A PSICOPEDAGOGIA NA ALFABETIZAÇÃO DE CRIANÇAS COM DIFICULDADES DE APRENDIZAGEM

LA PSICOPEDAGOGÍA EN LA ALFABETIZACIÓN DE NIÑOS CON DIFICULTADES DE APRENDIZAJE

PSICOPEDAGOGY IN LITERACY OF CHILDREN WITH LEARNING DIFFICULTIES

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RESUMO: O presente artigo tem como objetivo principal investigar as dificuldades de aprendizagem enquanto limitadoras do processo de alfabetização. Nesse contexto, utilizou-se para a investigação de diversos referenciais teóricos voltados para o esclarecimento da importância do psicopedagogo, seu trabalho interventivo e preventivo e seu papel no ambiente escolar e ao educando, a partir do seu contexto social, cognitivo, psíquico e orgânico. Utilizou-se como metodologia para esse estudo uma revisão de literatura, analisando diversas bibliografias, baseada em autores renomados que estudaram profundamente a temática abordada. Após analisar, reafirma-se que a Psicopedagogia contribui para a Educação ampliando as possibilidades de buscas e reflexões sobre o processo de aprendizagem.

PALAVRAS-CHAVE: Alfabetização. Psicopedagogia. Dificuldades de aprendizagem.

RESUMEN: *El objetivo principal de este artículo es investigar las dificultades de aprendizaje como la limitación del proceso de alfabetización. En este contexto, se utilizó para la investigación de varias referencias teóricas para clarificar la importancia del psicoeducador, su intervención y trabajo preventivo y su papel en el entorno escolar y la educación, desde su contexto Social, cognitiva, psíquica y orgánica. Se utilizó como metodología para este estudio una revisión de la literatura, analizando varias bibliografías, basadas en reconocidos autores que estudiaron profundamente el tema abordado. Después de analizar, se reafirma que la psicopedagogía contribuye a la educación ampliando las posibilidades de búsqueda y reflexiones sobre el proceso de aprendizaje.*

PALABRAS CLAVE: *Alfabetización. Psicología. Dificultades de aprendizaje.*

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ABSTRACT: *The main purpose of this article is to investigate learning difficulties as limiting the literacy process. In this context, it was used for the investigation of several theoretical references to clarify the importance of the psychoeducator, its intervention and preventive work and its role in the school environment and the educating, from its context Social, cognitive, psychic and organic. It was used as a methodology for this study a revision of literature, analyzing several bibliographies, based on renowned authors who studied deeply the topic addressed. After analyzing, it is reaffirmed that the psychopedagogy contributes to the education broadening the possibilities of search and reflections on the learning process.*

KEYWORDS: *Literacy. Psychology. Learning difficulties.*

Introduction

This study seeks to analyze the learning difficulties faced by students in the literacy process. In that Brazilian education historically has problems related to the literacy process, these are interconnected and complex issues that involve from the family issue, to the public policies focused on this phase of the teaching-learning process.

Around these problems were the questions that gave relevance to this work and that guide this study, they are: What contributions can the Psychopedagogy offer to reduce and try to remedy the difficulties detected in the literacy process? Can psychopedagogues as effective components of the school team favor the institution's work as mediator of the causes of students' difficulties in the literacy process and bring the community together around these challenges?

For that, it is exposed that among the factors responsible for the difficulties of the students in the process of literacy we can highlight: the family, the teacher, the methodologies, the school, the lived situations, etc.

It is emphasized that some time ago the subject only needed to know how to sign his own name to be considered literate, that is, the programs had a political purpose that disregarded the true process of literacy. Much has been done, but the reality is that problems related to difficulties in the literacy process, such as repetition and school dropout, are still observed.

In addition, despite the advances, Corrêa (2011) affirms that the required reading in the university requires student knowledge that transcend the text read.

In order to better understand the process of literacy and reading, as well as the advances they have undergone, the general objective of this article is to investigate learning difficulties as learning limiters in the literacy period. The specific objectives are: to describe the relationship between literacy and the social formation of the subject; conceptualizing learning difficulties; analyze pedagogical team discourses regarding the learning of non-literate children

in the school context, and finally show how teachers can help children with learning difficulties by reviewing their practice as a teacher.

The applied methodology was descriptive bibliographical, with a qualitative approach, based on renowned authors who studied deeply the subject, such as: Pain (2014), Bossa (2014) Fernandez (2013), Doares (2014) and Sanchez (2014), among others.

The material was carefully analyzed as a way to organize the work on complementary topics and that made the reading comprehensible, concise and clear in its objectives.

Thus, according to Fernandez (2013, p.65), the literacy of social classes who see writing as a guarantee of survival is different from other classes that interpret the fundamental writing, as well as a form of individual manifestation and art. Understanding that the difficulties of learning in the school can be considered one of the factors of conduction to the school failure.

Then, Andrade and Corsino (2011) states that children can learn to write and read through other languages, such as music, dance, among other forms.

It is necessary to understand that all have their role and that the teacher must pay attention to the different ways of teaching, creating bonds with his students through daily activities, building and rebuilding always new, stronger and positive bonds, since there are many ways to learn.

