

CONTRIBUTIONS OF CRITICAL DIALECTICAL APPROACHES TO A
DEVELOPMENTAL SCHOOL TEACHING

*CONTRIBUIÇÕES DAS ABORDAGENS CRÍTICO-DIALÉTICAS PARA UM ENSINO
ESCOLAR DESENVOLVENTE*

*APORTES DE LOS ENFOQUES DIALÉCTICOS CRÍTICOS A UNA ENSEÑANZA
ESCOLAR DESARROLLISTA*



Fernanda Couto Guimarães CASAGRANDE¹
e-mail: fernanda.cgasagrande@gmail.com



Cyntia Graziella Guizelim Simões GIROTTO²
e-mail: cyntia.girotto@unesp.br



Sandra Aparecida Pires FRANCO³
e-mail: sandrafranco@uel.br

How to reference this article:

CASAGRANDE, F. C. G.; GIROTTO, C. G. G. S.; FRANCO, S. A. P. Contributions of critical dialectical approaches to a Developmental School Teaching. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 19, n. 00, e024012, 2024. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riace.v19i00.18204>



| Submitted: 27/06/2023
| Revisions required: 19/07/2023
| Approved: 15/10/2023
| Published: 24/01/2024

Editor: Prof. Dr. José Luís Bizelli

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

¹ State University of Londrina (UEL), Londrina – PR –Brazil. Pedagogical Coordinator of the initial years, professor of the pedagogy course at UNIFIL and doctoral candidate in the Postgraduate Program in Education at UEL. (PhD student-UEL).

² São Paulo State University (UNESP), Marília – SP – Brazil. Professor of the Postgraduate Program in Education at UEL (Professor - Department of Education).

³ State University of Londrina (UEL), Londrina – PR – Brazil. Professor of the Postgraduate Program in Education at UEL (Associate Professor B Department of Education).

ABSTRACT: The objective of this research was to understand how the contributions of the Historical-Cultural Theory, Activity Theory and Study Activity Theory provide opportunities for a developmental school teaching by presenting the importance of placing the student in need of learning. When we think about the teaching and learning processes in the Early Years, we find that many pedagogical practices only require repetition and memorization actions in which the focus is only on fulfilling activities proposed in the textbook, moving away from a developmental school teaching. Therefore, the problem listed was: How do the contributions of the theories above provide a developmental school teaching? The investigation was bibliographical, choosing the following expressions as aspects of analysis: a) teaching; b) activity theory; and, c) Study Activity theory. It is descriptive research, of the documentary type and with a critical-dialectical approach. We conclude that school education is the subject of many discussions, always with the intention of boosting the development of students.

KEYWORDS: Developmental school teaching. Early Years. Historical-cultural theory. Activity Theory. Study Activity Theory. Participatory and critical training.

RESUMO: O objetivo desta pesquisa foi compreender como as contribuições da Teoria Histórico-Cultural, Teoria da Atividade e Teoria da Atividade de Estudo oportunizam um ensino escolar desenvolvente por apresentar a importância de colocar o aluno em necessidade de aprender. Ao pensarmos os processos de ensino e de aprendizagem nos Anos Iniciais, verificamos que muitas práticas pedagógicas exigem apenas ações de repetição e memorização, em que o foco é apenas cumprir atividades propostas no livro didático, distanciando-se de um ensino escolar desenvolvente. Para tanto, o problema elencado foi: Como as contribuições das teorias acima oportunizam um ensino escolar desenvolvente? A investigação foi bibliográfica, elegendo como aspectos de análise as seguintes expressões: a) ensino; b) teoria da atividade; e, c) teoria da Atividade de Estudo. Trata-se, de uma pesquisa descritiva, do tipo documental e com abordagem crítico-dialética. Concluímos que o ensino escolar é alvo de muitas discussões, sempre na intenção de impulsionar o desenvolvimento dos estudantes.

PALAVRAS-CHAVE: Ensino escolar desenvolvente. Anos Iniciais. Teoria Histórico-cultural. Teoria da Atividade. Teoria da Atividade de Estudo. Formação participativa e crítica.

