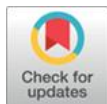


Reframing teaching through knowledge of Educational Psychology



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Abstract

This study aims to analyze the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses. In order to do this, reflective groups were held, based on the principles of research-formation proposed by Longarezi and Silva (2013), in Educational Psychology classes of the Letters - Portuguese Language and Pedagogy courses, through the experience of the researcher in the context of Assisted Teaching. The constructs of this research come from the studies of Bzuneck (1999), Checchia (2015) and Tibúrcio (2022). The results revealed that undergraduate students' reflections on teaching are closely related to their personal experiences and histories, which were broadened by contact with knowledge from the history of Educational Psychology and by the affective and aesthetic dimensions in the teaching-learning process. The conclusion is that Educational Psychology contributes to the construction of knowledge that allows it to be understood in its professional and transformative dimension.

Keywords

teacher training; Educational Psychology; research-training; teaching.

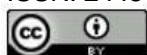
Ressignificações sobre a docencia a partir dos saberes da Psicologia Educacional

Resumo

O presente estudo tem como objetivo analisar as repercussões do ensino de Psicologia Educacional no processo de tornar-se professor em cursos de formação inicial de professores. Para isso, foram realizados grupos reflexivos, baseados nos princípios da pesquisa-formação propostos por Longarezi e Silva (2013), em turmas de Psicologia Educacional dos cursos de Letras - Língua Portuguesa e Pedagogia, mediante a experiência da pesquisadora no âmbito da Docência Assistida. Os construtos desta pesquisa são oriundos dos estudos de Bzuneck (1999), Checchia (2015) e Tibúrcio (2022). Os resultados revelaram que as reflexões sobre a docência dos estudantes de licenciatura estão intimamente relacionadas às suas experiências e histórias pessoais, as quais foram ampliadas pelo contato com os saberes da história da Psicologia Educacional e pelas dimensões afetiva e estética no processo de ensino-aprendizagem. Conclui-se que a Psicologia Educacional contribui para a construção de saberes que permitam compreendê-la em sua dimensão profissional e transformadora.

Palavras-chave

formação de professores; Psicologia Educacional; pesquisa-formação; Docência Assistida.



Resignificaciones sobre la enseñanza basadas en conocimientos de Psicología de la Educación

Resumen

El presente estudio tiene como objetivo analizar las repercusiones de la enseñanza de la Psicopedagogía en el proceso de formación docente en los cursos de formación inicial del profesorado. Para ello, se realizaron grupos de reflexión, basados en los principios de formación en investigación propuestos por Longarezi y Silva (2013), en las clases de Psicopedagogía de Literatura - Lengua Portuguesa y Pedagogía, a partir de la experiencia de la investigadora en la Enseñanza Asistida. Los constructos de esta investigación provienen de estudios de Bzuneck (1999), Checchia (2015) y Tibúrcio (2022). Los resultados revelaron que las reflexiones de los estudiantes de pregrado sobre la docencia están estrechamente relacionadas con sus vivencias e historias personales, las cuales se ampliaron por el contacto con conocimientos de la historia de la Psicología de la Educación y por las dimensiones afectivas y estéticas en el proceso de enseñanza-aprendizaje. Se concluye que la Psicología de la Educación contribuye a la construcción de conocimientos que permitan comprenderlo en su dimensión profesional y transformadora.

Palabras clave

formación de docentes; Psicología Educativa; formación-investigación; Enseñanza Asistida.

1 Introduction

This study is the result of a completed master's research project entitled *Reframing Teaching by Undergraduate Students: A Research-formation Based on Educational Psychology Knowledge* (Tibúrcio, 2024). Set in the field of teacher training, the aim of this study is to look at the teaching of Educational Psychology in initial teacher training at the Federal University of Rio Grande do Norte (UFRN)¹. The motivations for this article stem from an educational trajectory consolidated by six years of research conducted specifically in the area of Educational Psychology. This period was fundamental in deepening my knowledge of the complexity of this scientific field and its intrinsic relationship with teacher training.