The learning process requires an integration between cognition, affectivity and action and, in students who do not present difficulties, this integration flows, allowing learning. But those who for some reason exhibit difficulties, this integration appears disorganized, which causes much tension in the situations of learning.

Thus, in school learning, there are the central elements for development to occur successfully, which are: the student, the teacher and the learning situation.

To Fonseca (2015, p. 43), the child with learning difficulties should not be classified as deficient. It is a normal child who learns differently, which presents a discrepancy between the current potential and the expected potential. As for teachers, many of them enter the academic life, still without practical experience, making them unprepared at times, to detect specificities.

In addition, when it comes to the public network, teaching methods are often altered, which can disrupt the way the teacher teaches and the safety of the teacher about his work.

Another factor influencing student learning is the conditions in which an educational institution can be found, such as: lack of safety and material, unviable sanitary conditions and still sometimes located in an area of difficult access.

In order to support the discussions that we started on the subject, we will delve into the following topic, bringing to this, the important elements for the understanding of the learning difficulties.

Understanding learning and literacy

According to Vallet (2015), learning is the process of acquiring skills, values, knowledge and attitudes, provided through lived experience or studies. It can be analyzed under different scopes. Being the imitation, a primordial process for learning.

To this end, Paim (2014) affirms that pedagogy differentiates the different types of learning, among which we mention, receptive learning (in which the subject understands the content and reproduces the same but discovers nothing), repetitive learning (when the subject memorizes the contents without understanding them or relating them with previous knowledge) learning by discovery (content is not received passively) and meaningful learning (whenever the person relates his previous knowledge with the new ones and endows it of coherence relative to their cognitive structure).

Literacy, for Andrade (2011), consists in learning the alphabet and its use as a communication code. In a more complex way, literacy can be understood as a process in which the individual constructs grammar and its variations. This step is not only synthesized in the acquisition of these mechanical abilities from the act of reading, yet in the competence to decipher, understand, criticize, re-significate and produce knowledge.

Defining learning difficulties

The term learning difficulty began to be used in the 60's and even today, most of the time, is confused by parents and teachers as a simple inattention in the classroom or disobedient children.

But learning difficulty refers to a disorder that can be generated by a range of cognitive, emotional, or neurological problems that affect any area of school performance.

Thus, Polity (2016, p. 87) points out that the difficulties currently faced in literacy are strengthened both by the inheritance of illiteracy and inequalities, as by the present (the extension of the concept of literacy and the expectations of society in relation to its results). However, it is known that the methods can exempt the student who cannot accompany him,

since he does not interpret the necessity of this one, especially of those who present learning difficulties.

However, the primary function of the school would be, for most educators, to provide students with ways to consciously and consistently learn the mechanisms of knowledge appropriation. In order to enable them to act critically in their social space.

Considering the difficulties that occur in the teaching-learning of the student, in the schools of Regular Education, the research shows that since the Pre-school the student with special needs presents difficulty of memory, conduct, low esteem.

The child who presents learning difficulties mostly presents several symptoms, such as: sadness, shyness, aggression, anxiety, difficulty interacting with colleagues. According to Fonseca (2015, p. 95):

> Nowadays, there is a moment when the needs of students with learning difficulties are increasingly present in everyday life. In fact, the school has the primary task of "rebuilding" the role and figure of the student, leaving it to be just a receiver, providing the student that is the creator and protagonist of his knowledge. It takes the student to think and seek information for their educational, cultural and personal development is one of the primary and basic tasks of education (Free translation).[2]

For this, it is essential to take into account learning difficulties, not as failures, but as challenges to be faced, and when these difficulties are addressed, this is seen as common problems in life, offering to those who have difficulties the opportunity to be independent and rebuild as a human being and individual.

In this way, the school will be inclusive when transforming not only the physical network, but the posture, attitudes and mentality of educators, and of the school community in general, to learn to deal with the heterogeneous and to coexist naturally with the differences.

To that end, education systems must respond to the educational needs of students, since the inclusive school movement, however contested it may be, is irreversible and convinces by its logic and the ethics of its social position (BOSSA, p. 74).

Thus, according to Pain (2014, p.106)

> The moment is to redo school education, following new paradigms, precepts, tools and educational technologies. The living conditions of the children's

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[2] Atualmente, vive-se um momento em que as necessidades dos alunos com dificuldade de aprendizagem estão cada dia mais presente no dia a dia. Chega-se no momento que a escola não pode ser apenas transmissora de conteúdos e conhecimentos, muito mais que isso, a escola tem a tarefa primordial de "reconstruir" o papel e a figura do aluno, deixando o mesmo de ser apenas um receptor, proporcionando ao aluno que seja o criador e protagonista do seu conhecimento. É preciso levar o aluno a pensar e buscar informações para o seu desenvolvimento educacional, cultural e pessoal é uma das tarefas primordiais e básicas da educação.