RESUMEN: El objetivo de esta investigación fue comprender cómo las contribuciones de la Teoría Histórico-Cultural, la Teoría de la Actividad y la Teoría de la Actividad de Estudio brindan oportunidades para una enseñanza escolar desarrollista al presentar la importancia de colocar al estudiante en la necesidad de aprender. Cuando pensamos en los procesos de enseñanza y aprendizaje en los Primeros Años, encontramos que muchas prácticas pedagógicas solo requieren acciones de repetición y memorización en las que el foco está solo en el cumplimiento de actividades propuestas en el libro de texto, alejándose de una enseñanza escolar desarrollista. Por lo tanto, el problema planteado fue: ¿Cómo los aportes de las teorías anteriores brindan una enseñanza escolar desarrollista? La investigación fue bibliográfica, eligiendo las siguientes expresiones como aspectos de análisis: a) enseñanza; b) teoría de la actividad; y, c) Teoría de la Actividad de Estudio. Es una investigación descriptiva, de tipo documental y con un enfoque crítico-dialéctico. Concluimos que la educación escolar es objeto de muchas discusiones y estudios siempre con la intención de impulsar el desarrollo de los estudiantes.

PALABRAS CLAVE: La enseñanza de la escolar para el desarrollo. Primeros años. Teoría histórico-cultural. Teoría de la actividad. Teoría de la actividad de estudio. Formación participativa y crítica.

Introduction

A child's entry into school, more precisely in the first year of elementary school, represents an important milestone in their development, which can radically change their personality (Vygotsky, 1988). It is not enough for a child to attend school and have access to content, but it is necessary to have teaching that encourages them to learn.

When reflecting on schooling in the Early Years, it is understood that it is important that school teaching goes beyond transmitting knowledge to children, it is necessary to develop skills that allow them to act socially. This research aimed to understand how the contributions of Historical-Cultural Theory, Activity Theory and Study Activity Theory provide opportunities for developmental school teaching in the Early Years. The investigation was bibliographical, choosing the following expressions as aspects of analysis: a) teaching; b) activity theory; and, c) Study Activity theory. It is, therefore, descriptive research, of a documentary type and with a critical-dialectical approach. This text is organized, firstly, by explaining the concepts of Historical-Cultural Theory, Activity Theory and Study Activity Theory. It then analyzes articles produced on developmental teaching present in the databases: CAPES, BDTD and SciELO; and finally weaves around the concept of mediation, psychic function and the contributions of theories with critical-dialectic approaches to developmental teaching.

Historical-Cultural Theory, Activity Theory and Study Activity Theory: theoretical foundations

It was between 1925 and 1930 that Vigotski's studies provoked a new way of thinking about the organization of human behavior. It began to be based on social, history and culture, with historical and dialectical materialism as its main foundation. Clearly, Vigotski, based on Marxism, intended to create a conception of man, society and education. Through Vygotsky (1999), studies of Historical-Cultural Theory introduce a relationship between man, social and cultural, going beyond theories of the time that considered only the biological aspect. It considers man "... as active, social and historical and society as the historical production of men through work", states Bock (apud Gomes *et al.*, 2016, p. 8, our translation). And it is this historical character, the understanding that the individual's consciousness is not born with him, but is historical, that differentiates Vigostki 's proposal from other schools of psychology.

It is understood that it is through work, man's main activity, that he differentiates himself from other animals, because by transforming nature in order to meet his needs, he produces knowledge and changes himself cognitively (Vigotski, 2003, p. 189).

Culture is a human production and has social life and human activity as sources of this production. The individual, at the same time as he becomes a subject by being inserted in his culture, expresses his culture, constitutes himself by apprehending meanings through his social relations and, at the same time, builds culture. Thus, it is understood that social coexistence is important to transform the individual from a biological being to a social human being. It can be seen from this that every human being is born in an environment where there are certain values that are built and transformed.