Research in the area shows that, despite the progress made in the teaching of Educational Psychology in teacher training, which has contributed to the consolidation of this science as a compulsory component in degree courses, it still faces challenges in the context of initial training courses: rushed, fragmented and lacking in depth, through an insufficient workload in relation to the extent of the programmatic content (Diogo; Christ, 2022; Tibúrcio, 2022; Tibúrcio; Ribeiro, 2023); distant from the educational reality,

¹ This master's research was part of the Graduate Program in Education (PPGE) at UFRN.

eminently theoretical, with insufficient articulation between theory and practice (Larocca, 2007); marked by an excess of psychologism in education and difficulties in establishing interdisciplinary dialogues (Checchia, 2015; Tibúrcio, 2022).

Considering these challenges, this study aimed to answer the following question: what are the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses? To this end, a study based on the principles of research-in-training was undertaken aiming to analyze the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses. This research-in-training was conducted through meetings in reflective groups in two classes in the area of Educational Psychology of the degree courses in Portuguese and Pedagogy at UFRN in the context of Assisted Teaching internships².

First of all, it is essential to clarify that teacher training means the process by which teaching is constituted, which is permeated by historical, social, and cultural ways of thinking and acting. This process includes the development of knowledge, practices, and meanings, resulting from specialized professional training, which is consolidated both in pedagogical practice and in critical reflection on this practice, based on learning for a teaching activity (Almeida, 2006; Nóvoa, 2017; Pimenta; Lima, 2018). In turn, Educational Psychology is one of the basic sciences that, together with other fields of knowledge, provides future teachers with the theoretical and practical support that will become the necessary knowledge for teaching practice in the different educational contexts in which teachers work (Tibúrcio, 2022).

Therefore, this study considers the theoretical and practical status of Educational Psychology in initial teacher training, which enables reflections on teaching and contributes to the establishment of an active and critical teaching stance, raising the quality of teacher training. In addition, it combines scientific research with teaching activities, resulting in interdisciplinary discussions that involve teaching knowledge, syllabus content, as well as the experiences and beliefs of undergraduate students, elements that have repercussions on the construction of scientific and pedagogical knowledge in initial training.

² The Assisted Teaching internship, as established by Resolution No. 041/2019 of the Teaching, Research and Extension Council (CONSEPE), consists of the participation of postgraduate students in academic activities linked to undergraduate studies, under the direct supervision of a permanent UFRN professor (UFRN, 2019).

2 The role of Educational Psychology in the initial teacher training

Teacher training transcends the mere acquisition of specific knowledge and content to be taught, as it requires a complex integration of different types of knowledge which, in conjunction, constitute and guide teaching practice. This knowledge includes, in addition to mastery of curricular content, an in-depth understanding of didactic-pedagogical principles, as well as an understanding of the historical, social, political, and cultural context in which education is embedded (Pimenta; Lima, 2018). This integration is essential if teacher training is to go beyond technical instrumentalization and promote the professional competence necessary for critical intervention and transforming the educational reality (Almeida, 2006).

According to Pimenta (1997) and Pimenta and Lima (2018), at the heart of this training is the articulation of three fundamental types of knowledge: *the knowledge of experience, scientific knowledge, and pedagogical practice*. Knowledge of experience refers to knowledge about teaching that has been built up through socially accumulated experience since childhood, through relationships with family, culture, and memories of basic education. Knowledge is related to the theoretical and methodological bases that make up teaching practice, enabling a critical and reflective approach to teaching and learning processes. And the knowledge of pedagogical practice, in turn, relates to teaching and is the result of the convergence of these different types of knowledge. In this sense, teacher training should be seen as a dynamic and multifaceted process that integrates this knowledge in order to train teachers to act as agents of change in education, capable of promoting significant transformations in the educational reality.

