

**AFFECTIVITY AND TEACHING PRACTICE KNOWLEDGE: AN ANALYSIS OF
THESES AND DISSERTATIONS**

***AFETIVIDADE E OS SABERES DA PRÁTICA DOCENTE: UMA ANÁLISE DE TESES
E DISSERTAÇÕES***

***LA AFECTIVIDAD Y EL SABER DE LA PRÁCTICA DOCENTE: UN ANÁLISIS DE
TESIS Y DISSERTACIONES***

Luana MONTEIRO¹
Ivan FORTUNATO²
Maria do Rosário Silveira PORTO³

ABSTRACT: This paper was prepared in the form of a systematic review, producing a State of Knowledge regarding the relationship between affectivity and knowledge of teaching practice, referring to the period from 2014 to 2018. It is a survey of theses and dissertations in which they were inventoried five (5) dissertations and two (2) theses. In the end, we verified the need for teacher training processes to be developed from a close relationship between the training institution and basic education; and that education does not take place in the affectivity-cognition fragmentation, it is also necessary to provide conditions for the development of affections.

KEYWORDS: Education. Teacher education. Systematic review.

RESUMO: *Este artigo foi elaborado na forma de uma revisão sistemática, produzindo um Estado do Conhecimento a respeito da relação entre afetividade e saberes da prática docente, referente ao período de 2014 a 2018. Trata-se de um levantamento de teses e dissertações no qual foram inventariados cinco (5) dissertações e duas (2) teses. Ao final, verificamos a necessidade dos processos de formação docente serem desenvolvidos a partir de uma relação próxima entre instituição formadora e educação básica; e que a educação não se dá na fragmentação afetividade-cognição, sendo necessário também dar condições para o desenvolvimento dos afetos.*

PALAVRAS-CHAVE: *Educação. Formação de professores. Revisão sistemática.*

¹ São Paulo State University (UNESP), Rio Claro – SP – Brazil. PhD student in Education. ORCID: <https://orcid.org/0000-0003-2881-1246>. E-mail: lm_luana@hotmail.com

² Federal Institute of São Paulo (IFSP), Itapetininga – SP – Brazil. Professor at the Pedagogical Training Coordination. PhD in Human Development and Technologies and PhD in Geography (UNESP). ORCID: <https://orcid.org/0000-0002-1870-7528>. E-mail: ivanfrt@yahoo.com.br

³ University of São Paulo (USP), São Paulo – SP – Brazil. Retired professor at the Faculty of Education. PhD in Education (USP). ORCID: <https://orcid.org/0000-0002-1873-4526>. E-mail: mdoport@uol.com.br

RESUMEN: Este artículo fue elaborado en forma de revisión sistemática, produciendo un Estado del Conocimiento sobre la relación entre la afectividad y el saber de la práctica docente, referente al período de 2014 a 2018. Se trata de un relevamiento de tesis y disertaciones en las que se inventariaron cinco (5) disertaciones y dos (2) tesis. Al final, constatamos la necesidad de que los procesos de formación docente se desarrollen desde una estrecha relación entre la institución formadora y la educación básica; y que la educación no tiene lugar en la fragmentación afectivo-cognoscitiva, también es necesario propiciar condiciones para el desarrollo de los afectos.

PALABRAS CLAVE: Educación. Formación de profesores. Revisión sistemática.

First words

[...] the continuous presence of affectivity in social interactions, in addition to its continuous influence on cognitive development processes. In this sense, it can be assumed that the interaction that occurs in the school context is also marked by affectivity in all its aspects. It can also be assumed that affectivity is constructed as a factor of great importance in determining the nature of the relationships established between subjects (students) and the various objects of knowledge (areas and school contents), as well as in the disposition of the students in the face of the proposed and developed activities (LEITE; TASSONI, 2000, p. 9-10).

This article, derived from a master's thesis defended at the Graduate Program in Education, at the Federal University of São Carlos, Sorocaba campus (MONTEIRO, 2020) presents a state of knowledge (cf. ROMANOVSKI; ENS, 2006) regarding a tripartite relationship between affectivity, knowledge of teaching practice and initial teacher training. For some time now, we have been looking at affectivity as a fundamental element of teaching, as a mediating practice, based on the relationship with the development of cognitive processes (MONTEIRO; FORTUNATO, 2020). It is therefore necessary to be guided by the current state of production in this field, as a way of recognizing possible forms of affective intervention in teaching, particularly in the processes of initial training.