> families influence the students' learning. In several lower-class families, writing can be limited to signing your own name or, at most, playing short messages. For those who live with this world, writing as the school intends can be weird, undesirable and unnecessary. However, those who live in a social environment where they read newspapers, books, magazines, and in their family life there are often written communication and people who have the habit of reading will be easily led to acquire this habit and will become an active reader (Free translation).[3]

Consequently, to literate social classes that see writing as a mere guarantee of survival in society are different from social classes that consider writing, as well as essential, a form of individual manifestation, art and hobby.

The learning difficulties in the school can be considered one of the causes that can lead the student to the school failure.

We cannot disregard that student failure can also be understood as a failure of the school because it cannot handle the diversity of its students. The teacher needs to look at the different ways of teaching, because there are many ways to learn. The teacher must be aware of the importance of creating links with his students through daily activities, building and rebuilding always new, stronger and positive links, always seeking to motivate the students to learn, because the latter, when perceiving that presents difficulties in their learning , often begins to show disinterest, inattention, irresponsibility, aggressiveness and so on.

In this sense, Sanchez (2014, p. 77) assures that the learning difficulty is a "general term that refers to a heterogeneous group and of disorders manifested by significant difficulties in the use of reading and writing".

The same author above says that when it comes to literacy can be observed how much children are potential researchers, because these are always attentive to everything around them, so some children between three and five years in a school, following the same routine, show disinterest, do not show or exchange learning with their colleagues and teachers, bring attention to see if something is wrong or not. In this case, disorders of the nervous system may be occurring, as well as problems of conducts and social interaction, or other influences such as cultural differences, inadequate or insufficient instruction.

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[3] O momento é refazer a educação escolar, seguindo novos paradigmas, preceitos, ferramentas e tecnologias educacionais. As condições de vida das famílias das crianças influenciam na aprendizagem dos alunos. Em várias famílias de classe mais baixa, escrever pode limitar-se somente a assinar o próprio nome ou, no máximo, a reproduzir recados curtos. Para quem convive com esse mundo, escrever como a escola pretende pode ser esquisito, indesejável e desnecessário. Entretanto, os que convivem num meio social onde se leem jornais, livros, revistas, e no seu convívio familiar se escrevem com frequência e pessoas que tem o hábito de ler será levado facilmente a adquirir esse hábito e virá a ser um leitor ativo.

It is worth mentioning that the child should be seen as a whole, so that the parts can be reached and identify the possible causes of apparent difficulties, consequent obstacles to the learning process.

There are aspects that become obstacles in the cognitive area of the learner, but no one can learn beyond what their cognitive structure allows. There are also situations that can become discouraging or uninteresting, there being no affective bonds that the learner establishes with the objects and situations of learning. Improper linking also has the ability to prevent or hinder learning. For Vallet (2015, p.55)

> Another obstacle is related to the cultural environment. When the child is accustomed to a certain city, or even a neighborhood, schools are already inserted in a social environment where they have become accustomed and created affective bonds, and due to a sudden change, there may be blockages or difficulties in learning. With each change a new beginning, a new adaptation, and will not always be positive for the learner.[4]

Therefore, the educator must be aware of knowing his students and observing how each one manifests himself, not devaluing the one who is more reserved, who does not answer the questions at the time he is questioned. Contextualizing what we are discussing, Soares (2014, p.143) contributes:

> From a common sense perspective only some students have learning difficulties. Most of the class develops normally, as expected and idealized by the teacher. Unfortunately, this theory is very present in the classrooms, the educator as the owner of the truth and the students having to follow exactly what they are proposed not being able to question, then, for one who does not adapt to the form that the content is shown, having "difficulties" in learning, will be the focus of questions to get to answer what is happening with this child who does not accompany the class.[5]

Learning difficulties can arise in any situation, age and/or time of the school path. Learning requires effort, persistence, in all there are difficulties. The way in which the student reacts to the difficult situation can significantly determine his or her level of success, accomplishment and personal development.

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[4] Outro obstáculo está relacionado ao meio cultural. Quando a criança está acostumada em determinada cidade, ou até mesmo bairro, escolas, enfim, já está inserida em meio social onde se habituou e criou laços afetivos, e por determinada situação houver mudança repentina pode ocorrer bloqueios ou dificuldades na aprendizagem. A cada mudança um novo início, uma nova adaptação, e nem sempre será positiva para o aprendiz.

[5] Numa perspectiva de senso comum só alguns alunos têm dificuldades de aprendizagem. A maioria da turma se desenvolve normalmente, como se é esperado e idealizado pelo professor. Infelizmente, essa teoria esta muito presente nas salas de aula, o educador como sendo o dono da verdade e os alunos tendo que seguir exatamente o que lhes são propostos não podendo questionar, então, para aquele que não se adapta à forma que lhe é mostrado o conteúdo, tendo "dificuldades" em aprender, estará sendo o foco de questionamentos para se chegar a resposta do que esta acontecendo com esta criança que não acompanha a turma.

Major Learning Disorders that threaten the literacy process

According to the authors, the most serious disorders that cause learning difficulties are functional immaturity, cerebral dysfunction, dysphasia, dyslexia, dyscalculia, among others that we will see during this topic.

In this way, Tfouni (2013) contextualizes that Functional Imaturity is among other issues, a level of learning difficulty, since the child presents a delay in learning at some point in his life.