Within the scope of this broader conception of teacher training, Educational Psychology is a basic science in initial training, as it offers theoretical and methodological tools for understanding teaching and learning processes in the different temporalities of human life (Tibúrcio, 2022; Tibúrcio; Ribeiro, 2022), as well as contributing to a critical analysis of educational phenomena (Bzuneck, 1999; Checchia, 2015). Its role in initial teacher training is to develop, in future teaching professionals, a “useful psychological perspective” that considers, in addition to psychological knowledge, the educational reality and the expertise derived from practice (Bzuneck, 1999). This perspective should

consider the dialectical unity between psychological knowledge, which provides access to theoretical approaches and allows reality to be seen through the lens of this science (Bzuneck, 1999; Tibúrcio, 2022; Tibúrcio; Ribeiro, 2023), and education, understood as a social practice that is transformed through teacher intervention and action.

Thus, Educational Psychology, by dialoguing with other areas of knowledge, plays a crucial role in pedagogical praxis, promoting the inseparability between theory and practice in teacher training, as well as contributing to pedagogical organization and planning, broadening teachers' conceptions and actions (Tibúrcio; Ribeiro, 2020). Through this interdisciplinary dialog, it provides the necessary theoretical and methodological support for the educational process to achieve its objectives (Tibúrcio, 2022). This exchange therefore strengthens the development of critical, scientific, reflective, and transformative teacher training, which is essential for the teaching profession.

3 Survey methodology

This research adopts a qualitative approach, focusing on the subjective dimension and the universe of meanings attributed to phenomena, which are understood as part of social reality (Minayo, 2009). Furthermore, it is based on the principles of research and training, seeking to overcome conventional approaches to education, which often reduce teachers to objects of study. This perspective makes it possible to establish more organic relationships between teaching practice and scientific research, promoting interventions in the educational context that emerge from the participants' own reality, aiming for transformation and emancipation through a reflective and critical stance based on their own training (Longarezi; Silva, 2013).

This type of research allows participants to produce knowledge by listening to others, sharing experiences, and reflecting on each other's experiences (Perrelli *et al.*, 2013). In this way, it contributes to the co-construction of knowledge, not limited to the collection and analysis of data, but focusing on the process of formation and reflection of the subjects on the data that is constructed during the course of the research. In view of this, with the aim of analyzing the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses, two reflective group

meetings were held with two classes in the area of Educational Psychology: one class from the degree course in Portuguese Language and one class from the classroom Pedagogy course at UFRN, both within the scope of Assisted Teaching.

To define reflective groups, three main characteristics should be considered: (1) the idea of institutional belonging to the group, which, in this research, refers to initial teacher training; (2) the objective of turning inward, in this case, understanding the implications of Educational Psychology concepts in the process of establishing teaching and in training to deal with the various teaching and learning situations in the classroom; and (3) the real possibilities of sharing common experiences and practices, with the aim of reflecting and collectively reworking disciplinary, practical and identity knowledge, characterizing the collaborative nature of the research, both in terms of planning and executing the reflection groups (Passeggi; Oliveira; Nascimento, 2019). Thus, the groups served as spaces for dialogue, training, and the construction of new knowledge, providing sharing and the production of collective knowledge, being an empowering tool in the understanding of actions, reflections, discussions, and innovations, which is based on teaching activity (Pivetta, 2011).

In this sense, the reflective groups were planned based on the following premises: the meetings were held during classes as part of the Assisted Teaching intervention, lasting a maximum of three hours; the themes and content discussed were linked to teacher training, addressing the constitution of teaching through the knowledge of Educational Psychology; the teaching materials were selected based on the undergraduates' experiences and knowledge, including songs, excerpts from books, poems, case studies and images, classroom reports, guided by inductive questions to provoke reflection and discussion; and the meetings were designed to be dialogued, light and free of participation, encouraging the sharing of experiences and reflections.