To better understand this relationship between affectivity and training for teaching, it was necessary to revisit the field of research already produced, with the objective of identifying which thematic approaches and theoretical references guide their investigative movements, which are the directions given and the gaps evidenced in the specific field of search. Considering these objectives, we used bibliographic mapping as a methodological apparatus (FORTUNATO; SCHWARTZ, 2019), understood as a “systematic process of gathering and describing information about the research produced on a specific field of study, covering a certain space (place) and period of time” (FIORENTINI *et al*, 2016, p. 18), which made it

possible to carry out a descriptive and systematic projection of approaches, recurring themes, conclusive referrals and investigative gaps.

To achieve these purposes, the article has been organized into five sections. We started with a necessary discussion between affectivity and teaching, looking for elements to reaffirm their relationship. Hence, we follow the description of the procedures taken to carry out the mapping in the CAPES Catalog. Subsequently, the theses and dissertations identified in the mapping were systematically inventoried, placing them in the context of their production. In the fourth section, analytical lenses were placed on the inventoried material, identifying the objectives and teaching knowledge of each dissertation and thesis to then seek a possible organization of what was developed on the affectivity relationship, teaching knowledge and initial training. In the last section, we organize a dialogue with the inventoried material regarding the importance of affectivity in teacher education.

In the end, it is hoped that this work will make it possible to launch different approaches to the theme of affectivity in teacher training processes, understanding it as a founding element of education itself, as it concerns the promotion or interference of human relationships involved in educational processes. It is also expected to motivate the development of new research, based on this very necessary field, however still little investigated.

The relationship between teaching and affectivity

Humanity has developed, throughout its existence, models of culture, namely, ways of thinking, feeling and, therefore, acting, which are deeply inscribed in the cognitive and sensitive organization of human beings, allowing them to express visions of world, beliefs, myths, ideas, activities and behaviors. Such cultural models, in turn, are reflected in the way individuals understand each other, socially relate and develop their institutions.

In the West, this perception of oneself, of the other and of the world has been forming since the scientific revolution of the 16th-17th century, mainly through the mediation of a science that believes itself to be rational, “purified” of obscurantist beliefs and prejudices, therefore safe harbor of a new process of knowledge that will produce valid and universal theories. Implicit in this belief are the assumptions, first, that human beings are endowed with a rationality capable of allowing them to know the real and to act freely and properly to achieve their ends; second, that nature constitutes an order from which its movements and phenomena derive, whose laws make it possible to reach an ideal knowledge, that is, once the initial conditions are given, the result will be produced independently of place and time; and third,

that these assumptions are reflected in the organization of the institutions of a group or society, especially in the belief in its constitutive legality.

However, scientific development itself began to show some “holes” in this idealized uniformity. First, an obvious conclusion, human beings are not fully programmed by their culture. Especially the development of research on human behavior in the fields of psychology and psychiatry in the turn of the 19th to the 20th centuries showed that there are more mysteries between the biological and the psychological that positivist science does not know or does not want to know. The iconic image of this relationship is that of the iceberg, whose tip, minimal in relation to the whole, is the level of consciousness, of the rational ego; and the submerged part, almost the totality, is the level of the unconscious, of the deep and almost unknowable, but that stirs under the apparent tranquility of the surface. But it cannot remain tamed all the time, making itself known through acts, emotions and feelings, at the affective level. We owe these discoveries mainly to Sigmund Freud and Carl Gustav Jung.

Another tsunami in this peace of scientific knowledge was caused both by the postulates of the theory of relativity, by Albert Einstein, and by the quantum phenomena observed especially in physics by the researchers Max Planck, Louis-Victor de Broglie, Werner Heisenberg, Max Born and Erwin Schrödinger. In practice, this idea of order and stability of the world begins to fall apart in the face of the basic principle now established by the new discoveries: we only know about the real what we introduce into it, that is, if we do not intervene in it. It is the person, as author and subject of the world, who is at the center of knowledge, and nature is at the center of the person. Therefore, being structurally limited the rigor of knowledge and the human being endowed with a hidden side that is little known, one can only aspire to approximate results in science and the behavior of human beings still lacking explanations, about themselves and their relationship with the environment. other. In short: it is the acceptance of the objective-subjective relationship, whose terms can be opposed, but never mutually excluded.