According to the same author above, Brain Dysfunction occurs in intelligent children, who socialize normally and communicate in a normal way. Their difficulties occur in specific areas, specific brain limitations occur, such as understanding a certain word or writing certain specific phrases.

In addition, children who experience difficulties are generally not valued by their intelligence, but are marked by their difficulties.

Still other problems are brought up such as Dysphasia that is characterized as being a difficulty that occurs in the area of language, and the child can present difficulty in level of expression or understanding. This difficulty concerns the acquisition of reading. They are children who do not elaborate sentences, express the final parts of words. Usually, there is a family history. The difficulties of associations are severe. Language thinking and association of body members are poor. Having a dominant body side and movements are deficient (POLITY, 2016, p. 32).

Neurological examination presents pathological signs. Children with school dysphasia usually speak late and the vocabulary is poor. In Dyslexia, the child has difficulty identifying the graphic symbols. The disorder is at the level of perception functions, memory and visual analysis.

For Soares (2014, p. 88) the child with dyslexia needs a repetitive phonetic work, as it will have great difficulty in fixing the phonemes. Reading requires the individual to clearly visualize the graphic forms that represent speech sounds. The potentiality of the body influences the learning and in the differential diagnosis of dyslexia.

Another disturbance that can be mentioned is Dyscalculia, which is the inability to understand the mechanism of calculation and the solution of problems. The term dyscalculia is often used when referring specifically to the inability to perform mathematical or arithmetic operations. It is, therefore, a neuropsychological disorder characterized by difficulty in the learning process of calculus and is usually observed in individuals of normal intelligence, who

present inability to perform mathematical operations and failures in logical-mathematical reasoning (FERNANDEZ, 2013, p. 65).

Attention Deficit or Attention Deficit Disorder (ADD) is characterized by a disorder in which impulses at the brain level occur at a speed that is far above normal. The consequences can be: lack of attention, impulsiveness and aggressiveness.

The school choice is a key factor in working with ADD. The teacher needs to be aware of the disorder and together with the school and the family they draw strategies to adapt the environment to the child.

To Sanchez (2014, p. 32)

> The student with ADD has to sit next to the teacher, away from the window, where many stimuli arrive. The classroom should be as clean as possible. All to prevent the child from scattering. Faced with these issues, above all, there must be readiness on the part of the school to learn the difficulties and facilities of each one. Some children are much more ready than others to use writing and reading activities because of the contact that these activities already have in the family environment and in the context in which they live. By observing the uses made by people around reading and writing (usually with a heavy load), these children perceive the social efficacy of these activities early, which are necessary conditions for the development of readiness to write their own writing.[6]

It is in the contact with reading and writing that the child will face any and all difficulties, reaching their goal of being literate. In short, there are several factors responsible for the emergence of difficulties in literacy, but above all the educator must make the work environment richer and more varied, giving children the opportunity to perform body movements and stimulate them in different ways.

Therefore, to understand a little better how this interaction between the teacher working with these disorders, the Psychopedagogue, as well as presenting how this relationship happens, below, we bring important points for this discussion.

The psychopedagogue and learning disorders

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[6] O aluno com TDA precisa sentar próximo à professora, longe da janela, por onde muitos estímulos chegam. A sala de aula deve ser o mais "clean" possível. Tudo para evitar que a criança disperse. Diante dessas questões expostas, acima de tudo precisa haver prontidão por parte da escola para aprender as dificuldades e facilidades de cada um. Algumas crianças estão muito mais prontas do que outras para usar as atividades de escrita e leitura, em função do contato que já têm essas atividades no ambiente familiar e no seu contexto em que vivem. Observando os usos que fazem as pessoas ao seu redor dos atos de leitura e escrita (normalmente revestidos de forte carga significativa), essas crianças percebem cedo a eficácia social destas atividades, condições necessárias para o desenvolvimento de prontidão para a construção da sua própria escrita.

The identity of Psychopedagogy is that its appearance clearly represents a political issue, since its existence seems to threaten the field of work of other professionals, especially those who belong to the reference groups.

To Soares (2014, p. 87)

> In practice, the psychopedagogue has as a model, roles assumed both by the psychologist in what concerns the clinical performance, and the pedagogue, in the work with learning. Historically it is from these models that the psycho-pedagogue's identity emerges with a specificity that is its own. The action of the professionals that deal with the problems of learning, starting from the daily life, constructed its praxis, establishing new ideals, thus giving elements that allow the revision of the educational action. In institutions, the psychopedagogue fulfills the important function of socializing the available knowledge, promoting cognitive development and the construction of norms of conduct inserted in a broader social project, seeking to counteract and counterbalance the need for repression.[7]

By doing so, most issues can be addressed in a preventive way, before they become real problems, and/or also interventive, if the learning difficulty is already evident. Polity (2016, 54) makes mention of the importance of prevention and psychopedagogical intervention, but also emphasizes that we cannot ignore the phase preceding these actions.