Furthermore, all the planning was based on the theoretical framework of Vygotsky's Cultural-Historical Psychology (2000, 2007), since the formation of the subject is intrinsically linked to its dialectical relationship with the historical and social environment. This subject is constituted in social contexts, by the concrete action of people and in the relationship with others, through a dialectical movement involving exchanges of experiences, interactions, and mediations. In the case of teacher training, Cultural-Historical Psychology provides support for understanding how teachers

constitute their pedagogical knowledge and practices through cultural mediation and dialog and relationships with others and the environment in which they work (Vygotsky, 2000, 2007). As the focus of this study is the re-significations of teaching based on the knowledge of Educational Psychology, this framework contributes to understanding the reinterpretations and meanings attributed by undergraduates during their initial training, in which teaching knowledge and practices are transformed and re-signified through critical reflection on personal experiences, integrating them into the professional repertoire of future teachers.

Table 1 shows the predefined topics and the organization of the discussion times.

Table 1 – Schedule of the reflective groups held in the Educational Psychology classes

Predefined theme	Moments of discussion
1st meeting My school journey and my choice to become a teacher	<ol style="list-style-type: none"> 1. Mobilizing memories and experiences of Basic Education; 2. Reflections on what it means to be a teacher; 3. The relevance of educational psychology concepts for teacher training.
2nd meeting Reflecting on teaching and learning	<ol style="list-style-type: none"> 1. What do you understand by teaching and learning, and being a teacher? 2. Analyzing different teaching and learning situations at school; 3. The roles of the teacher and the student in teaching and learning processes.

Source: Authors (2024).

It is worth emphasizing that the planning of the groups was maintained for both classes, with only specific adaptations according to the specificities of each class. In the case of the Portuguese class, the focus was on teaching and learning processes and teaching attitudes towards various classroom situations; and in the Pedagogy class, the focus was on teaching and learning processes in childhood, since the component focuses on the study of the periodization of child development.

This research went through the regulatory norms of the Ethics and Research Committee (ERC) of UFRN³, ensuring its commitment to ethical and moral evaluation, respect, and integrity of the content addressed and the actors involved. In this way, the identity of the participants and the data collected were kept confidential, creating fictitious codenames for the participants, in accordance with the General Data Protection Act and

³ According to the opinion issued by the Ethics and Research Committee (ERC) of UFRN, under protocol number 6.483.495, this study has the potential to generate relevant contributions to science, especially in the field of Educational Psychology.

Resolution 510/2016 of the National Health Council/Ministry of Health, which deal with research involving human beings, and used only for the purpose of this study.

4 Results and discussions

This section presents the results obtained during the investigation, based on the description and analysis of the reflective groups held in two classes of the Educational Psychology component. The aim is to use the data to analyze the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses and to highlight the process of constitution of teaching by undergraduate students.

Data analysis is based on Bardin's Content Analysis (2016) principles, understood as a set of techniques that make it possible to reveal the senses and meanings implicit in the discourses of the various social actors involved in the research on the object of study investigated. Content Analysis consists of three fundamental stages: the first, called *pre-analysis*, involves organizing the collected material, selecting the most relevant data for the investigation, based on the research objectives and problem; the second, called *material exploration*, consists of transforming the raw data into meaningful units of analysis, identifying patterns, categories or themes that emerge from the research corpus; and the third, constituted as *treatment of the results and interpretation*, characterized by the construction of inferences, attributing meaning and significance to the analyzed discourses. In this last stage, the aim is to establish dialogues between the empirical data and the theoretical framework, which allows for the construction of new knowledge based on inferences.

From this perspective, categories of analysis were created based on the recordings of the students' speeches during the reflective group meetings in order to reveal the implicit meanings and identify possible convergences and divergences, based on common characteristics in the students' speeches: (1) *The role of reflective groups in teacher formation*; (2) *The role of Educational Psychology in the teaching constitution*; (3) *The reframing of teaching through theoretical-practical experiences*; and (4) *The importance of a sensitive and welcoming teaching praxis*.