Leontiev, in turn, considers the social and man's relationship with reality as part of human development, and states that “what directly determines the development of the child's psyche is his own life, it is the development of the real processes of this life, of this activity both interior and exterior” (Leontiev, 2004, p. 310, our translation). With this, he developed the theory of activity as an unfolding of the historical-cultural conception and with the aim of showing that human psychic development is related to human activity. Therefore, the concept of activity goes beyond developed physical actions, it encompasses psychic ones, that is, “human activity involves external and internal actions” (Leontiev, 1978, p. 45, our translation). He discovered that when the subject establishes a relationship with the object, this will happen through some structural components: need, the object and the reason.

Need is the driver of the individual's activity. From the moment he realizes his need for something, he is able to take action, because it starts to make sense to him and he plans actions so that his needs are satisfied, because at that moment he starts to have a reason to act. “The main and first feature of every need is that it has an objective” (Leontiev, 2004, p. 40, our translation). An activity that does not have a reason lacks meaning for the individual who carries it out. Without reason, the object and the need do not produce activities. According to Leontiev (2004, p. 45, our translation), “The reason for activity is what, reflected in the human brain, excites him to act and directs the action to satisfy a specific need.” The author further explains that in the relationship between the subject and the object, the activity is achieved through actions, operations and tasks, raised by needs and reasons.

Actions have both intentional and operational aspects and an action can have different operations that will change according to the conditions of execution of the action.

Thinking about this movement in the classroom means considering the needs of children. It is about being aware that it is necessary to create in children the need to learn, as no one is interested in a subject if they do not need to understand the meanings in the methodological proposals. As the child realizes the need for the subject, their engagement increases, they feel motivated by the desire to learn and list actions and operations to meet that need. Do current classes lead students to need to learn certain content?

The child cannot master the principles of action based on classes with repetitive exercises, only when they can analyze objectives and plan actions, that is, understand the object as a significant social practice that can have learning motives (Clarindo; Miller, 2016, p. 5).

From the Activity Theory, other researchers dedicated themselves to the development of this theoretical conception, with three developments: the Elkonin, Davidov and Relpkin system, the Zankov system and the Galperin and Talizinia system. The developmental didactics of the activity of Elkonin, Davidov and Repkin emerged in 1950 and created strength in the curriculum in Russia and Ukraine from 1991, with the end of the Soviet Union.

The term developmental didactics is contextualized in the defense that Vigotski already made, that to enhance development it is necessary to teach based on the possibilities that the subject has, his level of difficulty, in order to understand what he does not yet understand.

Also called Study Activity Theory, it has the structure of the general concept of activity and is the main activity in the schooling process; Normally, it begins with the child's entry into elementary school, at which point new demands arise and the child's interest in games and playing begins to decrease and he begins to have an interest in the world of letters and numbers. At this moment, then, she is concerned with the construction of theoretical thought.

The Study Activity is not innate, but something that children learn to carry out when they are intentionally inserted into the schooling process. According to readings carried out by Davidov, "organizing a study activity for children requires introducing new ways and means to carry it out, going beyond the usual: reading, writing and calculation" (Mame; Miguel; Miller, 2019, p. 8, our translation), moving from the abstract to the concrete, analyzing, reflecting, planning mental actions and conceptual elaboration. It does not occur naturally and the teacher has a fundamental role at this time, which is to lead the child to understand the meanings in the methodological proposals, to organize study tasks, actions, control and evaluation, creating situations of development and of an autonomous stance, since the teaching should drive development. It is also important to think more about the quality than the quantity of the study, and encourage the child to engage, so that they create needs and perceive reasons to learn.

On the contrary, when students are moved to learn already formulated concepts without the need for experimentation, even though they need to create learning strategies, the study activity is not carried out, as there was no transformation of and in the assimilated content.

As we have seen, the concepts of Historical-Cultural Theory, Activity Theory and Study Activity Theory are fundamental assumptions for the teacher to know and base their pedagogical intentionality, as they are three theories that engage, support and direct developmental school teaching.