The Psychopedagogy being a preventive and therapeutic work, does not fail to result in a theoretical work. That is, in both preventive and clinical practice, the professional is always based on the theoretical referential adopted. We believe that the theory could contribute to such a reference by paying attention to the performance of school-age children.

As Pain think (2014, p. 93)

> The learning problem is not a reference term for a single disorder but a wide range of problems that affect a student's productivity and school life. It is attributed to several different causes and aspects that can impair brain function. Sometimes the learning difficulties are so subtle that this child does not seem to have a problem, but they may have average intelligence or higher and be exceptional in some areas.[8]

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[7] Na prática, o psicopedagogo tem como modelo, papéis assumidos tanto pelo psicólogo no que tange a atuação clínica, como do pedagogo, no trabalho com aprendizagem. Historicamente é a partir destes modelos que surge a identidade do psicopedagogo com uma especificidade que lhe é própria. A ação dos profissionais que lidam com os problemas de aprendizagem, a partir da cotidianidade construiu sua práxis, estabelecendo novos ideais, dando assim elementos que possibilitam a revisão da atuação educacional. Nas instituições o psicopedagogo cumpre a importante função de socializar os conhecimentos disponíveis, promover o desenvolvimento cognitivo e a construção de normas de conduta inseridas num mais amplo projeto social, procurando afastar, contrabalançar a necessidade de repressão.

[8] O problema de aprendizagem não é um termo para referência de um único distúrbio, mas a uma ampla gama de problemas que afetam o rendimento e a vida escolar do aluno. É atribuído a várias causas e aspectos diferentes que podem prejudicar o funcionamento cerebral. Às vezes, as dificuldades de aprendizagem são tão sutis que essa criança não parece ter problema, mas podem apresentar uma inteligência na média ou superior e serem excepcionais em algumas áreas.

Bossa (2014, p. 64) states that: "Learning disorders are understood as a term used to explain neurological impairment that interfere with the student's perception and processing of information, impeding their learning." However, Pain (2014, p. 65) considers the difficulty to learn as a symptom, which fulfills a positive function as integrative as learning, and which can be determined by:

> • Organic factors: related to aspects of anatomical functioning, such as the functioning of the sense organs and the central nervous system; • Specific factors: related to the specific difficulties of the individual, which cannot be verified organically, but which are manifested in the area of language or spatial and temporal organization, among others; • Psychogenic factors: a distinction needs to be made between learning difficulties arising from a symptom or inhibition. When related to a symptom, non-learning has an unconscious meaning; when related to an inhibition, it is an intellectual retraction of the ego occurring a diminution of the cognitive functions that ends up causing the learning problems; • Environmental factors: related to objective environmental conditions that may or may not favor the individual's learning.[9]

It is thus emphasized that an individual with learning difficulties does not necessarily have low or high IQ, it only means that he is working below capacity due to a difficulty factor in areas such as visual or auditory processing. Learning difficulties are usually identified in the schooling phase, by professionals as psychologists, through specific assessments of intelligence, content and learning processes (SOARES, 2014, page 43).

In general, the child with learning difficulties presents an uneven line in their development, learning difficulties are not caused by environmental poverty and/or by mental retardation or emotional disorders.

Therefore, Fonseca (2015) says that the child with learning difficulties should not be classified as deficient, but as a normal child who learns in a differentiated way, which presents a discrepancy between the current potential and the expected potential. Not belonging to any category of disability, not even a mental disability, because it has a cognitive potential that is not realized in terms of educational achievement.

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[9] • Fatores orgânicos: relacionados com aspectos do funcionamento anatômico, como o funcionamento dos órgãos dos sentidos e do sistema nervoso central; • Fatores específicos: relacionados à dificuldades específicas do indivíduo, os quais não são passíveis de constatação orgânica, mas que se manifestam na área da linguagem ou na organização espacial e temporal, dentre outros; • Fatores psicógenos: é necessário que se faça a distinção entre dificuldades de aprendizagem decorrentes de um sintoma ou de uma inibição. Quando relacionado a um sintoma, o não aprender possui um significado inconsciente; quando relacionado a uma inibição, trata-se de uma retração intelectual do ego ocorrendo uma diminuição das funções cognitivas que acaba por acarretar os problemas para aprender; • Fatores ambientais: relacionados às condições objetivas ambientais que podem favorecer ou não a aprendizagem do indivíduo.

The risk is not to detect these cases, not to provide, at the appropriate time, preventive pedagogical interventions in the maturation periods. If not detected early, school can influence and reinforce maladaptation, culminating, often later, in mental delay, delinquency or sociopathies.

Psychopedagogy interventions in the reduction of learning problems

According to Medina (2016), the interventional activities should always begin with the children, because at this stage they are in full development of the different aspects of learning.

Thus, when a child has difficulty learning, it is common for the teacher, or parents, to wait for an "awakening" or for the child to learn, sooner or later, as his classmates does.