4.1 Characterization of the classes

For an in-depth understanding of the study, it is first necessary to know the profile of the classes that took part in the research, defining their composition and the students' interests in them. Thus, the class in which the first Assisted Teaching experience and the first set of reflective group meetings were held was the Fundamentals of Educational Psychology, offered for the undergraduate course in Portuguese, in the 2023.1 semester at UFRN, with a compulsory workload of 60 hours.

The syllabus for this component is described as follows in the Integrated Academic Activities Management System (SIGAA): "Main historical approaches to psychology and their implications for education. Basic concepts of the psychology of learning and development". Thus, this subject covers content relating to the historical evolution of Psychology as a science and its contributions to the field of Education, integrating the main theories of 20th-century Psychology and their links with education and cross-cutting and contemporary themes in the field of Educational Psychology.

The class consisted of 37 students - 24 women and 13 men - with an average age of between 17 and 35, most of whom were in the third semester of the Portuguese undergraduate course. There were also students in their final period of this course, as well as some students from different undergraduate courses in smaller numbers (Physics, History, Philosophy, Music, Pedagogy, and a group of Speech and Hearing Therapy students, who were studying the curricular component as an elective subject). Most of these students had teaching experience from non-mandatory internships in public or private schools, or from UFRN's teaching programs.

Analyzing the profile of this class, it was named the *Freedom Class*, due to the students' strong interest in understanding and questioning social reality, showing a critical eye on issues such as the student movement, racism, ableism, and homophobia. This engagement reflected the students' ability to critically analyze the world and actively participate in transforming social reality, in line with the principles of reflection and action proposed by Freire (2013).

The second class that participated in the research was the Educational Psychology II curricular component, offered in the Pedagogy undergraduate course, in the 2023.2 academic semester at UFRN, with a compulsory workload of 52 hours,

divided into theoretical (42 hours) and practical (10 hours). The syllabus for this component states, according to the SIGAA:

Understanding teaching and learning processes in the light of psychogenetic theories. Study of the development-learning, affectivity-cognition, and thought-language relationships in the different life cycles: childhood, adolescence, youth, adulthood, and old age. The relationship between Educational Psychology and pedagogical practices in the Pedagogue's fields of work.

Therefore, it covers content relating to Piaget, Vygotsky, and Wallon's psychogenetic theories and the periodization of development from babies to adulthood. It is worth noting that, at UFRN, the initial teacher training courses have, with the exception of the Pedagogy course, only one compulsory curricular component in the area of Educational Psychology. The Pedagogy course offers two compulsory curricular components in this area: Educational Psychology I and Educational Psychology II.

This class consisted of 35 students - 32 women and three men - with an average age of between 18 and 45, most of whom were studying for their third degree in Pedagogy. Most of them had had teaching experience through non-compulsory internships in public or private schools. The class was named *Hope Class*, inspired by Freire's (2000) concept of "hoping", due to the atmosphere of dreams and hope that permeated the group, motivated by reflections on social transformation through education. The students fervently believed in change, seeking to develop an inclusive and humanizing educational approach, valuing diversity.

4.2 The role of reflective groups in teacher formation

The reflective group meetings held in the classes played a fundamental role in building reflections on teaching that were linked to the students' personal experiences and stories. These meetings sought to deepen the content of the curricular components of Educational Psychology, linking them to the trajectories experienced in Basic Education and the teaching experiences of undergraduate students, whether through internships, teaching programs, or professional activities offered by UFRN or other institutions.

In this context, the reflections of the students in the *Freedom Class* emphasized the importance of life trajectory and reflection on pedagogical practice in the course of their training, as the following statements show:

The process of becoming a teacher is a continuous construction, which takes into account life trajectory, daily life, and experiences. [...] I really like it when Paulo Freire says that 'we are permanently formed as educators, in practice and in reflection on practice', showing that teaching is about working in the classroom, understanding your practice, reflecting on that practice, and then improving it (Ivo, student of the Freedom Class, 2023).