However, in a world that is still highly bureaucratized, which, in the words of Lulu Santos, walks “at an ant and unwilling step”, it was to be expected that in the school institution, also subjected to a bureaucratizing and bureaucratizing process, this other perception of the world costs so much as to break – literally – the walls that surround it. However (and there always are), even being dominated by an eminently rational pedagogical discourse, the school institution is still strongly influenced by the dominant sociocultural imaginary. This means that the pedagogical discourse - an institutionalized saying aimed at education -, whose objective is to legitimize certain aspects to the detriment of others and, through this legitimation, establish

the truth, pulls the cover over itself so much that it ends up discovering what it was intended to cover: the personal, affective side of the relationships established at school, especially between teachers and students.

We understand, as Leite and Tagliaferro (2005), the manifestation of affectivity as inherent to the teaching practice and the educational process. However, it has been taken as trivial, or even irrelevant, in the processes of initial and continuing teacher education. Soligo (2018, p. 13, our translation), when describing affectivity in teaching practice, reported that “in the view of basic education teachers, affectivity is a component of subjectivity, which should be avoided in the school space, left outside so as not to get in the way”. In addition to this record, Soligo (2008, p. 13, our translation) also referred to understandings that point to affectivity as “a lack of affection, affection, caressing and a dimension that creates an obstacle to learning”. This is a typical example of what we said above: the belief in a rational science, developed by researchers who examine fundamentally human phenomena, as if they could be absent precisely in this humanity.

So, before proceeding with our objective, it is worth clarifying what the term affectivity reveals (or reveals) about the relationship between the teacher and the student. Several definitions and notions open to this explanation, which are by no means exclusive. Let us cite a few.

In general, affectivity is understood as the set of psychic phenomena that are experienced and experienced in the form of emotions and feelings, and whose relationships and bonds created are reflected in attitudes and behaviors. In summary, we can say that there is always “something more” to be considered in personal relationships: the perception that in these relationships we are “affected” by a sensation - pleasant or not, of attraction or repulsion -, which we do not know how to define, but only experience. At least at first. In this way, affectivity is not just knowing, it is feeling. You don't learn affection, at the most by dealing with it, and that's when it doesn't irrevocably take care of us. What can be learned is to recognize what affects us, if not the why of the thing, but the how, making us more aware of our own attitudes and what can trigger good and bad behavior, approaching or moving away from potential situations.

The word affectivity derives from the Latin *afficere*, *affectum* (past participle *affectus*) which means to produce impression, composed of the particle *ad* = in, for, and *facere* = to do, operate, act, produce, touch, move the spirit and, by extension, unite, fix. Hence affectivity, affection, from the Latin *afficere ad actio*: where the subject is fixed, he is bound. For good and for bad.

Jean Piaget, Henri Wallon and Lev Vygotsky, famous authors and specialists in the field of education, gave affectivity a high relevance in the pedagogical process. The basic principle of his theories is that only the cognitive aspect has been the main target of attention in school and teaching, with the evolution of the affective area being often forgotten, which prevents the student from reaching his maximum potential. Nevertheless, according to Leite (2012), the interactions between teacher and student, in the teaching and learning processes, are susceptible to affective impacts, positive or negative, being able to arouse pleasant or unpleasant feelings, which directly imply the quality of these processes.

Nevertheless, the interactions between the teacher and student subjects, in the teaching and learning processes, are susceptible to affective impacts, positive or negative, arousing pleasant or unpleasant feelings, which directly imply the quality of these processes. In this way, affectivity permeates the decisions made by the teacher during their practice, as an example, in the didactic choices, in the planning of teaching work, in the choices of themes, procedures and evaluation instruments, the teaching posture, the teacher-student relationship (LEITE, 2012).

In this sense, we believe it is possible (and necessary) not only to identify what affects us, but to become aware and reflect on it. That is why we aim to relate affectivity as a knowledge mobilized in teaching practice, as well as to guide it in the processes of teacher training. In other words: if I recognize what affects me, I can find a balance between what I feel and what I do. Although it is a complex and painful exercise, it is necessary to constantly guide and seek it, as a necessary movement for teaching practice. In this way, affectivity permeates the decisions made by the teacher during their practice, as an example, in the didactic choices, in the planning of teaching work, in the choices of themes, procedures and evaluation instruments, in the teaching posture, in the teacher-student relationship. Furthermore, according to Tassoni (2000), far beyond hugs and affection, affectivity comprises the representations that subjects attribute to their experiences with others. Therefore, it is possible to relate affectivity as a knowledge mobilized in teaching practice, as well as to guide it in the processes of teacher training.