Thus, the work of the psychopedagogues implies understanding the subject's learning situation within his own context. Such understanding requires a particular modality of performance for the situation under study, which means that there are no predetermined procedures. For Sanchez (2014, p. 54), the psycho-pedagogical activity has its central object of study around the human learning process: its evolutionary patterns. For Polity (2016, p. 85)

> "[...] their normal and pathological evolutionary patterns as well as the influence of the environment (family, school, society) on their development." Psychopedagogy studies the act of learning and teaching, always taking into account the internal and external realities of learning, taken together. And, more, trying to study the construction of knowledge in all its complexity, trying to put on equal footing the cognitive, affective and social aspects that are implicit to it.[10]

Complementing, Scoz *et al*. (2014) states that the psychopedagogue studies the learning process and its difficulties, and in a professional action, it must involve several fields of knowledge, integrating them and synthesizing them. According to Bossa (2014, p. 59), the field of action of the psychopedagogue refers not only to the physical space where this work occurs, but also to the epistemological space that belongs to it, that is, the place of this field of activity and how to approach its object of study.

Soares observes (2014, p. 107),

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[10] "[...] seus padrões evolutivos normais e patológicos bem como a influência de meio (família, escola, sociedade) no seu desenvolvimento." A Psicopedagogia estuda o ato de aprender e ensinar, levando sempre em conta as realidades interna e externa da aprendizagem, tomadas em conjunto. E, mais, procurando estudar a construção do conhecimento em toda a sua complexidade, procurando colocar em pé de igualdade os aspectos cognitivos, afetivos e sociais que lhe estão implícitos.

> The early diagnosis of learning disorders is a fundamental point for overcoming school difficulties. For the same author the psychopedagogue has the function of guiding educators and parents on the best way to deal with the child, directs the development of school reinforcement programs and the adoption of clinical and/or educational strategies that assist the child in school development. It is also necessary that the psychopedagogue knows what is to teach and what is to learn; how they interfere with educational systems and methods; the structural problems that intervene in the emergence of learning disorders and in the school process.[11]

As exposed above, for the psychopedagogue, learning is a process that involves putting into action different systems that intervene in every subject: the relations network and the cultural and language codes that, before birth, take place in every human being that he joins society.

Psychopedagogue's work refers to a knowledge and know-how, to subjective and relational conditions - especially family and school - to the inhibitions, delays and deviations of the subject or group to be diagnosed. The knowledge of the psychopedagogue does not crystallize in a fixed delimitation, nor in the deficits and subjective changes of learning, but it evaluates the possibility of the subject, the affective availability of knowing and doing, recognizing that knowledge belongs to the subject.

So, Fernández (2013, p. 62) adds:

> The "listening" of psychopedagogy does not lie in the student, in the teacher, in society or in the family, but in the multiple relationships between them. Toward a preliminary synthesis, the psychopedagogue's activity refers to the establishment of the founding mark of therapeutic action - the definition of the clinical relation universe - and which therefore encompass elements such as time, place, frequency, duration, material of work and establishment of the activity, in this modality of treatment that always aims to solve the learning problems. We can observe that the performance of the psychopedagogue seeks to have an integrated and integrative view of human learning, considering its normal and pathological evolutionary patterns, as well as the influences of the social environment (family, school and society), which are determinants of its development.[12]

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[11] O diagnóstico precoce do transtorno de aprendizagem é um ponto fundamental para a superação das dificuldades escolares. Para o mesmo autor o psicopedagogo tem a função de orientar os educadores e pais sobre a melhor forma de lidar com a criança, direciona a elaboração de programas de reforço escolar e a adoção de estratégias clínicas e/ou educacionais que auxiliam a criança no desenvolvimento escolar. É preciso, também, que o psicopedagogo saiba o que é ensinar e o que é aprender; como interferem os sistemas e métodos educativos; os problemas estruturais que intervêm no surgimento dos transtornos de aprendizagem e no processo escolar.

[12] A "escuta" da psicopedagogia não se situa no aluno, no professor, na sociedade ou família, e sim nas múltiplas relações entre eles. Em direção a uma síntese preliminar, a atuação do psicopedagogo, refere-se ao estabelecimento do marco fundante da ação terapêutica – a definição do universo da relação clínica – e que, portanto, englobam elementos como tempo, lugar, frequência, duração, material de trabalho e estabelecimento da atividade, nessa modalidade de tratamento que tem como objetivo, sempre, solucionar os problemas de aprendizagem. Podemos observar que, a atuação do psicopedagogo busca ter, uma visão integrada e integradora da aprendizagem humana, considerando seus padrões evolutivos normais e patológicos, bem como as influências do meio social (família, escola e sociedade), determinantes do seu desenvolvimento.

The psychopedagogue's clinical work has a preventive function insofar as, in treating certain problems, it can prevent the appearance of others as well as soften or heal existing ones. The psychopedagogue checks the characteristics of the family, the school, or even the teacher, because they can be the triggering cause of the learning problem.