Methodology: articles produced about developmental teaching present in the databases

This study was based on the research method of historical-dialectical materialism, which is characterized by the movement of thought, by the historical materiality of men's lives in society. In this movement of understanding and apprehending what is actually known about the subject to be studied, a bibliographical, descriptive, documentary-type research was carried out between December 2022 and January 2023. The investigation was bibliographical, choosing the following expressions as aspects of analysis: a) teaching; b) Study Activity theory; c) Developmental Teaching. An advanced search was considered, maintaining the publication criteria of five years and the group of words in all indexes.

The choice of expressions was firstly due to the fact that teaching is our study interest, secondly, because they contemplate principles of teaching that defend paths that lead the student to have a learning process that generates development. The objective of the research was to understand how the contributions of Activity Theory and Study Activity Theory discuss developmental school teaching, as it is presented and reflected in the initial years. The search was carried out in the CAPES, BDTD and SciELO databases. We searched by subject, with descriptors: Teaching, Study Activity Theory, Developmental Teaching. We used as a search strategy Teaching AND Study Activity theory AND Developmental Teaching. The filter was between the periods from 2018 to 2022. We obtained 13 texts as search results, as shown in the following table:

Table 1 – Capes database

Year	Title	Author	Source
2018	The Study Activity according to VV Repkin: a critical approach from the perspective of the Theory of Subjectivity	Roberto Valdes Puentes Cecília Garcia Coelho Cardoso Paula Alves Prudente Amorim	Teaching and Journal
2018	From teaching diagnosis to the systematization of the imitation-creation unit, a didactic-training intervention with the teacher trainer	Walêska Dayse Dias de Sousa	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
2019	The theoretical-practical unity of didactic-training intervention in the context of teaching	Patrícia Lopes Jorge Franco Andréa Maturano Longarezi Fabiana Fiorezi De Marco	Science & Education
2019	Contributions of teaching Physical Education to working with theoretical knowledge at school	Carolina Picchetti Nascimento Elaine Sampaio Araujo	Teaching In Re-Vista
2021	Equivalent parts, measures and fractions the movement of theoretical thinking of teachers who teach mathematics	Irajide Oliveira Romeiro Vanessa Dias Moretti	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
2021	Study activity and human development: the double movement methodology in teaching	Eliane Silva José Carlos Libâneo	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
2021	Basic concepts of VV Davidov 's theories: contributions and challenges for research and teaching-learning of mathematics	Marilene Ribeiro Resende	Public Education Journal
2021	Physical Education in High School study activity and possibilities for developing conscious body movement in adolescence	Marcos Jerônimo Dias Júnior Sandra Valéria Limonta Rosa	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
2022	Developmental Teaching Theory and Teaching Guiding Activity in the systematization of the numbering system in the context of initial teacher training	Josélia Euzébio da Rosa Fabiana de Souza Marcelo	Mathematics Education Journal (Remat)
2022	Aesthetic literacy in peasant awareness an analysis based on Historical-Cultural theory	Gustavo Cunha de Araújo	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
2022	Developmental Teaching Theory and Teaching Guiding Activity in the systematization of the numbering system in the context of initial teacher training	Josélia Euzébio da Rosa Fabiana de Souza Marcelo	Journal of Mathematics Education (REMat)
2022	Comic books as a language to represent peasant reality from a historical-cultural perspective	Rosane Gomes de Araújo Martins Gustavo Cunha de Araujo	Educar Mais Journal
2022	Didactics and Early Childhood Education: principles for developmental teaching	Lazaretti, Lucineia Maria	Obutchénie Journal