Methodological procedures for mapping

To operationalize this study, resuming the route used previously (FORTUNATO; SCHWARTZ, 2019), we carried out a survey in the academic repository, the Catalog of Theses and Dissertations of CAPES⁴, which gathers data referring to research developed in national

⁴ Available in: <https://catalogodeteses.capes.gov.br/>. Access in: 10 Aug. 2019.

graduate programs. The survey considered the interval between 2014 and 2018, whose temporal delimitation allowed us to inventory a number of recent research, considering the constant changes that occur in educational demands.

In the presented repository, we carried out a search with the descriptors “teaching knowledge” and “pedagogical knowledge”, using the Boolean operator AND to combine them with the words “affection” and “initial training”. Initially, the repository indicated a number of 48 searches and, when using the indicated temporal filter, the number of results was reduced to 22.

In order to select the works that effectively responded to our search objectives, we read the abstracts of each research presented by the repository. With this procedure, we selected theses and dissertations that related the research objects teaching knowledge and/or pedagogical knowledge and the affective dimension with the practice and initial teacher training, excluding those in which affectivity appeared only as a component listed along with several other elements. and/or in which it was clearly used as a synonym for affection.

In the end, seven researches were included, being five dissertations and two theses, on which we focused, initially, to identify their production context, from the identification of objective metadata.

Inventory of theses and dissertations on affectivity and teaching knowledge: a descriptive analysis

By making an inventory of theses and dissertations, it was possible to infer information about the years of publication, the institutions, the graduate programs and respective areas of evaluation in which they were developed, as well as the regions of the country in which they were carried out.

Among the seven researches found, we found five dissertations and two theses, the dissertations being published in 2014 (01), in 2015 (02), in 2016 (01) and in 2017 (01), and the theses published in 2016 (01) and 2017 (01). The institutions where the research was carried out were: State University of Southwest Bahia, Federal University of Rio Grande do Norte, Federal University of Goiás, State University of Maringá, Federal University of São João Del-Rei, Pontifical Catholic University, Catholic University from Brasilia. These regions are located in the regions: South (01), Southeast (02), Midwest (02) and Northeast (02).

Within the institutions, the graduate programs were: Graduate Program in Science Education and Teacher Training (01), Graduate Program in Education (02), Graduate Program

in Science and Mathematics Education (01), Graduate Program in Education for Science and Mathematics (01), Graduate Program in Education: Socio-educational Processes and School Practices (01) and Graduate Program in Psychology (01). These programs are arranged within the following assessment areas: Teaching (03), Education (03) and Psychology (01).

To better express this descriptive analysis of the research, we organize the present table 01, below:

Table 01 – Theses and dissertations mapped

Order	Title	Author	Year	Institution	Graduate program	Country Region
1°	Dissertação: Estágio Supervisionado e a Formação Inicial do Professor de Matemática: Saberes Docentes e Afetividade	Angelita de Souza Leite	2014	Universidade Estadual do Sudoeste da Bahia	Programa de Pós-Graduação em Educação Científica e Formação de Professores	Nordeste
2°	Dissertação: Processo identitário e saberes docentes: um estudo a partir da prática de ensino no estágio do curso de Pedagogia da UFRN	Maria Celene de Menezes Silva	2015	Universidade Federal do Rio Grande do Norte	Programa de Pós-Graduação em Educação	Nordeste
3°	Dissertação: Investigação de uma disciplina experimental optativa no contexto do PIBID–UFG: uma leitura a partir das relações socioafetivas	Layla Karoline Tito Alves Rocha	2015	Universidade Federal de Goiás	Programa de Pós-Graduação em Educação em Ciências e Matemática	Centro-Oeste
4°	Dissertação: O Museu Dinâmico da Universidade Estadual de Maringá: contribuições para a formação inicial em Física	Azizi Manuel Tempesta	2016	Universidade Estadual de Maringá	Programa de Pós-graduação em Educação para a Ciência e a Matemática	Sul
5°	Dissertação: Significados e sentidos da prática escolar atribuídos por alunos concluintes da licenciatura em matemática no Brasil e na Colômbia	Gustavo Javier Daza Damian	2017	Universidade Federal de São João Del-Rei	Programa de Pós-Graduação em Educação: Processos Socioeducativos e Práticas Escolares	Sudeste
6°	Tese: Humanização e docência crítica: a Arte como mediação na formação inicial de professores	Magda Machado Ribeiro Venâncio	2016	Pontifícia Universidade Católica	Programa de Pós-Graduação em Psicologia	Sudeste