Thus, these characteristics that constitute the problematic cause also influence the approach of the professional. Even if the psychopedagogue wished, it would be impossible to deny the family, the school, the teacher or even the community. In the opinion of Fernández (2013) and Paín (2014), on the above, the authors consider that:

> The learning problem can be generated by causes internal or external to the family structure and individual, even if overlapping. The problems occasioned by external causes are called by these authors of reactive learning problems, and those whose causes are internal to the subject's personality structure are called inhibitions or symptoms - both terms borrowed from psychoanalysis.[13]

To solve school failure, when it comes from causes linked to the child's individual and family structure, specialized psychopedagogical intervention will be required. To seek the remission of this problem, we must call for a clinical psychopedagogical treatment that seeks to free the intelligence and mobilize the pathological circulation of knowledge in its family group (FERNÁNDEZ, 2013).

In this perspective Weiss (2015, p. 70) affirms that psychopedagogical practice should consider the subject as a global being, composed of the organic, cognitive, affective, social and pedagogical aspects.

The organic aspect concerns the biological construction of the subject, therefore, the difficulty of learning of organic cause would be related to the body. The cognitive aspect is related to the functioning of cognitive structures. In this case, the learning problem would reside in the structures of the subject's thinking. For Scoz *et al.*, (2014, p. 104)

> The affective aspect concerns the affectivity of the subject and his relationship with learning, with the desire to learn, because the individual may not be able to establish a positive bond with learning. The social aspect refers to the relation of the subject with the family, with the society, its social and cultural context. And, therefore, a student may not learn because he presents cultural deprivation in relation to the school context. Finally, the pedagogical aspect,

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[13] O problema de aprendizagem pode ser gerado por causas internas ou externas à estrutura familiar e individual, ainda que sobrepostas. Os problemas ocasionados pelas causas externas são chamados por essas autoras de problemas de aprendizagem reativos, e aqueles cujas causas são internas à estrutura de personalidade ou familiar do sujeito denominam-se inibição ou sintoma – ambos os termos emprestados da Psicanálise.

which is related to the way the school organizes its work, that is, the method, the evaluation, the contents, the way of teaching the class, among others.[14]

Thus, teachers should undertake a psychopedagogical reflection to analyze why their student does not learn or demonstrate difficulty in learning what is proposed in the literacy process.

In this sense, Fernandez (2015, p.86) affirms that the contributions of Psychopedagogy go far beyond reading and writing, the child must bring with him experiences of his social space and when he reaches the classroom he will be communicating with other children and other experiences different from his own, where there will be simultaneous interaction and learning from one another.

Therefore, it is very important to have an interaction between family and school, teacher meeting parents or guardians and vice versa. It is important to emphasize that the confidence that parents must acquire in school and in the teacher are fundamental for parents to feel more secure and comfortable in leaving the child in the institution.

It is, undoubtedly, the school the main responsible for the large number of children referred to the clinic for learning problems. Thus, it is extremely important that Psychopedagogy makes its contribution to the school, either in order to promote learning or even deal with disorders in this process (PAÍN, 2014, p. 62).

Therefore, it is the field of action of the psychopedagogue, clinical or institutional, that is aiming to promote a comprehensive understanding of the child and the school context in which the child is inserted, providing the development of the same, both individually and in the collective, from an interventive and preventive perspective. To support this information, in the studies of Vallet (2015, p. 105), the author states that:

> From this point of view, the psychopedagogue has been working with great success in School Institutions, where its main role is to analyze the factors that favor, intervene or hamper good learning in an institution. Proposes and helps the development of projects that are conducive to change. It can be verified that the goal of the psychopedagogue is to: • • Guide the child or institution to reinsert itself, to recycle itself into normal and healthy schooling, according to its possibilities and interests; To promote learning, guaranteeing the well-

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[14] O aspecto afetivo diz respeito à afetividade do sujeito e de sua relação com o aprender, com o desejo de aprender, pois o indivíduo pode não conseguir estabelecer um vínculo positivo com a aprendizagem. O aspecto social refere-se à relação do sujeito com a família, com a sociedade, seu contexto social e cultural. E, portanto, um aluno pode não aprender porque apresenta privação cultural em relação ao contexto escolar. Por último, o aspecto pedagógico, que está relacionado à forma como a escola organiza o seu trabalho, ou seja, o método, a avaliação, os conteúdos, a forma de ministrar a aula, entre outros.

being of children in professional care, • • making use of available resources, including the Inter professional relationship; To attend to the children who present difficulties to learn by different causes, thus being, socially or pedagogically misfit; Encourage the learning child to become increasingly autonomous towards the environment, to interact with peers, and to resolve conflicts between themselves; to be independent and curious; to use their own initiative; Have confidence in the ability to form own ideas of things; to express their ideas with conviction and to live constructively with fears and anguishes. The Psychopedagogue is a professional that has much to teach about the teacher/student, teacher/school links and its incidence in the construction of knowledge and in the subjective constitution of students and educators.[15]

Currently, Psychopedagogy works with a conception of learning according to which participates in this process a biological equipment with affective and intellectual dispositions that interfere in the relation form of the subject as means, these dispositions influence and are influenced by the sociocultural conditions of the subject and his environment. For all this, the psychopedagogue must be a professional that has multidisciplinary knowledge, because its performance is a process of diagnostic evaluation, and it is necessary to establish and interpret data in several areas.

