADO<sup>1</sup>

**ABSTRACT:** This article proposes to problematize teaching and learning psychology in basic education classrooms based on a critical and progressive theoretical approach. Through the use of active methodology applied in a psychology discipline in high school, the use of the technique was compared as a proposal for an engaged, inventive and transgressive teaching and learning in the classroom, as well as reflecting on the potencies and possibilities of teaching of psychology as a pedagogical intervention in high school. The book *Ponciá Vicência*, by Conceição Evaristo, was used to discuss the production of subjectivities, mental disorders, and the impacts of racial, gender and ethnic inequalities on mental health. Finally, students were invited to share their impressions about the book and its relationship with the discipline through the post-its technique. It ends by proposing a political engagement of the category around the defense of psychology in high school.

**KEYWORDS:** Teaching. Learning. Psychology. Active methodologies. Education.

**RESUMO:** Neste artigo propõe-se problematizar o ensinar e aprender psicologia nas salas de aula da educação básica a partir de um aporte teórico crítico e progressista. Através do recurso da metodologia ativa aplicada em uma disciplina de psicologia no ensino médio, cotejou-se o uso da técnica como proposta de um ensinar e aprender engajado, inventivo e transgressor em sala de aula, bem como refletir sobre as potências e possibilidades do ensino de psicologia como intervenção pedagógica no ensino médio. Utilizou-se o livro *Ponciá Vicência*, de Conceição Evaristo, para discussão sobre a produção de subjetividades, transtornos mentais e os impactos das desigualdades de raça, gênero e etnia na saúde mental. Por fim, as/os estudantes foram convidados a compartilhar suas impressões sobre a leitura e a relação dela com a disciplina através da técnica de post-its. Finaliza-se propondo um engajamento político da categoria em torno da defesa da psicologia no ensino médio.

**PALAVRAS-CHAVE:** Ensino. Aprendizagem. Psicologia. Metodologias ativas. Educação.

**RESUMEN:** Este artículo tiene como objetivo problematizar la psicología de la enseñanza y el aprendizaje en las aulas de la educación básica a partir de una contribución teórica crítica

<sup>1</sup> Federal University of Rio Grande do Sul (UFRGS), Porto Alegre – RS – Brazil. Master's student in the Postgraduate Program in Social and Institutional Psychology and Specialization in Human Rights Education (UFABC). ORCID: <https://orcid.org/0000-0002-1165-7740>. E-mail: [lucas.machado@outlook.com.br](mailto:lucas.machado@outlook.com.br)

y progresista. A través del uso de la metodología activa aplicada en una clase de psicología en la escuela secundaria, el uso de la técnica fue comparado como una propuesta para una enseñanza y aprendizaje comprometido, inventivo y transgresor en el aula, así como la reflexión sobre los poderes y posibilidades de la enseñanza de la psicología como una intervención pedagógica en la escuela secundaria. El libro Ponciá Vicência, de Conceição Evaristo, fue utilizado para discutir la producción de subjetividades, trastornos mentales y los impactos de las desigualdades de raza, género y etnia en la salud mental. Finalmente, los estudiantes fueron invitados a compartir sus impresiones sobre su lectura y su relación con la disciplina a través de la técnica post-its. Concluye proponiendo un compromiso político de la categoría en torno a la defensa de la psicología en la escuela secundaria.

**PALABRAS CLAVE:** Docencia. Aprendizaje. Psicología. Metodologías activas. Educación.

### Initial considerations

Psychology has appeared as a curricular subject in Brazilian high schools for approximately one century. Moreover, in view of a series of legislative and legal milestones to which the Brazilian educational field has always been exposed, one can observe an intermittence in the presence of this discipline in the school curriculum. Even in this context, the current National Curriculum Guidelines for psychology courses (Resolution CNE/CES 5/2011), approved on March 15, 2011, determine the degree in psychology as a complementary pedagogical project to be offered by educational institutions.

In recent years, some attempts, still scattered, of studies and reflections have been made to systematize the production of knowledge in this area (KOHATSU, 2015; KOHATSU; MACHADO, 2018; MACHADO, 2016; MACHADO; VITÓRIA, 2018; PANDITA-PEREIRA; SEKKEL, 2013). In general, these productions have been carried out in the wake of an attempt to institutionalize and foster the debate in defense of the return of psychology teaching in high school<sup>2</sup>.

