

THE CONTRIBUTION OF PSYCHOPEDAGOGY IN THE PROCESS OF LITERACY AND LITERACY

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ABSTRACT: This research aims to present the contributions of Psychopedagogy in the intervention process in the school institution, aiming at the learning of children in the literacy and literacy phase. For the study, it was necessary to carry out a bibliographical research on the proposal of Psychopedagogy in the face of human learning and its contributions to intervene and prevent learning problems in the school context. The problem listed in the research was to understand how the psychopedagogue in the school institution can contribute to the learning of children during the literacy and literacy process? The development of the article is divided into three chapters based on the ideas and proposals of several theorists that clarify the role of the psychopedagogue and his psychopedagogical action in the school context, aiming at his contributions to guarantee the success of teaching-learning in the literacy and literacy phase. Finally, the result of the research made it possible to understand the importance of the professional in the school environment, to mediate the work of teachers and the pedagogical team, guaranteeing quality teaching, especially in the initial phase of literacy and literacy, and consequently, preventing failure of the child in the coming years.

Keywords: Psychopedagogy. Teaching. learning development. Literacy and Literacy Process. School context.

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1. INTRODUCTION

The present work intends to analyze the process and the conceptions of reading and writing in a psychopedagogical perspective, as well as to approach the main contributions of Psychopedagogy in the school context, emphasizing its importance to prevent the failure of children in the literacy and literacy phase.

Therefore, it is important that the teacher is properly trained and informed to detect learning difficulties, so that an early intervention can be carried out, thus enabling a better quality of work and thus an efficient intervention that can be carried out. will help students in their learning process.

Within this context, psychopedagogy emerges with the aim of demystifying the idea that the subject was seen as a physiological consequence without questioning the school, where the subject was the product of an error of nature, psychopedagogy has learning as its object of study.

According to Wallon, 1995, the subject is endowed with intelligences, and each one of them must be respected. The author points out that it is of the utmost importance to recognize and encourage all the varied human intelligences and all combinations of intelligences, and that is why we are all different.

We know that the child goes through a series of challenges until the learning of reading and writing takes place, one of the challenges faced by current educators is the socialization with the other and with the school environment, so when the child enters school, not always she is 'ready' to be literate, as her learning depends on several factors.

For Lakomy, biological maturation, previous knowledge, language development, the process of social interaction and the discovery of affectivity are factors of great relevance in the process of intelligence development and, consequently, learning (2008, p. 29).

There are countless interventions with which the psychopedagogue can help students when they need it, and many things can disturb a child at school, without the teacher noticing, and this is what happens with the majority of children with learning difficulties, and sometimes for reasons so simple to be resolved. Family problems, with teachers, classmates, school content, and many others that end up making school an aversive place, and what should be a pleasant place.

Within the school, the experience of intervention with the teacher, in a partnership process, enables enriching learning, especially if the teachers are specialists in their disciplines. Not only is his intervention with the teacher positive, he also participates in parent meetings, clarifying the development of their children, in class councils with evaluation in the methodological process, in the school as a whole, accompanying and suggesting activities, seeking strategies and support needed by each child with difficulty.

Therefore, justifying the work of the educational psychologist as well as his contributions to the prevention of learning problems in the school context. For Mery (1985) the work of the psychopedagogue is specific and assumes a double polarity of his role, he performs pedagogy tasks without losing sight of the therapeutic purposes of his psychopedagogical action.

Therefore, it becomes necessary to know Psychopedagogy and its knowledge in the fight against non-learning in the school context. The methodology used to develop this theme was through bibliographical research, allowing the organization of the article into three chapters:

1st CHAPTER: Addresses the theoretical foundations on the history of Psychopedagogy in Brazil.

2nd CHAPTER: Reports the construction of the child's knowledge, from birth, aiming at the aspects necessary for learning to occur.

3rd CHAPTER: Describes the contributions of the educational psychologist in the school context and their ways of intervening and preventing learning problems in the initial phase of literacy and literacy.