The knowledge of these areas will make the psychopedagogical professional understand the diagnostic framework of the learner and with this, will favor the choice of the most appropriate methodology, that is, the corrective process, with a view to overcoming the learner's difficulties. At the end of this theme, we confirm that the multidisciplinary area of knowledge of the Psychopedagogue professional seeks to understand how the learning processes occur and to understand the possible difficulties located in this movement.

Similarly, Soares (2014, p. 123) points out that:

Psychopedagogy studies the act of learning and teaching, always taking into account the internal and external realities of learning, taken together. And, more, trying to study the construction of knowledge in all its complexity,

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[15] Sob esta ótica o psicopedagogo vem atuando com muito sucesso nas Instituições Escolares, onde o seu papel principal é o de analisar os fatores que favorecem, intervém ou prejudicam uma boa aprendizagem em uma instituição. Propõe e ajuda o desenvolvimento dos projetos favoráveis a mudanças. Pode-se verificar que, o objetivo do psicopedagogo é o de: • • Conduzir a criança ou a Instituição a reinserir-se, reciclar-se numa escolaridade normal e saudável, de acordo com as possibilidades e interesses dela; Promover a aprendizagem, garantindo o bem estar das crianças em atendimento profissional, • • valendo-se dos recursos disponíveis, incluindo a relação Inter profissional; Atender as crianças que apresentem dificuldades para aprender por diferentes causas, estando assim, inadaptados social ou pedagogicamente; Encorajar a criança que aprende à tornar-se cada vez mais autônomo em relação ao meio, em interagir com os colegas e resolver os conflitos entre eles mesmos; a ser independente e curioso; a usar iniciativa própria; Ter confiança na habilidade de formar ideias próprias das coisas; a exprimir suas ideias com convicção e conviver construtivamente com medos e angústias. O Psicopedagogo é um profissional que tem muito a ensinar sobre o vínculo professor/aluno, professor/escola e sua incidência na construção do conhecimento e na constituição subjetiva de alunos e educadores.

trying to put on equal footing the cognitive, affective and social aspects that are implicit to it.[16]

For Scoz *et al.* (2014) the psychopedagogue studies the learning process and its difficulties, and in a professional action it must encompass several fields of knowledge, integrating and synthesizing them. Emphasizes Bossa (2014, p. 32) that the field of action of the psychopedagogue refers not only to the physical space where this work occurs, but also to the epistemological space that belongs to it, that is, the place of this field of activity and the way of approaching its object of study.

Fonseca (2014, p. 77) observes:

> The early diagnosis of learning disorders is a fundamental point for overcoming school difficulties. For the same author the psychopedagogue has the function of guiding educators and parents on the best way to deal with the child, directs the development of school reinforcement programs and the adoption of clinical and/or educational strategies that assist the child in school development.[17]

It is also necessary that the psychopedagogue knows what it is to teach and still, what it is to learn; how they interfere with educational systems and methods; the structural problems that intervene in the emergence of learning disorders and in the school process, must support the constitution of a psychopedagogical theory. However, none of these areas came specifically to respond to the problem of human learning. They, however, provide us with means to scientifically reflect and operate in the psychopedagogical field.

Final considerations

Currently the Psychopedagogy seeks to consider the learning process in which the situation of the student with difficulty is analyzed within the context of the family, the school and in the classroom. It is based on a view of a subject with immutable characteristics, adapting and learning as a subject.

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[16] A Psicopedagogia estuda o ato de aprender e ensinar, levando sempre em conta as realidades interna e externa da aprendizagem, tomadas em conjunto. E, mais, procurando estudar a construção do conhecimento em toda a sua complexidade, procurando colocar em pé de igualdade os aspectos cognitivos, afetivos e sociais que lhe estão implícitos.

[17] O diagnóstico precoce do transtorno de aprendizagem é um ponto fundamental para a superação das dificuldades escolares. Para o mesmo autor o psicopedagogo tem a função de orientar os educadores e pais sobre a melhor forma de lidar com a criança, direciona a elaboração de programas de reforço escolar e a adoção de estratégias clínicas e/ou educacionais que auxiliam a criança no desenvolvimento escolar.

After the dialogues presented, from the ideas of the authors listed during the text, it is concluded that Psychopedagogy collaborates in the process of literacy, because through the studies of pedagogy along with psychology, the attendance of children with special care needs has been improved, since one of the concerns of the teachers and those directly involved in the teaching-learning process is centered on the student's cognitive development in the different teaching modalities.

Thus, Psychopedagogy comes to understand the existence of the cognoscent subject, in which their relationships are linked to the institutions to which they belong. These links recycle a new proposal of responsibility, before it was only a subject with difficulty, today there are other settings related to the environment in which the individual is inserted, with a more detailed view of the existential particularities, so he can be included in the social systems that they are part.

Once again, the important role of the family in the task of providing educational experiences for children is highlighted. She definitely retains the feelings her parents have about her and life in general. Learning disabilities in literacy should be addressed. The first step is the observation by teachers and parents, to seek together help from other professionals.

Thus, this text reiterates the role of the family and the school in helping to improve the literacy and reading process for children with learning difficulties, taking into account different factors, such as cultural, social, economic and psychological.

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How to quote this article