7º	Tese: A dimensão axiológica na formação inicial do professor	Simone Leal Souza Coité	2017	Universidade Católica de Brasília	Programa de Pós-Graduação em Educação	Centro-Oeste
----	--	-------------------------	------	-----------------------------------	---------------------------------------	--------------

Source: Research data

In the table, we observe that researches engaged with the affective dimension in the teaching practice and with the initial formation of teachers are being carried out, turning the eyes to the teaching practice and the demand of the educational systems, evidently, in different regions of the country, with the absence of the North region. In addition, we saw the presence of the area of knowledge of Psychology, engaged in the production of knowledge for Education, which reinforces the need for different areas of knowledge to contribute to improvements in the educational process. This is particularly important when we consider that education takes place in the relationship with the other. Thus, having identified the context elements of the production of each research, we analyzed the content of each one, particularly with regard to affectivity in teacher training (and practice).

By carrying out a qualitative analysis of theses and dissertations, it was possible to dispense a critical look at the contributions made by the authors and establish dialogue bridges in relation to the objects of analysis of the present mapping, being its thematic approaches, the theoretical references that guided their investigative movements, conclusive referrals and gaps evidenced in the specific field of research. In this sense, among the seven studies analyzed, we comprise a group of five dissertations and two theses that presented, among themselves, differences and similarities that we explain below.

The dissertation presented by Angelita Leite (2014) brought as themes the mobilization of teaching knowledge during curricular practice in a degree course in Mathematics offered by UNEB. These themes were also developed by Silva (2015), when investigating the knowledge mobilized during the supervised internship, in the Pedagogy course. In addition to the practice of supervised internship as a process of building knowledge in initial training, Rocha (2015) highlighted the socio-affective relationships in the teaching practice of scholarship students from the Institutional Scholarship Program for Initiation to Teaching (PIBID) as a subject of study.

Given the presence of themes such as supervised internship and internship linked to PIBID, in investigations related to the construction of knowledge and reflection on the socio-affective relationships that constitute the teaching practice, we can signal that the relationship between the university and the school can be an important device for the teacher training process based on knowledge constituted in the relationship between theory and practice.

In the research carried out by Tempesta (2016), Damian (2017), Venâncio (2016) and Coité (2017), we identified relationships between their work themes, as they focused on the practice of teaching. Unlike other studies, Tempesta's dissertation (2016) addressed the training experience of mediating teachers in a non-formal education practice, that is, the mediation of learning within a physics museum. When analyzing the author's proposal, we can consider that even in contexts of non-formal education, the teaching practice requires mobilizing specific knowledge, as well as the possibilities of this knowledge to be guided in the processes of initial training.

Furthermore, Damian (2017) addressed the relationship between the meanings given by Mathematics undergraduate students to the teaching of Mathematics at school. Venâncio (2016) discussed Art as a humanization device for teachers in initial training, and Coité (2017) focused on the axiological dimension in initial teacher training.

The movement of analysis of these themes allowed us to show that they did not present - with the exception of the dissertation by Angelita Leite (2014) and Rocha (2015) - the words affection, affectivity or affective dimension explicitly as objects of research. However, from the training contexts investigated, affectivity emerged as a present and intrinsic element in the teaching practice. This made it possible to think about the need for research to effectively have affectivity as an object of reflection and as a central element in investigative purposes.

Throughout the analysis, we also guided the relationships between the main theoretical references identified in the research, related to the objects of affectivity, teaching knowledge and initial training, respectively, as follows:

- Regarding affectivity, the researches referenced Henri Wallon and Lev Vygotsky, Maurice Maurice Tardif, Vera Placco and Paulo Freire, Jean Piaget and Jacques Delors;
- The teaching knowledge was referenced by Maurice Tardif, Clermont Gauthier, Selma Garrido Pimenta, Paulo Freire and Edgar Morin;
- Initial teacher training by Selma Garrido Pimenta, Marcelo Garcia, Paulo Freire, Donald Schön, Philippe Perrenoud, Kenneth Zeichner, Antonio Nóvoa, Maurice Tardif, Alberto Villani, Philippe Perrenoud and Lee Shulman.