Source: Prepared by the authors

Table 2 – BDTD database

Year	Title	Author	Source
2018	Study activity of the concept of linear transformation from the perspective of the theory of developmental teaching of V. Davydov	Aline Mota de Mesquita Assis	Brazilian Digital Library of Theses and Dissertations (BDTD) Pontifical Catholic University of Goiás
2019	Teaching for the formation of concepts in science: contributions from Davydov's theory of developmental teaching	Eude de Sousa Campos.	Brazilian Digital Library of Theses and Dissertations (BDTD) Pontifical Catholic University of Goiás
2019	Developmental didactic experiment in mathematics in the context of the pedagogy course	Mariana da Silva Fontes	Brazilian Digital Library of Theses and Dissertations (BDTD) Unisul
2019	Theater and human development: theoretical-methodological approaches to teaching "tragedy" in art textbooks	Ana Lara Vontobel Fonseca	Brazilian Digital Library of Theses and Dissertations (BDTD)
2020	Study activity in elementary school according to the theory of developmental teaching by V. Davydov and contributions by M. Hedegaard: a didactic experiment in science	Eliane Silva	Brazilian Digital Library of Theses and Dissertations (BDTD)
2020	Teaching-learning statistics in the early years: a study in the light of developmental theory	Elzilene Maria Lopes de Souza.	Brazilian Digital Library of Theses and Dissertations (BDTD) Pontifical Catholic University of Goiás
2020	Developmental theory and assessment in physical education classes	Bruna Gisele Barbosa	Brazilian Digital Library of Theses and Dissertations (BDTD)
2020	Physics in high school: teaching and learning the concept of heat in the conception of Davydov's theory with contributions from Hedegaard	Carmes Ana da Rosa Batistella	Brazilian Digital Library of Theses and Dissertations (BDTD)
2020	developmental teaching theory to the formation of the concept of area calculation in the 5th year of elementary school	Luciene Santana de Souza Brito	Brazilian Digital Library of Theses and Dissertations (BDTD)
2021	Organization of teaching that enables students to reveal the genesis of the concept of fraction at a theoretical level	Juliana Nobre Nóbrega	Anima Education
2021	Movement of mathematical thinking at a theoretical level based on the multiplicity relationship by students deprived of their freedom	Francisco Carneiro Braga	Anima Education

Source: Prepared by the authors

Maintaining the same search criteria, in the SciELO database, no texts were found. Refining the search with the expressions: a) Teaching; b) Study Activity Theory using the indexer *and* in the possibility of all indexes and not including the expression developmental teaching, with a filter from 2018 to 2022, 20 texts were found. When analyzing the results, it was possible to see that they deal with the most diverse topics. Further refining the research, the criterion of quotation marks was added to the terms “study activity theory”. In this way, it was possible to locate a text:

Table 3 – Database – Scielo

Year	Title	Author	Source
2022	Study activity theory and realistic mathematics education: articulation and possibilities	Dayene Ferreira dos Santos, Gabriel dos Santos e Silva, José Carlos Miguel	Scielo

Source: Prepared by the authors

In a third attempt, in the SciELO database, we searched keeping the expressions and quotation marks in the term “study activity theory”, adding the indexer *or* for developmental didactics, making it possible to find three texts:

Table 4 – Databases: scielo

Year	Title	Author	Source
2019	The theoretical-practical unity of didactic-training intervention in the context of teaching	Patrícia Lopes Jorge Franco Andréa Maturano Longarezi Fabiana Fiorezi De Marco	Science & Education
2022	Study activity theory and realistic mathematics education: articulation and possibilities	Dayene Ferreira dos Santos, Gabriel dos Santos e Silva, José Carlos Miguel	Scielo
2022	developmental teaching theory	Raquel A. Marra da Madeira Freitas José Carlos Libâneo	Education and Research

Source: Prepared by the authors

With the change in the search, maintaining the expressions, without quotation marks in the term theory of study activity, using the indexer *or* for the term developmental didactics with the use of quotation marks, the same texts as the last search were found.