Psychology has not been a compulsory subject in the school curriculum since the enactment of Federal Law 9.394/1996 - the Law of Directives and Bases for Education (LDB). However, the law mentions the formation of undergraduate courses to act as a teacher in Basic Education courses (BRASIL, 1996). Thus, the approval of Resolution CNE/CES 5/2011 (BRASIL, 2011) brings together the prerogative of pedagogical training to work in basic school. Although it does not appear in the current legislation of education, psychology is

<sup>2</sup> Despite the teaching of psychology in high school, on February 12, 2007, the House of Representatives proposed Law Project 105/2007, authored, at the time, by Representative Luiza Erundina, proposing a change in the provisions of Art. 36, of Law 9.394, of December 20, 1996 (LDB) and including the teaching of Philosophy, Sociology and **Psychology** as compulsory subjects in high school. The referred PL is still waiting for the opinion of the rapporteur of the Education Commission (CE).

mentioned in cross-cutting documents, such as in the curricular guidelines for teacher training courses in the normal modality of medium level in which curricular content necessary for the formation of general and specific skills for teaching should be developed, among them "[...] the knowledge of philosophy, sociology, history and educational psychology, anthropology, communication, information technology, arts, culture and linguistics, among others" (BRASIL, 1999, p. 4, our translation).

The current context in which the National Common Curricular Base (BRASIL, 2017) is inserted as an educational policy, which, in addition to a national common base for all schools nationwide, proposes high school education from formative itineraries. In the conception proposed in the document, students should have an offer of different curricular arrangements that consider the different local contexts and possibilities of the education systems (BRASIL, 2017)

The document also explains that the adoption of this educational model aims at flexibility, curricular organization, and youth protagonism to strengthen the development of competencies and life projects. Moreover, although it does not mention psychology as a compulsory or transversal content to be worked on in middle school, there is mention of topics related to the field of *psychology* when the *General Competencies of Basic Education* are presented, namely:

8. 8. know, appreciate and care for their physical and emotional health, understanding themselves in human diversity and recognizing their emotions and those of others, with self-criticism and the ability to deal with them. 9 To exercise empathy, dialogue, conflict resolution and cooperation, respecting and promoting respect for others and for human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potentialities, without prejudice of any kind. 10. Act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidarity-based principles (BRASIL, 2017, p. 10, our translation).

Knowing oneself, appreciating oneself, care, health, emotions, self-criticism, empathy, dialogue, conflict resolution, human rights, welcoming, diversity, individuals and groups, flexibility and resilience are some of the terms used in the document to list a series of competencies to be developed by students throughout their formative journey through basic education. Without incurring in the statement that these themes are solely linked to the field of psychology studies and neither to a psychologizing stance of life in the school context, there is no denying that they are part of the scope of psychology discussions and, even, they are themes worked by a diversity of psychologists who work at the interface psychology and

education (BOCK, 2014; RONCHI; IGLESIAS; AVELLAR, 2018; CHIAPARINI; SILVA; LEME, 2018).

Bock (2014) when discussing the performance of the graduate in psychology points to an engaged performance of psychology graduates that considers the performance for human rights. The author proposes that psychology teachers concerned with the insertion, in psychology, of issues related to social reality, have possibilities to configure epistemologies and methodologies marked by the relationship between subjectivity, constitution of the subject and transformation of reality. For the author, this opens possibilities for a critical training in psychology. Libâneo (2013), when referring to the professional and political performance of teachers, points out that the school and teachers have a social responsibility, because it is up to them - the teachers - to choose the conception of society, content and methods that will guide the education and teaching of students.

Nevertheless, Marachin (2005) points out that every psychologist who works at the interface of psychology and education is also a social psychologist. For his part, Theodor Adorno (1969/1995) conceives education as the promoter of a free conscience, in order to form emancipated and critical individuals facing reality. Even, argues the author, it is an essential condition so that barbaric situations are not repeated that education does not take as its goal the modeling of people from the outside or the transmission of knowledge (ADORNO, 1969/1992).

From this perspective, there is the need for an educational-progressive practice based on a non-bank and politically engaged training (FREIRE, 2016; HOOKS, 2020). It is in this sense that the need to awaken in the teacher his or her human teaching is defended, as well as making it a political act, of believing, of professing (ARROYO, 2000; FREIRE, 2016). Nevertheless, Veiga (2008) proposes that when organizing the class, the teacher should pay attention to the formative needs of his student, to realize and propose activities that meet their needs.