In due course, we also understand the analysis of the conclusive notes developed by the authors. Angelita Leite (2014), Silva (2015) and Rocha (2015), when approaching the themes of supervised internship and teaching knowledge, showed that the practice of internship enabled

students of undergraduate courses to approach teaching practice. This practice, when understood as a training device, allows the construction of knowledge necessary for teaching, present and arising from the pedagogical action that, in training processes limited to theoretical training, would hardly be recognized and developed. Especially if we take into account that the knowledge of teachers is knowledge mobilized and developed in their workplace, during the exercise of teaching.

Another element that was quite evident in the research was the recognition of the presence of affectivity as an element inseparable from the cognitive within the teaching and learning processes. By portraying the different experiences carried out in internship practices and training activities, in addition to teaching knowledge, future teachers identified the need to understand affectivity for the development of their practices. Whether in the development and understanding of content, in the communication between teacher and student, in the diagnosis of difficulty, and/or in the understanding of exercises.

Specifically, affectivity in the relationship with teaching practice was addressed in research by Angelita Leite (2014) and Silva (2015), called the relational dimension, being awakened from interactions with the other. Thus, they recognized the teaching action as relational, therefore imbued with affection. Furthermore, Rocha (2015) and Tempesta (2016) highlighted affectivity as an inseparable dimension to cognitive development, so that ignoring it can generate gaps in the teaching and learning process. In the same direction, Damian (2017) pointed to affectivity as a dimension directly related to cognition, emphasizing that the human being has the development of learning in an affective way, and the way the student interprets his relationship with the teacher can interfere in the process of learning. teaching and learning.

The same point of view was presented by Venâncio (2016) and Coité (2017) when they deny the strictly cognitive perspective of teaching practice, since it is also immersed in aspects related to emotion and affection. Venâncio (2016) concluded by showing that the teacher-student interaction and the affectivity present in educational practice are fundamental for teacher training, since the main focus of teaching activity is the development of students, humanization, which “assumes a leading role in formation of citizens, that is, in the construction of values, in social transformation and in the self-education of individuals, in a constant search for the knowledge of being” (COITE, 2017, p. 86, our translation).

A dialogue with data from the inventory regarding affectivity and teacher training

Considering the analysis of these researches, we identified that the authors brought as a problematization the knowledge, practices and training programs in the context of initial training, such as experiences of the mandatory internship, the PIBID, and mainly, they showed affection as an intrinsic element to teaching.

By problematizing teaching knowledge, together with the contribution of authors such as Clermont Gauthier, Maurice Tardif and Paulo Freire, they understood knowledge as a set of knowledge, skills and attitudes, developed by teachers in relation to their professional and personal experiences, in a temporal perspective, subjective and plural. Regarding teaching knowledge and practice, the authors of theses and dissertations highlighted the need for teacher training processes based on a relationship between the training institution and basic education, because, in this relationship, future teachers have the opportunity to experience the work teacher and, in a reflexive movement between theory and practice, recognize the knowledge mobilized by teachers.

These researches help institutions responsible for teacher training to guide their training programs and practices in relation to teaching knowledge, as well as, given the need for future teachers' experiences in practical contexts for the recognition of mobilized knowledge, to establish university-school partnerships. Furthermore, such theses and dissertations help to reflect on internship practices based on the development of teaching knowledge.

When dealing with affectivity in teaching practice, it was possible to recognize the constant reference to authors such as Henri Wallon and Lev Vygotsky, Maurice Tardif and Paulo Freire. In view of the contributions of these authors and the investigation of the practice, affectivity was highlighted as a dimension directly related to the cognitive dimension, present in interactions between people, being, therefore, understood as a relational dimension. Specifically linked to the teaching practice as a relational practice, affectivity is awakened in the teacher and student interaction, in a positive or negative way. Which can positively or negatively influence the teaching and learning process.

Furthermore, given the recognition of affectivity as an element present in teaching practice and necessary for the development of the teaching and learning process, the authors of the theses and dissertations studied recognized the lack of research on affectivity in the training (and practice) of teachers, reinforcing the need to develop new investigations that can strengthen, in teaching practice, the quality of educational processes. Therefore, we saw, in the inventory, a confluence of thoughts that a process of teacher training is necessary that enables

the construction of knowledge and the understanding of affectivity as a central condition for the development of teaching practice.