The chapters present subjects that can contribute to professionals in the area of Psychopedagogy, explaining that to achieve effective learning, one must go beyond the necessary prerequisites in the process of elementary literacy.

1.1 CHAPTER I - HISTORY OF PSYCHOPEDAGOGY IN BRAZIL

Learning to read and write has been seen by current educators as a challenge of such great complexity that it deserves special attention. In the past, few concerns were had with this process. However, in recent decades this has been a key point for discussion.

Nowadays, children are starting school life earlier. At the age of 6, they are already involved in the literacy process. It is at this stage that they begin to present learning problems. For this reason, some teachers, because they do not know why they are not learning, refer the child to a specialist in Psychopedagogy. The psychopedagogue may be taking care of this problem, carrying out work within the institution.

According to Visca (1987), Psychopedagogy was born as an empirical occupation due to the need to assist children with learning difficulties, whose causes were studied by medicine and psychology . of learning, seeking necessary resources so that the subject actually assimilates knowledge.

From 1960, occurred in Brazil, changes in the political, social and economic context due to the military coup and the dictatorship. Grassi (2009) reports that at that time, cultural deprivation began to be mentioned as an explanation for student failure.

In the 1970s, Kiguel (In SCOZ *et al.*, 1991) explains that children who had learning disorders began to have a label of Minimal Brain Dysfunction. That is, once again they point out the culprits of the learning difficulty, but without a solution to the problem, serving only as justification for that child who does not learn. Dorneles (2009) says that, the explanations about school failure at that time, denied the pedagogical, by talking about malnutrition, neurological problems and psychological problems.

According to Bossa (2011, p. 78) “in the early 1980s, a sociopolitical theory about school failure began to take shape, and the problem of school learning began to be conceived as a teaching problem”. In this sense, the problem that was previously seen only in the student, now has passed to the school.

In that same decade, Psychopedagogy emerged in Brazil, precisely to assist subjects with learning problems, with the performance of the so-called “Curative Psychopedagogy”, the term Curative Psychopedagogy was adopted by the French psychopedagogue Janine Mery, “[...]used to characterize a therapeutic action that considers pedagogical and psychological aspects in the treatment of children who fail at school”

Analyzing historical time, Psychopedagogy is a new field, which is slowly gaining ground and being recognized by society, being in the process of organizing a

specific theoretical body, aiming at understanding and intervening in favor of the ability to learn.

1.2 The object of study of psychopedagogy

Some scholars point to Psychopedagogy as a solution to learning problems, that is, to remedy school failure. However, Psychopedagogy seeks to understand the learning process to intervene and treat the problems presented by the child.

For Kiguel,

The object of study of Psychopedagogy is being structured around the human learning process: its normal and pathological evolutionary patterns – as well as the influence of the environment (family, school, society) on its development (In SCOZ et al., 1987, p . .24).

It is noticed that the psychopedagogical work is very broad and complex, which requires a lot of competence and responsibility from the professional. Neves (1991), complements that Psychopedagogy, comprises the act of learning and teaching, considering the reality experienced by the student, in the construction of knowledge.

Psychopedagogy invests in the elaboration of its own instrument, seeking its emancipation and with the reinforcement of a more precise legislation that guarantees its exercise in a more complete and reliable way (BOSSA, 2011). Therefore, psychopedagogy collaborates with all those who have learning difficulties, who fail, who cannot keep up with their colleagues and who are often “left” behind in the learning process.

Not learning at school is one of the causes of school failure, psychopedagogy acts in the study of the learning process, diagnosis and treatment of its obstacles. The psychopedagogue becomes responsible for detecting and dealing with possible obstacles in the learning process in institutions or clinics.

Rubinstein, apud Fermino, 1996, p.128 states that:

The educational psychologist is like a detective looking for clues, trying to select them, as some may be false, others irrelevant, but his goal is fundamentally to investigate the entire learning process, taking into account all the factors involved in it,(. .).