Consistent with the ideas cited above and aware of the social commitment to the production of critical subjectivities to which any professional of psychology who works at the interface of psychology and education should be committed, this article presents an experience of teaching psychology from the use of an active learning methodology. The objective of the class was to present the concepts of mental disorders, madness, normality, and abnormality, and, based on the literature reading, discuss and relate the aspects of social reality and its imbrications with pathological, healthy, normal, and abnormal subjectivities, focusing on the social markers of difference.

## Teaching and school education: brief notes

Whatever the type of teaching or subject studied in a particular educational modality, it must not do without educational planning. Planning is marked by the historical, political, cultural, and geographic time-space to which it is delimited. Although it is conditioned to several variables, the planning of a subject cannot fail to be anchored in the political pedagogical project of the institution to which it belongs, mediated, and guided by the school's technical team. Freire (2016) considers that every educational act is also a political act. In this sense, there is an inseparability between educational planning and its pedagogical intentionality.

Every teaching practice is intentional, marked in a historical and cultural time-space and, therefore, localized.

From the perspective of Libâneo (2013), who makes a distinction between *education*, *instruction*, and *teaching*, we demarcate the understanding that guided this work. According to the educator, education corresponds to a broader concept that refers to the subject's more general formation, being conditioned to influences and interactions that culminate in social personality traits, character, ideas, values, worldviews, and ways of acting. In turn, it describes instruction as an intellectual formation aimed at the formation and development of cognitive skills mediated by the mastery of certain systematized knowledge. Finally, teaching is the actions, means and conditions provided by the teacher to carry out the instruction (LIBÂNEO, 2013).

Libâneo (2013) also reports that the specific field of professional and political action of the teacher is, par excellence, the school and, therefore, should ensure students a solid base of knowledge and skills for the development of their cognitive and intellectual capabilities, as well as independent, creative, and critical thinking. For the exercise of teaching that the author proposes, it is essential to have pedagogical training that provides the possibility of invention, criticism, and independent thinking.

Pedagogical training requires learning specific competences for acting in formal and non-formal education contexts. The concept of pedagogical practice cannot be reduced to a single meaning, assuming various definitions according to the notions on which it is based (VERDUM, 2013). In Veiga's (2008, p. 16, our translation) conception, pedagogical practice can be understood “as a social practice guided by objectives, purposes and knowledge, and inserted in the context of social practice”. Moreover, clarifies the author, corroborating the dialectical relationship between theory and practice advocated by Freire (2016):

Pedagogical practice is a dimension of social practice that presupposes the theory-practice relationship, and it is essentially our duty, as educators, to seek the necessary conditions for its realization (...) Pedagogical practice is, in fact, a theoretical-practical activity, that is, it formally has an ideal, theoretical, idealized side while it formulates desires where human subjectivity is present, and a real, material, properly practical, objective side (VEIGA, 2008, p. 1617, our translation).

Franco (2016) calls pedagogical practices the organizations intentionally planned to meet certain educational expectations that are requested by a given social context. The author also classifies that there are intentional teaching practices and, therefore, based on a critical emancipatory pedagogical rationality, and mechanical teaching practices, from the perspective of a technical-scientific pedagogical rationality.

In this sense, the pedagogical practices performed by teachers are not exempt or neutral. On the contrary, they express certain conceptions of man and the world, and it will be these conceptions that structure their pedagogical rationality. Despite this, we cannot deny the weight that the projects of society exert on the school curriculum. In this regard, Arroyo (2013, p. 38, our translation) alerts us

In every dispute over knowledge, disputes over projects for society are at stake. It is necessary to question the knowledge types as necessary, inevitable, sacred, confronting them with other options for other worlds that are fairer and more egalitarian, more human, less segregating of the collectives that come to public schools, above all.

The school and public education - the main scope of this discussion - has been dominated by technical rationality, in which the discourse of administration and control predominates (GIROUX, 1997). Technical rationality in education arises in the neoliberal context in which educational issues are subordinated to the logic of the market (FRIGOTTO; CIAVATTA, 2003; SLONSK; ROCHA; MAESTRELLI, 2017). The market logic applied to the educational field has implications for human training that conforms to a totalizing rationality and lifestyles consistent with the dictates of the capitalist market.