[...] this 'becoming' a teacher I only realized in the experience and pedagogical practice lived in the internship, where it was possible to know and understand the class better, deal with the classroom, with the content and adaptation of this content and the language to teach in the classes [...] reflecting on my practice constantly (João, student of the Freedom Class, 2023).

The hegemonic teaching concept in this class is based on the importance of the personal and pedagogical dimensions in teacher training, recognizing teacher training in a comprehensive way and linked to multiple interrelated dimensions (personal, social, institutional, pedagogical, and so on) (Almeida, 2006). The students' reflections, therefore, revealed an understanding of teaching as a continuous formative process that integrates life trajectory, formative experiences, and those developed in practice (Pimenta, 2018). In addition, the students' statements highlight the relevance of the reflective dimension in teaching work, which is essential for this continuous training, as emphasized by Almeida (2006, p. 182):

Assuming that teachers are producers of practical knowledge, originating from the responses they produce to the unpredictability and ambiguity of practice, making it possible to advance in the understanding of teaching professionalism as the set of specific knowledge, constructed in teaching work, that professionally characterizes the teacher.

On the other hand, the reflections of the students in the *Hope Class* highlighted the importance of childhood experiences, especially how these experiences were re-signified through action and reflection on teaching practice during the degree course. In particular, some students mentioned the habit of portraying the role of a teacher in their playtime emerged as a central aspect that influenced their choice to become real teachers, as illustrated by the following statements:

When I got home from school, I always wanted to represent what I experienced there. I used to play school at home and my mother would always listen to what I was doing at school. [...] My mother also commented that she thought I was going to be a teacher (Paula, student of the Hope Class, 2023).

I think it's hard for anyone not to have played school, to have been a teacher as a child. I helped someone learn to read for a long time through a few moments of teaching, and this motivated me to become a teacher and continue in this profession (Fabiola, student of the Hope Class, 2023).

The conception of teaching revealed by this group was strongly based on the crossings operated by school experiences in their formative trajectories, associating childhood memories with the beginning of their interest in teaching. The memories and reflections shared showed that, for these students, the constitution of teaching is a process that begins in childhood, when the first knowledge linked to experience is formed. According to Pimenta (1997) and Pimenta and Lima (2018), this knowledge is materialized through socially accumulated knowledge and experiences, resulting from contact with teachers throughout their school career, as well as family and social representations, which make up the set of teaching knowledge. In addition, the reflections of the class also emphasized the process of permanent construction of the teacher in their professional performance, this construction being understood as the result of a continuous process of action and reflection on pedagogical practice, which involves both the training of students and the self-training of teachers (Almeida, 2006).

As a result, it is possible to notice that the conceptions of teaching in the two classes significantly reflect the students' personal experiences and histories, with particular emphasis on interactions with teachers who influenced their educational trajectories and contact with teaching practice. These conceptions, therefore, are deeply linked to the students' training path, which includes both the organization of the curriculum structure and the various training experiences provided throughout the degree course, highlighting the importance of involvement with teaching practice from the beginning of the degree.

4.3 The role of Educational Psychology in the teacher formation

Regarding the role of Educational Psychology in creating reflections on teaching, the classes highlighted the importance of the theoretical and methodological knowledge

covered in the curricular components and the dialog between this knowledge and other educational fields. The articulation of this knowledge broadened the students' interpretative horizons concerning the teaching and learning process and the dimensions inherent in this process, enriching their understanding and critical reflection on teaching.