It is in this investigation that the psychopedagogue needs to be free of any previous influence and (pre)concept, and especially to know how to select everything he hears and sees in order to intervene and elaborate work plans in the educational process.

CHAPTER II - THE CONSTRUCTION OF KNOWLEDGE

1.3 The Psychopedagogue and the Student's Family

Learning is not only acquired at school, it is built by the child in contact with society, together with his family and the world around him. The family is the first bond with the child and is responsible for a large part of their education and learning, and through this learning they are inserted into the cultural and symbolic world and begin to build their knowledge.

It is up to the psychopedagogue to intervene with the family of children who have learning difficulties, through an interview and an anamnesis with this family, to learn information about their organic, cognitive, social and emotional life. Being aware of what the family thinks, their desires, their goals and expectations regarding the child's development is of great importance for the psychopedagogue to arrive at a diagnosis.

It should be noted that this investigative attitude, in fact, continues throughout the work, in the intervention itself, with the objective of observing or monitoring the subject's evolution.

Sometimes, when school failure is not associated with neurological disorders, the family plays a major role in this failure. It is noticed in the problems, slowness of reasoning, lack of attention, and disinterest. These aspects need to be worked on to obtain better intellectual performance.

The psychopedagogical intervention proposes to include the parents in the process, through meetings, enabling the follow-up of the work with the teachers. Therefore, parents occupy a new space in the work context, giving their opinion and participating, and this is of paramount importance.

2. The Psychopedagogue and the School Institution

Faced with low academic performance, schools are increasingly concerned about students who have learning difficulties, in this context, the institutional psychopedagogue, as a qualified professional, is able to work in the field of education, assisting teachers and other professionals from the school institution to improve the conditions of the teaching-learning process, as well as to prevent learning problems.

The challenges that arise for the psychopedagogue within the school institution are significantly related. Their personal and professional training implies the configuration of their own unique identity that is capable of bringing together qualities, skills and competences to work in the school institution.

2.1 The role of the educational psychologist in school planning

It is important to make it clear that, when assessing, the teacher should not pay attention only to the student, but to learning as a whole, therefore, he does not necessarily need to use only tests and tests. It is to reflect on the pedagogical actions and their interference in the student's learning process, as well as in the teaching process that the teacher uses in his/her classes.

Thus, it can be said that the teacher is the identifier of the processes of learning difficulties. For the child to learn well, the child needs to have well-developed biological processes. The factors that influence learning difficulties are neurological dysfunction and neuropsychiatric dysfunction. It should be noted that according to OHLEILER (2006), "learning disorders comprise a specific disability, in individuals who present results below expectations for their level of development" .

The reading and writing disorders that can be diagnosed from the age of 7 or 8 can also lead to problems with behavior in the classroom, generating low self-esteem, which can lead to problems with behavior in the classroom.

The most common reading and writing disorders is dyslexia, which consists of difficulty with words. Dyslexia can present itself as dysphonetic dilexia: it presents a loss in phonetics, that is, in the phonological route. Recognizes the word as a whole, but cannot know the sound that each letter has separately, and dyseidetic dyslexia: ease in composing sound, but cannot read the whole, but decodes. It is a loss in the visual route, presenting difficulty in processing graphic symbols and reading questions, and mixed or alexic dyslexia: it presents problems in recognizing the word and decoding. Does not understand the sound of words and letters.

Dyslexia is often confused with behavior problems in the classroom because the child is slow and often does other things for not understanding the reading and writing processes, and is seen as undisciplined, inattentive, and often it is confused with attention deficit and can lead the child to depression.

Disturbances in mathematics can also generate conduct problems, generating disinterest, affecting not only reading and writing, but learning in all fields of knowledge. ADHD can be predominantly inattentive, predominantly hyperactive and mixed.