Giroux (1997) understands the notion of rationality as the "interests that define and qualify the way we structure and employ the problems confronted in our lived experiences" (p. 35). It is also possible to verify the teacher's rationality materialized in the didactic materials and teaching plans (GIROUX, 1997).

Although some practices of teaching psychology in high school have been reported and discussed in the literature (KOHATSU, 2015; KOHATSU; MACHADO, 2018), we still observe a lack of teaching methodologies that subsidize the practice of psychology

professionals who work as teachers in educational institutions of Basic Education. In this sense, we present below a proposal for teaching psychology anchored in the assumptions of active teaching and learning methodologies.

### **Methodological paths**

While we propose a psychology teaching through literature reading through an active methodology of teaching and learning, we also understand this type of activity as a form of intervention of the *psychology* field in educational practice. In this sense, we adopt the perspective of Guzzo (2016) to think possibilities of an interventive psychology teaching in the classroom. Intervention is understood by the author as the main point of debate on issues related to prevention in the psychologist's professional practice and, for this reason, any intervention that claims to be preventive and emancipatory should achieve the awareness of people in relation to their social context, from the closest and singular relationships to the most complex and generic (GUZZO, 2016).

However, it is worth noting that there is a difference between pedagogical intervention - the focus and scope of this work - and psychological intervention - generally more linked to the field of School and Educational Psychology. According to Vianna (2016), pedagogical intervention aims at the acquisition of certain skills and knowledge, aiming at learning; and psychological intervention is responsible for the facilitation of educational processes considering the personal transformations that occur in the subjects involved in educational processes.

The target audience for the application of the class are students of the first year of the Integrated Technical Course in Administration to High School, aged 14-18 years old, residents of the metropolitan area of Porto Alegre, RS. The active methodology proposed for the class was the *Brainstorm with Post-it notes* (CAMARGO; DAROS, 2018). The methodology on which the psychology class reported here took place as follows: it was proposed to the classes a lesson plan on the theme of *Mental Disorders* (concepts, history of madness, main mental disorders, and social production of disorders). Before the lessons on mental disorders, the students of the class were asked to read the book Ponciá Vicêncio (EVARISTO, 2018).

After two lectures on the topic of Mental Disorders and reading the suggested book, the *Brainstorm methodology with post-it notes* was proposed, as proposed by Camargo and Daros (2018). The students were invited to make a big circle in the classroom. In groups of

three people, they were given two post-its of different colors and asked to identify the following questions on the post-its: a) main symptoms/signs of illness experienced by the character Ponciá Vicêncio; and b) main biopsychosocial stressors that contributed to the illness of the character Ponciá Vicêncio.

After 30 minutes of the beginning of the activity, the students were invited to disclose the post-its to the class, narrating the reasons that led them to identify what they put on the postits. In addition, some data related to violence against women, feminicide, and racism in Brazil were presented to the students, along with the discussion of the book, considering that themes such as violence against women, slavery, and subjectivity of black women are themes addressed in the story told by Conceição Evaristo (2014).

### **Notes on teaching and learning psychology in basic education**

First of all, it is necessary to emphasize that the perspective of psychology worked as a curricular component in the school in question is supported by the theoretical and methodological assumptions of Social Psychology. We start from the perspective that there is not only one way of doing-knowing psychology, but several. We share the perspective that there is not one psychology, in the singular, but several psychologies, in the plural. It is also important to emphasize that we advocate in the discipline a proposal of psychology in the management of human diversities, focusing and highlighting the manifestation of diversities and pluralities in their subjective aspects. Therefore, issues of race, ethnicity, social class, empowerment, inclusion, gender, sexuality, health, among others, are topics that, from our perspective, are of fundamental importance that make up the scope of themes and discussions in the discipline of psychology in basic education, focusing on the inherent processes of subjectivation.

According to Rolnik and Guattari (1996), in the tradition of philosophy and the social sciences, the subject and his psyche have been conceived as essences of a supposed human nature. It is as if we were born essentially psychic, carriers of a psychological domain inherent to our condition as humans. Proposing a suggestion to think of subjectivation as "industrial, machinic in nature, that is, essentially manufactured, modeled, received, consumed" (ROLNIK; GUATTARI, 1996, p. 25, our translation), the authors assume that subjectivity is not something of an individual or intrapsychic nature, but is in the sphere of what is produced within an economic, political, and social system, which they call the capitalistic system.