Moving on to the next objective of the research, which is to know the academic works that address the Study Activity Theory in the initial years, we revisited the texts found in the three previous bases mentioned, and through prior reading, we selected those works that addressed the Study Activity Theory in the early years. We arrived at this result:

Table 5 – Results of the Study Activity Theory Early years

Base	Year	Title	Author	Source
Capes	2019	The theoretical-practical unity of didactic-training intervention in the context of teaching	Patrícia Lopes Jorge Franco Andréa Maturano Longarezi Fabiana Fiorezi De Marco	Science & Education
Capes	2021	Study activity and human development: the double movement methodology in teaching	Eliane Silva, José Carlos Libâneo	Obutchénie Journal. Journal of Didactics and Pedagogical Psychology
BDTD	2020	Study activity in elementary school according to the theory of developmental teaching by V. Davydov and contributions by M. Hedegaard: a didactic experiment in science	Eliane Silva	Brazilian Digital Library of Theses and Dissertations (BDTD)
BDTD	2019	Teaching for the formation of concepts in science: contributions from Davydov's theory of developmental teaching	Eude de Sousa Campos.	Brazilian Digital Library of Theses and Dissertations (BDTD) Pontifical Catholic University of Goiás
BDTD	2020	Teaching-learning statistics in the early years: a study in the light of developmental theory	Elzilene Maria Lopes de Souza.	Brazilian Digital Library of Theses and Dissertations (BDTD) Pontifical Catholic University of Goiás
BDTD	2020	developmental teaching theory to the formation of the concept of area calculation in the 5th year of elementary school	Luciene Santana de Souza Brito	Brazilian Digital Library of Theses and Dissertations (BDTD)

Source: Prepared by the authors

Through reading, analysis and reflection around each work mentioned above, we noticed that the research carried out considers that children enter school with a broad view of the world, they take with them a history, experiences that may or may not continue. However, they are knowledge that comes from life events, and it is up to the school to systematize them. The works discuss the relationship between learning and development, considering that they are present in the subject's life from the first days of life and must be considered in the teacher's performance.

Developmental school teaching

Learning and development are neither synonymous nor independent. Learning has value when it itself is a source of development and is characterized by qualitative leaps from one level to another and it is these leaps that guarantee development. Development involves elementary psychological functions and higher psychological functions. Development is understood here as the transformation of the subject within himself and with his environment.

According to Vigotski, Luria and Leontiev (2010), elementary psychological functions are those involuntary such as memory, attention, among others that both animals and man have and the higher psychological functions are exclusive to man, an example, the abstract thought. For the author, teaching has the capacity to develop students' thinking and personality, leading to the formation of theoretical thinking. The challenge lies in the organization of teaching.

We assume that the school must be a space that leads the individual to develop. Davidov (1988), considers schools that only provide students with isolated information and facts to be insufficient. The school needs to teach how to think dialectically, teaching that activates internal processes and boosts the mental development of students. It must prioritize the formation of scientific thinking. According to Libâneo and Freitas (2013, p. 339, our translation) the theoretical concept is, “at the same time, the mental reflection of the material object and the mental action of reproducing it mentally [...] does not seek the apparent and common external similarities to objects in a given class, but it reveals the interrelations and traits of apparently isolated objects as a whole, highlighting their links and contradictions”.

It is important to know how to distinguish spontaneous concepts from scientific concepts, although both are important and complement each other in the student's training process, they have different paths that need to be considered in teaching. Spontaneous concepts are those formed before or during school life, in the subject's everyday relationships, they are

superficial notions of objects. Scientific ones, on the other hand, involve complex mental structures, a broad and deep apprehension of reality, in which the object of knowledge will be understood in its origin, in its historical development and in its relationship with other elements of reality.

Mediation is what forms the relationship between the individual and the object of knowledge. The mediating elements are distinguished and refer to the use of instruments and signs. As the individual operates new relationships with these instruments and signs, learning takes place that leads to development, that is, from that moment on, new learning and actions will develop, new relationships with the object of knowledge. And in this mediation process, mentally the individual performs and develops higher psychological functions: attention, reasoning, memory, organizational capacity, among others (Vygotsky, 2000, p. 244). It should be noted that development is directly related to culture, so it is necessary to consider direct implications for teaching, leading the teacher to consider that he or she is the mediator of socially valued culture and school knowledge.