Thus, as we have seen, affectivity is related to what human beings feel, that is, to their emotions, which then lead them to nurture positive and negative feelings for something and/or someone and to act in relation to this someone or something, according to your feelings.

It is important to be clear that learning is a complex, dynamic process, which results in permanent structural and functional modifications of the Central Nervous System, which is why it requires attention and an attentive and differentiated look for each student.

Lakomy (2008) states that learning, in reality, consists of a relatively persistent change of the individual due to experience. Still, it emphasizes that the individual, in a particular way, has his own way of interpreting and trying to understand what happens in the environment. The way the child will internalize this knowledge depends on its meaning and significance for his life.

Thinking in this way, Piaget once again contributes by creating the constructivist theory, exploring in it how each child develops their knowledge acquisition process. He studied cognitive development and defined that human knowledge occurs as the child matures, that is, divided into stages:

- 1 . The first Sensory motor stage, starts in the first days of the child's life – from 0 to 2 years old – The newborn has basic reflexes that are modified with the maturation of the nervous system and the interaction with the environment;
2. The second stage, preoperative – 2 to 7 years old - The child develops a symbolic capacity, that is, where an object or gesture can represent something different from what is perceived;
- 3 . The third stage, concrete operational – 7 to 12 years old – the child develops the ability to think logically;
4. The fourth stage, operational-formal – 12 years onwards – begins to think logically, exploring deductive reasoning.

According to Piaget (1990), for cognitive development, there are four responsible factors: the biological factor, exercises and experiences, social interactions and the balance of actions.

In this sense, the educational psychologist must be aware of these factors that contribute to the development of the child's intelligence, and in this case, the child's mental structures are constituted in a way that knowledge is internalized, that is, learned and apprehended.

Vygotsky improved Piaget's ideas in his sociointeractionist theory, emphasizing the importance of the external environment. For him, the cultural aspects in the environment where the child is, favors the construction of knowledge. In his theory, Vygotsky highlights the importance of mediation as an instrument in the learning process. For “the development of children takes place from the outside in, that is, the child is a copy of the external environment and the individual characteristics depend on the interaction of the human being with the physical and social environment” (OLIVEIRA, 1998, p. 26).

For Oliveira (1998), in the process of learning Vygotsky's theory, the child goes through three stages of development:

- ✓ Actual developmental level – is the level the child is at;
- ✓ Level of potential development – is the level that the child can reach with the help of someone;
- ✓ Level of proximal development – is the distance that exists between the two levels and that must be provided by schools.

This means that when the child has someone to guide him in learning, little by little he will be able to achieve the expected result.

Analyzing the factors that involve learning, it is clear that for children to learn depends on their biological maturation, that is, on their cognitive development according to their chronological age. And to achieve this development depends on the interaction and mediation of the social environment.

Thus, it is understood that the child's development during this period can contribute to learning to read and write. According to Massi (2007, p.125) “derives from this the emphasis given to the maturity of mechanisms related to attitudes or capabilities understood as necessary for learning to read and write”.

The prerequisites that the child needs to have to be literate are:

- Spatial and temporal organization; Notions of laterality;
- Notions of body scheme; Discrimination and visual perception;
- Discrimination and auditory perception;
- Immediate memory and long-term memory;
- Orofacial praxis;
- Gross and fine manual movements; Visual-motor coordination;

Ferreiro and Teberosky (1986 p. 45) confirm that "the individual learns when he manages to learn content and formulate a personal representation of an object of reality".

One realizes the importance of the child's development to start the literacy process, as it is a very complex knowledge that must be related to the literate world, to facilitate the assimilation of symbols and graphic codes.

Thus, the child gradually builds his knowledge, which can be perceived by the hypotheses during the process of acquiring reading and writing. requirements and the way it is being taught, whether it is addressing issues from the child's world. Another point is to recognize that in order to reach literacy, the child will present hypotheses that must be analyzed at each step, to provide new learning situations and to advance more and more throughout the process.