Schematically, they create an analogy of the production of subjectivities with the production of condensed milk:

Just as one manufactures milk in the form of condensed milk, with all the molecules that are added to it, one injects representations into mothers, into children - as part of the process of subjective production. Many fathers, mothers, Oedipuses, and triangulations are required to recompose a restricted family structure (ROLNIK; GUATTARI, 1996, p. 25, our translation).

Bock, Furtado, and Teixeira (2008) understand subjectivity as a singular and individual synthesis of each person that develops according to the experiences in social and cultural life. That is, there is a need for social and cultural mediation to produce subjectivity. In summary, "it is the world of ideas, meanings and emotions built internally by the subject from their social relations, their experiences and their biological constitution; it is also the source of their affective manifestations" (BOCK; FURTADO; TEIXEIRA, 2008).

This brief theoretical incursion is necessary to sustain the epistemology that supports the teaching of psychology proposed in this article and in our pedagogical practice in the classroom. We even argue that it is at this point that the defense of the return of psychology to high school should be situated. Despite the justifications for not returning the subject, often since high school already has Sociology and Philosophy as representatives of the field of human sciences, we believe that psychology, specifically social psychology, as a field of knowledge, has its own object of study that, besides its specificities, would have an interdisciplinary dialogue with other fields of knowledge at school. The object of study proper to psychology proposed in high school classrooms is "production of subjectivities" which, in the perspective of Rolnik and Guattari (1996), has long been understood by the social forces that manage capitalism as a key to the social, political, and economic control of societies.

In summary, subjectivity is not something natural or an essence, but a production that contributes to produce various social, institutional, political, economic, and cultural instances. It is difficult to dimension the extent of all the instances that are involved in the production of subjectivities, but what we can say is that their influence and power is so great that we hardly notice their repercussions on our ways of being and being/existing in the world. The influences of the production of subjectivities generate reflections in the human being-body, in the human being-thought, in the human being-affect, in the human being-action (BOCK; FURTADO; TEIXEIRA, 2008), in the integral human being. And it is on this raw material, the human being in all its expressions (mental, corporal, sentimental, visible, invisible, and

generic) that the teaching of psychology in the training of students can address and problematize.

After organizing the students into groups, they were asked to organize their presentation in panels with *post-its* and to socialize with the large group what they put on the *post-its* and what they identified as signs/symptoms that pointed to the illness of the character Ponciá Vicêncio; and biopsychosocial aspects that contributed to the mental disorder developed by the character.

The descriptions related to the signs/symptoms of illness of the character were the genetic factor, since Ponciá Vicêncio's grandfather had a history of murder against his wife and attempted suicide, and the issue of repetitive behaviors of the character. The students also consider as a sign and predictor of illness the fact that she had suffered seven miscarriages. In this aspect, students infer the character's body as a place of suffering.

There were also two behaviors of the character that point to the process of psychic illness, which are insomnia and hallucinations lived by the character that, according to one of the students, would be a way for Ponciá Vicêncio to escape from her cruel and painful reality.

Regarding the biopsychosocial aspects faced by Ponciá Vicêncio, the students listed the following aspects: poverty, abusive relationship with her husband, losses - father, family, and children - racism, feeling lesser because of the look and social pressure because of her condition of black and poor woman.

The students brought as an important biopsychosocial factor the fact that the character does not have an "identity" of her own, since she is a remnant of slaves and her own last name does not come from her family, but from the owners of the farms where her parents and brother worked as slaves. Another factor considered by the students refers to the two forms of violence experienced by the character. The first related to slavery that still resonated in her body and mind, and the other related to the domestic violence suffered by her husband. The loss of the family during the search for other possibilities of life and work in the big city demonstrates, from the perspective of the students of the Organizational Psychology course, how loss and mourning can be triggers of mental disorders.

As can be inferred from the interpretations made by the students, working with social issues in the discipline of psychology is of fundamental importance for those educators committed to education as a practice of freedom and social justice. From the perspective that our colonial imperialist and white supremacist education tends to colonize our minds and

bodies in the pedagogical process (hooks, 2020)<sup>3</sup>, the proposal of curricular components that take into account the role of manifestations of racism, homophobia, transphobia, xenophobia, among other prejudices and discriminations in the psychic/subjective process, become true revolutionary micro-politics in the classroom.