For the *Freedom Class*, the contact with the historical panorama of the evolution of Psychology as a science and its insertion in Brazilian education enabled an in-depth understanding of the influence of traditional and technical teaching models on the teaching practices developed in Brazilian schools. Thus, the students' reflections highlighted the importance of reframing the teaching posture, recognizing the role of the teacher as an agent of transformation in the teaching and learning process, and not as a reproducer of training models based on technical rationality and the transmission of historically accumulated knowledge, as the following statements show:

I have been able to reframe, above all, the teacher's attitude in the classroom. I realize that when I was at school, many teachers labeled students as repeaters and 'unsolvable', and this was detrimental to the students' formative process. And, in fact, the teacher shouldn't see the students as just repeaters or for their mistakes but should consider their previous knowledge (Ivo, student of the Freedom Class, 2023).

Because we still see the predominance of traditional, technicist teaching, as we saw in the innatist and behaviorist approaches. [...] We need to strike a balance between what we learn and what we do in the classroom and think about what we want for education. Do we want to reproduce outdated models or actually make education transformative? (Luísa, student of the Freedom Class, 2023).

Thus, in the *Freedom Class*, the reframing of teaching based on educational psychology knowledge refers especially to the teacher's attitude in the classroom and their role in the teaching and learning process. This reflection highlights one of the fundamental contributions of Educational Psychology to teacher training: the ability to provide ways of seeing, analyzing, and intervening in school reality through the lens of psychological science (Bzuneck, 1999; Tibúrcio, 2022). This perspective is crucial in teacher training, as it enables the development of more conscious and transformative pedagogical practices that go beyond the simple reproduction of traditional models, promoting a more critical and reflective education.

In the *Hope Class*, contact with the understanding of childhood provided by Educational Psychology had a significant impact on the students' reframing of teaching.

This contact highlighted the importance of emotional, playful, and aesthetic aspects in the teaching and learning process of children, showing that the subject promoted a more careful and in-depth view of childhood. Thus, the scientific knowledge covered allowed students to understand childhood in its totality, complexity, and uniqueness, enriching their theoretical-methodological perspectives and encouraging a more sensitive and integrated approach to child development, as shown in the following statements:

Through the Educational Psychology classes, I see that teachers can better understand their students and promote more assertive actions (Anny, student of the Hope Class, 2023).

[...] being a teacher of children and teenagers and other ages is different, it has its particularities. Being a teacher of children is more enjoyable, it's more important because you're going to be the new figure, the first person after the family, you have to be not just a guide, but a home (Laura, student of the Hope Class, 2023).

Thus, in the *Hope Class*, the study of knowledge related to learning theories and the periodization of child development contributed to the reframing of conceptions of childhood, addressing the processes of teaching, learning, and human development throughout the different temporalities of life (Gomes; Pereira, 2022; Pinto, 2018). Specifically in this class, the reflections allowed for an in-depth understanding of the constitution of babies and children, using case studies and practical activities that integrated psychological theories into the daily lives of pedagogues, with focus on Early Childhood Education and the initial years of Primary School.

The analysis of the role of Educational Psychology in the teaching process shows that the teaching of Educational Psychology in both classes was fundamental for building the theoretical-methodological foundations needed to understand the teaching and learning process and to support teaching choices about the methodologies adopted in the classroom and the relationship between teacher, student, and knowledge. Due to the different syllabuses of the curricular components, Educational Psychology was highlighted from various theoretical perspectives linked to the syllabus and discussions established in the classes, such as the knowledge regarding the history of Educational Psychology in the *Freedom Class* and the affective and aesthetic dimensions in children's learning in the *Hope Class*.

4.4 *The reframing of teaching through theoretical-practical experiences*

Regarding the reframing of teaching, the reflective groups were conceived as spaces for the free circulation of ideas and thoughts, not with the intention of resembling lectures, but aiming to foster debates and discussions among the participants, creating an environment conducive to expression, the circulation of ideas, and the exchange of experiences. In this way, the reflective groups, together with the discussions and theoretical-practical methodologies adopted in the class, allowed the participants to get closer to the reality of teaching in Basic Education, by constructing reflections on the experiences and practices linked to teaching, through case studies, songs, excerpts from books, classroom reports, and images.