What can we learn from this systematic review?

Understanding the relationship between knowledge and teaching practice, the authors of theses and dissertations mapped showed the need for teacher training processes to be developed from a close relationship between the training institution and basic education, because, in this relationship, future teachers have the opportunity to experience teaching work and, in a recursive movement between theory and practice, recognize the knowledge mobilized.

These researches help institutions responsible for teacher training to guide their training programs and practices in relation to teaching knowledge, as well as, given the need for future teachers' experiences in practical contexts for the recognition of mobilized knowledge, to establish university-school partnerships. Furthermore, such theses and dissertations help to reflect on the practices of training and development of teaching knowledge.

When dealing with teaching, Tardif (2012) identified the need to think of teachers' work as a social practice, marked by constant interaction between their peers, and especially with students. Thus, he stated that it is necessary to think that the interactive dynamic marks the process of construction and mobilization of knowledge in the daily teaching practice. We agree with the author and understand that it is necessary to be aware that, for the development of teaching work, we need other knowledge, in addition to disciplinary and curricular ones. It is necessary to understand that teaching also takes place – and perhaps preferentially – based on affective human interactions.

Specifically, we are interested in the teacher-student relationship, in which affectivity can be considered a central element, as it confers the power to affect the other. As well as it affects the representations that the good as well as the interactions that are established in the social-school group, impacting in a positive or negative way the learning relationships. And whose importance, in most cases, is not recognized – or considered – as to its importance in the establishment of these relationships.

That is why the study on the importance of affectivity must be present in initial teacher training programs, and must be discussed and experienced as a fundamental element in the elaboration of training scripts that deal with the foundations and educational practice.

We do not mean to say that affectivity should be treated as knowledge that can be acquired with formally developed methods, because, being a feeling, an affection, it cannot be

rationally controlled. But yes, that it should be learned about its capital importance and consequences in the teaching-learning relationship. If not to cancel out the currents of love or repulsion for students, individually or collectively, at least to try to attenuate them by understanding what is subjective in these relationships. Subjectivity that can, with great probability, become positive, precisely with an analytical work, therefore objective and rational. But never be annulled, because it is a constitutive and fundamental part of the human being.

We understand, therefore, that it is necessary to rethink the conception of education as a largely cognitive process, accompanied by the devaluation of emotions, feelings and the potency of affections in the teaching and learning process, present in school environments. For, like human development, education does not occur in the fragmentation between affectivity and cognition. These dimensions are interconnected in a continuous polarization.

REFERENCES

- COITÉ, S. L. S. **A dimensão axiológica na formação inicial do professor**. 2017. Tese (Doutorado em Educação) – Universidade Católica de Brasília, Brasília, 2017. Available: <https://bdtd.ucb.br:8443/jspui/handle/tede/2405>. Access: 11 June 2022.
- DAMIAN, G. J. D. **Significados e sentidos da prática escolar atribuídos por alunos concluintes da licenciatura em Matemática no Brasil e na Colômbia**. 2017. Dissertação (Mestrado em Processos Socioeducativos e Práticas Escolares) – Universidade Federal de São João Del-Rei, São João Del-Rei, 2017.
- FIORENTINI, D. *et al.* O professor que ensina matemática como campo de estudo: Concepção do projeto de pesquisa. In: FIORENTINI, D.; PASSOS, C. L. B.; LIMA, R. C. R. (org.). **Mapeamento da pesquisa acadêmica brasileira sobre o professor que ensina matemática**: Período 2001-2012. São Paulo: FE/UNICAMP, 2016.
- FORTUNATO, I.; SCHWARTZ, G. Cinema, Psicologia Positiva e Resiliência: Uma revisão sistemática. **Interfaces Científicas-Humanas e Sociais**, v. 8, n. 2, p. 83-98, 2019. Available: <https://periodicos.set.edu.br/humanas/article/view/6859>. Access: 14 Oct. 2022.
- LEITE, A. S. **A Formação Inicial do Professor de Matemática**: Saberes docentes e a afetividade dos alunos em estágio supervisionado. 2014. Dissertação (Mestrado em Educação Científica e Formação de Professores) – Universidade Estadual do Sudoeste da Bahia, Jequié, 2014.
- LEITE, S. A. S. Afetividade nas práticas pedagógicas. **Temas em psicologia**, v. 20, n. 2, p. 355-368, dez. 2012. Available: <https://www.redalyc.org/pdf/5137/513751440006.pdf>. Access: 18 July 2022.
- LEITE, S. A.; TAGLIAFERRO, A. R. A afetividade na sala de aula: Um professor inesquecível. **Psicologia Escolar e Educacional**, v. 9, n. 2, p. 247-260, dez. 2005. Available:

<https://www.scielo.br/j/pee/a/g5mCH3rbzBV4r56Mbwv8pWg/abstract/?lang=pt>. Access: 26 July 2022.

MONTEIRO, L. **Saberes docentes, afetividade e formação inicial:** Um elo possível para educação. 2020. Dissertação (Mestrado em Educação) – Universidade Federal de São Carlos, Sorocaba, 2020. Available: <https://repositorio.ufscar.br/handle/ufscar/12388>. Access: 10 Sept. 2022.

MONTEIRO, L.; FORTUNATO, I. Dipendenze di affettività: Uno sguardo alla prospettiva di filosofia, psicologia e pratica didattica. **Quaderni del Dipartimento Jonico**, n. 384, 2020.

MORIN, E. **O Método 1** - a natureza da natureza. Porto Alegre: Sulina, 2002.

ROCHA, L. K. T. A. **Investigação de uma disciplina experimental optativa no contexto do PIBID-UFG:** Uma leitura a partir das relações socioafetivas. 2015. Dissertação (Mestrado em Educação em Ciências e Matemática) – Universidade Federal de Goiás, 2015. Available: <https://repositorio.bc.ufg.br/tede/handle/tede/6752>. Access: 09 July. 2022.

ROMANOVSKI, J. P.; ENS, R. T. As pesquisas denominadas do tipo “Estado da Arte”. **Revista Diálogo Educacional**, v. 6, n. 19, p. 37-50, 2006. Available: <https://periodicos.pucpr.br/dialogoeducacional/article/view/24176>. Access: 02 Sept. 2022.

SILVA, M. C. M. **Processo Identitário e Saberes Docentes:** Um Estudo a Partir da Prática de Ensino no Estágio do Curso de Pedagogia da UFRN. 2015. Dissertação (Mestrado em Educação) – Universidade Federal do Rio Grande do Norte, Natal, 2015. Available: <https://repositorio.ufrn.br/handle/123456789/20724>. Access: 15 July 2022.

SOLIGO, A. Prefácio. *In:* LEITE, S. A. S. **Afetividade:** As marcas do professor inesquecível. Campinas, SP: Mercado das Letras, 2018.

TARDIF, M. **Saberes Docentes e Formação Profissional**. 14. ed. Petrópolis, RJ: Vozes, 2012.

TASSONI, E. C. M. Afetividade e aprendizagem: A relação professor-aluno. Campinas: **23a ANPED**, p 1-17, 2000.

TEMPESTA, A. M. **O Museu Dinâmico da Universidade Estadual de Maringá:** Contribuições para a Formação Inicial em Física. 2016. Dissertação (Mestrado em Educação para a Ciência e a Matemática) – Universidade Estadual de Maringá, 2016. Available: <http://repositorio.uem.br:8080/jspui/handle/1/4477>. Access: 22 Feb. 2022.

VENÂNCIO, M. M. R. **Humanização e Docência Crítica:** A Arte como Mediação na Formação Inicial de Professores. 2016. Tese (Doutorado em Psicologia) – Pontifícia Universidade Católica, Campinas, 2016. Available: <https://repositorio.sis.puc-campinas.edu.br/handle/123456789/15728>. Access: 05 July 2022.

How to reference this article

MONTEIRO, L.; FORTUNATO, I.; PORTO, M. R. S. Afetividade e os saberes da prática docente: Uma análise de teses e dissertações. **Doxa: Rev. Bras. Psico. e Educ.**, Araraquara, v. 23, n. 00, e022017, 2022. e-ISSN: 2594-8385. DOI: <https://doi.org/10.30715/doxa.v23i00.17463>

Submitted: 11/08/2022

Revisions required: 27/10/2022

Approved: 06/11/2022

Published: 30/11/2022

Processing and publication by the Editora Ibero-Americana de Educação.

Correction, formatting, standardization and translation.