### **A few considerations**

The proposal of a methodology for teaching psychology presented in this paper opens possibilities for an interdisciplinary look at teaching psychology in high school. The proposed relationship between the reading of literature and, later, its relationship with the knowledge produced by psychology opens paths for the proposition of hybrids in the curriculum, often proposed by educational policies.

The teaching proposal proposed here assumes that psychology is a localized knowledge. Therefore, it would not be enough to deal with the subject of mental disorders from a perspective of symptoms and diagnoses without relating it to the contexts and lives of those who are subject to such suffering. In addition to a proposed methodology for teaching psychology in high school classrooms where psychology appears as a subject in the curriculum, we present a proposal of content/themes to be discussed and worked on in the teaching of psychology as a curricular component in basic education.

We propose a teaching of psychology guided by critical thinking aimed at thinking and reflecting about self-care and not in a disciplinary pedagogical rationality commonly advocated in traditional curricula. The teaching of psychology proposed here is based on the perspective of an inventive cognitive politics in the classroom. The proposed high school psychology teaching methodology proposed here envisions the non-governmentalization of bodies to adjust them to the prevailing norms and standards and, therefore, make them docile and obedient to market logic. On the contrary, the dispersed and intermittent place occupied by psychology in basic schools can and should be that of awareness, liberation and even contestation of subjectivities; and this cannot occur under the aegis of a traditional, encyclopedic, and theory-transmitting teaching. If, in the conception of Suely Rolnik and Félix Guattari, subjectivity is produced outside the individual, being conceived from the concept of machinic subjectivity, it is based on this idea that we conceive and believe in

---

<sup>3</sup> The lowercase spelling of bell hooks' first and last name is a political gamble by the activist and cultural critic Gloria Jean Watkins herself, who uses the name as a pseudonym for her grandmother, Blair Bell Hooks, and justifies it in lowercase writing with the intent that the content of her writings be more visible than her academic persona.

school/society as promoters of subjectivities and in the teaching and learning of psychology engaged in the classroom.

An education in psychology, as we suggest here, does not refer to a teaching of psychology that normatizes, regulates or prescribes behaviors for life in the family, society or at work. On the contrary, a psychologist/educator and a desire of a progressive education and as a practice of freedom should pursue an incessant and attentive posture of teaching and learning from the problematization of the processes of subjectivation and not a posture of essentialization of the human mind and psychology. Therefore, we bet on an education in psychology that is open to the production of other agencies and not to the conformation/formation of subjectivity. Education in psychology should recognize from the beginning that to educate is to subjectify.

In this brief, we propose a psychology teaching in high school classrooms based on active methodologies and an engaged perspective. However, far from sustaining a teaching logic based on productivist and liberal perspectives, we dialog with critical and progressive epistemologies to sustain that the content and the way of conducting teaching and learning be directed to the formation of critical, engaged and transgressive thinking. Critical because the intention was to unveil the condition of oppression and violence that the character in the literature - as well as millions of individuals in our country and even the students in the class themselves - were subjected to. Engaged and transgressive, because besides unveiling the patriarchal, racist, sexist, and classist logic with which the processes of subjectivation can be largely fabricated and internalized by the subjects, it arouses among the students to articulate together with other areas of knowledge - such as Sociology, Geography, History - to think about conditions of possibility for changing this reality.

Without intending to close the debate, but to continue it and even problematize it, it is important to understand the teaching of psychology in basic education as a political issue and not merely bureaucratic. We defend that, along with the defense and mobilization for the return of the discipline to regular high schools, research, teaching and extension projects should be carried out that allow us to glimpse possibilities of insertion and intervention for the psychology teacher/educator in basic schools. In this article, we brought some clues in order to contribute to the political debate in defense of the insertion of psychology as a component of basic education. However, aware of the limitations of the present work, we propose that other studies be carried out and published on the practices of psychology teaching, because, in our view, thinking about the current condition and glimpsing the future of psychology teaching in basic education is a neuralgic issue for the formation of psychologists committed

to the democratization of education as a whole, since it is through the door of education, in normal schools for teacher training, that psychology enters the academic-scientific spaces in Brazil.