Vygotski (2004) in his work “The development of the human psyche”, says that to understand the concept it is necessary to appropriate the elements that are related and linked to it, as new formations occur through relationships carried out with the environment and that become learning, which is why the school's defense recognizes that the human being is not a biological result, but of a relationship with cultural objects and, therefore, must provide knowledge and understanding of cultural objects in their relationships of significance.

It becomes relevant to think about current school education, which is often the target of questions regarding its quality and effectiveness. What we see are means and procedures of a reproductive activity focused on traditional teaching, in which there is a limitation to the particularities and learning needs of students, a prioritization of stigmatized content, resulting in a lack of engagement and belonging of students in the environment and the dependence on the teacher's constant mediation for the child to carry out school activities.

However, the school is the institutionalized space for the development of new training and, therefore, it is essential to create an education system that considers the student's developmental role and that defends the capacity for educational influences.

This is possible when the teacher is the subject of his work, he is trained to be active in what he does, instrumentalized by what science has produced, going beyond a mere repetition of pages from the textbook, but becoming a mediator of the ability to develop a teaching activity and not just an assistant to the student in carrying out the simple actions proposed for them with

the aim of carrying out school activities. When the teacher allows children to participate, exchange experiences, talk, he ensures that at this moment there is an above or average level in the group. Thus, the teacher works based on what is known by the group (Sforni, 2015) and when the teacher considers, investigates, problematizes, he forms the student's need to learn. It is also important that teaching and learning activities require a subject in need of learning, which provides conditions for children to develop, resulting in education for self-development.

When children do not identify their needs in relation to the content, they can even learn. Learning to answer a questionnaire, learning to carry out the mechanical activities proposed by textbooks, but you will not become an autonomous subject, capable of acting independently in the face of theoretical knowledge. It is as if the child learns for that moment and for a school objective, often carrying out the final assessment, but not to act in their social sphere.

Final remarks

The research carried out made it possible to see that there is work around the insertion of the Study Activity Theory in the Early Years in the most diverse areas of knowledge, and that in all cases it was found that the method is favorable for the teaching-learning of students. There was also an understanding of the importance of creating an education system in which it is recognized that there is a mutual relationship between teaching, learning and development. As teaching favors development, it also depends on it and drives it.

The content taught in schools is often distant from the child's reality and rarely takes into account their needs. The priority is to comply with the formal content proposed by the guiding documents, generating content-based classes without connection to the reality in which the child is inserted. It is not uncommon to see students disinterested in what is proposed in classes, looking for justifications as to why that or this content, why it is necessary to copy so many things in their notebooks, memorize so many rules, formulas, etc.

Starting from the Historical-Cultural Theory, the Activity Theory and the Study Activity Theory, it is possible to perceive the need to formulate dialectical thinking in teaching, an organization that gives children the opportunity to create proximity to what is presented to them, resulting in creative learning. As the teacher encourages the child to have a need to learn, involvement in learning changes, more humanitarian behavior occurs, acquiring a new way of being and thinking, meanings occur.

It is with the opportunity to create meaning in subjects that school needs to be thought of in order to bring the child closer to the concrete reality of its contents and the subject's own activity. It is important that those involved in learning understand that meaning occurs through social activity, moving from teaching that is limited to the informative dimension with the transmission of knowledge to one that is concerned with the transformation of empirical into theoretical thinking.

Finally, it is understood that the school, based on the contributions of the Historical-Cultural Theory, the Activity Theory and, more precisely, the Study Activity Theory, will be able to contribute to the development of students' theoretical thinking, since it considers that the new relationships established by the subject with the environment expand the bond with cultural objects and understand that it is through necessity that the subject seeks to think and create meaning about knowledge.

REFERENCES

CLARINDO, C. B. da S.; MILLER, S. Atividade de estudo: ferramenta para constituição do autor nos anos iniciais do ensino fundamental. **EDUCAÇÃO**, Porto Alegre, v. 39, n. 2, p. 261-270, maio/ago. 2016. DOI: 10.15448/1981-2582.2016.2.22790.

DAVIDOV, V. **La enseñanza escolar y el desarrollo psíquico**. Prefácio. Moscou: Editorial Progreso, 1988.