2.2 CHAPTER III - THE CONTRIBUTION OF PSYCHO-PEDAGOGY IN THE PROCESS OF LITERACY AND LITERACY

The challenge of teaching literacy at school for Simonetti (2005) is to get children to read and write in a spontaneous, creative, constructive way and to be able to insert themselves in the universe of written culture. to the domain of reading and writing, since it is through the literacy process that the illiterate child or adult at school starts to face the letters not as isolated units, but as a part of a whole.

Through the study of how the child acquires knowledge, it is understood that there are several factors for literacy to occur, that is, in the psychopedagogical conception are the "[...] organic, physical, psychological, cognitive, psychomotor, economic, social, cultural, political, school, family, historical, among others" (GRASSI, 2009, p.137).

In this sense, psychopedagogy in the school institution can contribute by developing these aspects by working with teachers to avoid delays in literacy, that is, prevention.

According to Bossa (2011) the preventive practice of the psychopedagogue in the school institution is based on the observation and deep analysis of a concrete situation. For Mery (1985) the work of the psychopedagogue is specific and, in his point of view, assumes a double polarity of his role, he performs pedagogical tasks without losing sight of the therapeutic purposes of his psychopedagogical action.

It is understood that the presence of the psychopedagogue in the school institution is fundamental, for preventing the learning problems that often come as a result of external factors, that is, problems that are outside the school, in the family and social context, the psychopedagogue must create situations that involve the active participation of teachers in discovering how to learn, so that there is dynamism in practice and the child's action in the construction of knowledge.

In this sense, it is also noticed that the presence of a psychopedagogue can avoid an inadequate teaching-learning practice, providing teachers with the necessary knowledge in order to promote children's learning, especially in the literacy phase.

The connection between what is learned at school and the child's reality, that is, prior knowledge, in addition to facilitating the assimilation of content, provides knowledge of the world.

According to Soares

Literacy and literacy are two distinct actions, but not inseparable, on the contrary: the ideal would be to teach literacy by literacy, that is: to teach reading and writing in the context of the social practices of reading and writing, so that the individual becomes literate and literate at the same time. literate. (1998, p.47)

Therefore, it is clear that the psychopedagogue can carry out a preventive work, aiming at the teacher's practice during the children's literacy process, as he must go beyond the codification and decoding of words, forming literate children, who know how to use reading and writing outside. Therefore, it is worth noting that each child has a different development process from one another and the educational psychologist must be aware of this, being attentive to any situation within the school context, seeking new ways to improve teaching, providing subsidies to the educational team for the best learning progress.

FINAL CONSIDERATIONS

Psychopedagogy being a new field, many still do not know how much it can contribute to the learning of children in the literacy and literacy phase nowadays, carrying out preventive work and avoiding school failure.

Evidently, student learning must always be geared towards a meaningful and promising end. In this way, the challenge of Psychopedagogy in the teaching-learning process, especially in the field of reading and writing, has been to naturally face the problems faced at school with children with cognitive development difficulties and deal with psychological problems that were previously considered a much greater challenge and in many cases, with no way out for the educator.

In summary, it is understood that Psychopedagogy emerged precisely to prevent and treat learning problems. Therefore, it needs to know its object of study, that is, human learning, in order to know how to understand the aspects that influence and cause non-learning. It is important to always bear in mind the idea that early intervention is the first inclusion strategy.

It is possible to conclude from the present study that learning is a complex and evolutionary process, constant that implies a sequence of observable and real changes in the behavior of the physical and biological individual and in the environment that surrounds him. The interaction between teacher and student is essential to detect problems and advances in learning.

It is for this reason that the psychopedagogue must be present at school in order not to let erroneous educational practices happen, which inhibit the child's learning, especially in literacy, as it is the basis for the next school years. Preventive psychopedagogical work serves this purpose, to prevent that when the child goes to the next year, he does not start to present problems resulting from past mistakes.

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