## REFERENCES

- ADORNO, T. W. **Educação e emancipação**. Trad. Wolfgang Leo Maar. Rio de Janeiro, RJ: Paz e Terra, 1995.
- ARROYO, M. G. **Ofício de mestre: imagens e auto-imagens**. 15. ed. Petrópolis, RJ: Vozes, 2013.
- BOCK, M. B. B. Educação, direitos humanos e compromisso social: interlocuções com a formação do professor de psicologia. **Psicol. Ensino & Form.**, v. 5, n. 1, p. 101-114, 2014. Available: <http://pepsic.bvsalud.org/pdf/pef/v5n1/v5n1a08.pdf>. Access: 03 July 2021.
- BOCK, M. B. B.; FURTADO, O.; TEIXEIRA, M. L. T. da. **Psicologias: uma introdução ao estudo da psicologia**. 14. ed. São Paulo, SP: Saraiva, 2008.
- BRASIL. Lei n. 9.394, de 20 de dezembro de 1996. Lei de Diretrizes e Bases da Educação Nacional. **Diário Oficial da União**: Seção 1, Brasília, DF, n. 248, p. 27833, 23 dez. 1996.
- BRASIL. Resolução nº 2, de 19 de abril de 1999. Institui Diretrizes Curriculares Nacionais para a Formação de Docentes da Educação Infantil e dos anos iniciais do Ensino Fundamental, em nível médio, na modalidade Normal. **Diário Oficial da União**: Seção 1, Brasília, DF, p. 97, 19 abr. 1999.
- BRASIL. Resolução n. 5, de 15 de março de 2011. Institui as Diretrizes Curriculares Nacionais para os cursos de graduação em psicologia, estabelecendo normas para o projeto pedagógico complementar para a Formação de Professores de psicologia. **Diário Oficial da União**: Seção 1, Brasília, DF, 16 mar. 2011.
- BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Base Nacional Comum Curricular**. Brasília, DF: MEC, CNE, 2017. Available: [http://basenacionalcomum.mec.gov.br/images/historico/BNCC\\_EnsinoMedio\\_embaixa\\_site\\_110518.pdf](http://basenacionalcomum.mec.gov.br/images/historico/BNCC_EnsinoMedio_embaixa_site_110518.pdf). Access: 03 July 2021.
- CAMARGO, F.; DAROS, T. **A Sala de aula inovadora: estratégias pedagógicas para fomentar o aprendizado ativo**. 1. ed. São Paulo, SP: Penso, 2018.
- CHIAPARINI, C.; SILVA, I. M. M.; LEME, M. I. S. da. Conflitos interpessoais na educação infantil: o olhar de futuros professores e egressos. **Psicologia Escolar e Educacional**, v. 22, n. 3. P. 603-612. Available: <https://www.scielo.br/j/pee/a/wm4Jgs3w4hPVVRZgYZnHmLn/?format=pdf&lang=pt>. Access: 03 July 2021.
- EVARISTO, C. **Ponciá vicêncio**. 4. ed. Rio de Janeiro, RJ: Pallas, 2018.

FRANCO, M. A. S. Práticas pedagógicas de ensinar-aprender: por entre resistências e resignações. **Educ. Pesqui.**, São Paulo, v. 41, n. 3, p. 601-614, 2016.

FREIRE, P. **Pedagogia do oprimido**. 60. ed. Rio de Janeiro, RJ: Paz e Terra, 2016.

FRIOGOTTO, G.; CIAVATTA, M. Educação básica no Brasil na década de 1990: subordinação ativa e consentida à lógica do mercado. **Educ. Soc.**, v. 24, n. 82, p. 93-130.

Available:

<https://www.scielo.br/j/es/a/fwBNt6pKWJKTdYrCkxHjPdQ/?format=pdf&lang=pt>. Access: 03 July 2021.

GIROUX, H. A. Professores como intelectuais transformadores. *In*: GIROUX, H. A. **Os professores como intelectuais: rumo a uma pedagogia crítica da aprendizagem**. Porto Alegre, RS: Artes Médicas, 1997.

GUZZO, R. S. L. Risco e Proteção: análise crítica de indicadores para uma intervenção preventiva na escola. *In*: FRANCISCHINI, R.; VIANA, M. N. (Org.). **Psicologia escolar: que fazer é esse?** Brasília, DF: Conselho Federal de Psicologia, 2016.