GOMES, I. D.; SILVA, L. B. da; SILVA, A. M. S.; PASCUAL, J. G.; COLAÇO, V. de F. R.; XIMENES, V. M. O social e o cultural na perspectiva sócio-cultural: tendências conceituais contemporâneas. **Pepsic.**, Belo Horizonte, v. 22, n. 3, set./dez. 2016. Available at: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1677-11682016000300016. Access: 14 May 2020.

LEONTIEV, A. **O desenvolvimento do psiquismo**. Lisboa: Livros Horizonte, 1978.

LEONTIEV, A. **O desenvolvimento do psiquismo**. Tradução: Rubens Eduardo Frias. 2. ed. São Paulo: Centauro, 2004.

LIBÂNEO, J. C. FREITAS, M. DA M. A. R. Vasily Vasilyevich Davydov: a escola e a formação do pensamento teórico-científico. In: LONGAREZI, M. A. E PUENTES, V. R. (org.). **Ensino desenvolvimental: vida, pensamento e obra dos principais representantes russos**. Uberlândia, MG: EDUFU, 2013.

MAME, O. A. C.; MIGUEL, J. C.; MILLER, S. Atividade de estudo: sua contribuição para o desenvolvimento do pensamento teórico da criança em situação escolar. **Acta Scientiarum. Education**, [S. l.], v. 42, n. 1, e45463, 2019. DOI: 10.4025/actascieduc.v42i1.45463.

SFORNI, M. S. de F. Interação entre Didática e Teoria Histórico Cultural. **Educação e Realidade**, Porto Alegre, v. 20, n. 2, p. 375-392, abr./jun. 2015. Available at: https://www.scielo.br/scielo.php?pid=S2175-62362015005045965&script=sci_abstract&tlng=pt. Access: 05 May 2020.

VIGOTSKI, L. S. *Psicologia Pedagógica*. Tradução: Claudia Schilling. Porto Alegre: Artmed, 2003.

VIGOTSKI, L. S.; LURIA, A. R.; LEONTIEV, A. N. **Linguagem e Pensamento**. São Paulo: Cone, 2010.

VIGOTSKI, L. S. **Teoria e método em psicologia**. São Paulo: Martins Fontes. 2004

VIGOTSKY, L. S. **A construção do pensamento e da linguagem**. Tradução: Paulo Bezerra. São Paulo Martins Fontes, 2000.

VYGOTSKY, L. S. Aprendizagem e desenvolvimento intelectual na idade escolar. *In*: VYGOSTKY, L. S; LURIA, A. R.; LEONTIEV, A. N. **Linguagem, desenvolvimento e aprendizagem**. 5. ed. São Paulo: Ed. Ícone, 1988. p. 103-117.

VYGOTSKY, L. S. **Teoria e método em Psicologia**. São Paulo: Martins Fontes, 1999.

CRediT Author Statement

Acknowledgments: To the State University of Londrina and the Department of Education for enabling and issuing approval of the research at a collegiate meeting.

Financing: Not applicable.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: The work passed the ethics committee of the State University of Londrina. **READING AND STUDY ACTIVITIES:** pedagogical practices with literary reading in Basic Education. **Researcher:** Sandra Aparecida Pires Franco. **Proponent Institution:** UEL CECA - Department of Education. **Version:** 2. **CAAE:** 31710520.0.0000.5231. **Opinion Number:** 4,029,707.

Availability of data and material: All data is available in the researcher's lattes, such as the project description, components and publications originating from this research project.

Author contributions: Fernanda Couto Guimarães Casagrande carried out the data collection, analysis and interpretation of the data, the author Sandra Aparecida Pires Franco, collaborated in the bibliographic indication, theoretical writing, review of the writing and data collection and the author Cyntia Graziella Guizelim Simões Giroto, collaborated in the bibliographic indication and review of the writing and bibliography.

Processing and editing: Editora Ibero-Americana de Educação.
Review, formatting, standardization, and translation.