HOOKS, B. **Ensinando pensamento crítico: sabedoria prática**. São Paulo, SP: Elefante, 2020.

KOHATSU, L. N. Narrativas de professores de psicologia do ensino médio: entre memórias e reflexões. **Psic. da Ed.**, v. 41, p. 65-81, 2015. Available:

<http://pepsic.bvsalud.org/pdf/psie/n41/n41a05.pdf>. Access: 03 July 2021.

KOHATSU, L. N.; MACHADO, L. M. disciplina de Psicologia no Ensino Médio: revisitando as práticas dos professores da rede pública do Estado de São Paulo. **Educação Por Escrito**, Porto Alegre, v. 9, n. 2, p. 398-417, 2018. Available:

<https://revistaseletronicas.pucrs.br/ojs/index.php/porescrito/article/view/27862/17604>.

Access: 03 ago. 2021.

LIBÂNEO, J. C. **Didática**. 2.ed. São Paulo, SP: Cortez, 2013.

MACHADO, L. A. Psicologia no Ensino Médio e Psicologia Escolar: história, diferenças e perspectivas. **Psicologia Escolar e Educacional**, v. 20, n. 1, p. 101-108, 2016. Available:

<https://www.scielo.br/j/pee/a/YZFR843rGjKbgFpFcHCB8FF/?format=pdf&lang=pt>. Access: 03 July 2021.

MACHADO, L. A. VITÓRIA, M. I. C. O ensino de psicologia no currículo da educação básica: análise da formação docente. **Revista Educação Online**, v. 27, p. 189-216, 2018.

Available: <http://educacaoonline.edu.puc-rio.br/index.php/eduonline/article/view/405/194>.

Access: 03 July 2021.

MARASCHIN, C. Psicologia e educação: pontuações temporais. *In*: MARASCHIN, C.; FREITAS, L. B. L.; CARVALHO, D. C. **Psicologia e educação: multiversos sentidos, olhares e experiências**. Porto Alegre, RS: Editora da UFRGS, 2003.

PANDITA-PEREIRA, A.; SEKKEL, M. C. Contribuições do ensino de psicologia nas Etecs. **Psicologia: Ensino e Formação**, v. 4, n. 1, p. 79-105, 2013. Available: <http://pepsic.bvsalud.org/pdf/pef/v4n1/v4n1a06.pdf>. Access: 03 July 2021.

ROLNIK, S; GUATARRI, F. **Micropolítica**: cartografias do desejo. 4. ed. Petrópolis, RJ: Editora Vozes, 1996.

RONCHI, J. P.; IGLESIAS, A.; AVELLAR, L. Z. Interface entre educação e saúde: revisão sobre o psicólogo na escola. **Psicologia Escolar e Educacional**, v. 22, n. 3, p. 613-620. Available: <https://www.scielo.br/j/pee/a/LHPHY9dpYXhrCn6PvWHdnFB/?lang=pt&format=pdf>. Access: 03 July 2021.

VEIGA, I. P. A. **A Prática pedagógica do professor de didática**. 2. ed. Campinas, SP: Papirus, 2008.

VERDUM, P. Prática Pedagógica: o que é? O que envolve? **Educação Por Escrito**, v. 4, n. 1, p. 91-105, 2013. Available: <https://revistaseletronicas.pucrs.br/ojs/index.php/poescrito/article/view/14376/9703>. Access: 03 July 2021.

VIANA, M. N. Interfaces entre a Psicologia e a Educação: Reflexões sobre a atuação em Psicologia Escolar. In: FRANCISCHINI, R.; VIANA, M. N. (Org.). **Psicologia escolar**: que fazer é esse? Conselho Federal de Psicologia: Brasília, 2016.

### How to reference this article

MACHADO, L. A. Teaching and learning psychology at school: thoughts on engaged teaching in classrooms. **Doxa: Rev. Bras. Psico. E Educ.**, Araraquara, v. 22, n. 00, e021012, 2021. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v22i00.15386>

**Submitted:** 08/07/2021

**Required revisions:** 14/08/2021

**Approved:** 12/09/2021

**Published:** 01/10/2021

**Responsible for the translation:** Editora Ibero-Americana de Educação.

**Translated by:** Alexander Vinicius Leite da Silva - ORCID: <https://orcid.org/0000-0002-4672-8799>