Thus, in the *Freedom Class*, the importance of using different teaching materials to mediate knowledge and discuss program content in the class was highlighted. This focus on the relationship between theory and practice led to links between psychological knowledge and pedagogical knowledge, broadening the students' perspectives on education and school reality, as shown below:

The concepts in the course gave me an idea of the classroom, of the various ways of teaching and dealing with classes and students (Ivo, student of the Freedom Class, 2023).

[...] the discussions in Educational Psychology gave me a closer look at the school, the teaching attitude, and how to act in the classroom (Sara, student of the Freedom Class, 2023).

This data, therefore, corroborated the perspective indicated by Bzuneck (1999, p. 44), according to whom Educational Psychology in teacher training is a knowledge that articulates theory and practice “[...] so that the theoretical and methodological perspectives of the discipline can subsequently be used in a sensitive and humane way at the service of those who work in school contexts”.

In the *Hope Class*, the speeches showed that listening and dialog play an essential role in initial teacher training and that the methodologies adopted to mediate knowledge and discussions in the class contributed to the process of building teaching skills, as the following speeches illustrate:

I understand that Educational Psychology contributes as a theory that helps us in practice. [...] The methodologies used in class made all the difference in this construction of conceptions [...] this relationship between theory and practice in the component opened up new perspectives, favoring the understanding of psychological concepts. [...] even at this reflective group moment, this practice of being heard and this space to speak. I realize that the course opens up many moments for students to be heard and that these exchanges, dialogue, and listening contribute a lot to training (Nanda, student of Hope Class, 2023).

Through Educational Psychology, I can relate theory to classroom practice (Rodrigo, student of Hope Class, 2023).

These points highlight the importance of the methodologies used to teach Educational Psychology in initial teacher training, as they directly influence the understanding of the theoretical basis of the subject. It is essential that this teaching is based on theoretical-practical articulation, promoting an integrated approach to the demands of the school, such as problem-solving in the different situations and dynamics of the classroom (Tibúrcio, 2022). In this context, educational psychology should converge with other knowledge in teacher training, allowing for reflections and re-significations, as occurred in the classes investigated through the mediation of research-training (Longarezi; Silva, 2013).

Considering this, the analyses show that the subject of Educational Psychology established significant theoretical-practical links for reframing and understanding the process of becoming a teacher, approaching psychological knowledge in a way that was close to everyday teaching and learning situations at school, through case studies, practical research, and didactic-pedagogical planning. This underlines the importance of linking theory and practice in the educational context, bringing academic discourse closer to the reality of basic education. In addition, Aragão and Carota (2019) emphasize that effective teacher training depends on efficient communication articulated to the work context, based on a reflective practice that investigates and problematizes education as a concrete social practice.

4.5 The importance of a sensitive and welcoming teaching praxis

The results also showed that, in the context of teaching Educational Psychology, it is essential to understand the importance of a teaching praxis that is sensitive and welcoming to the students' singularities, since this understanding allows future teachers

to develop practices that consider and value the particularities and needs of their students in the teaching and learning process.

In the *Freedom Class*, the speeches revealed that the dialog between the knowledge of Educational Psychology and other educational fields broadened the understanding of the teaching posture and the students' teaching and learning process. This articulation made it possible to value the needs of each student and the relationship between teacher, student, and knowledge, considering the different historical and social contexts, as shown in the following statements:

The teacher's attitude and gaze towards their students are fundamental in the classroom and for the students' learning, and this course has allowed me to see a bit of that. Often, the teacher goes beyond the classroom and ends up becoming a counselor and an inspiration (João, student of the Freedom Class, 2023).

This course was the only one that gave me an insight into the role of the teacher in the classroom, and today I understand that the teacher must follow a teaching model that has the practice of listening to, understanding, and welcoming the students (Luísa, student of the Freedom Class, 2023).

In the *Hope Class*, the speeches revealed that the knowledge of Educational Psychology related to the periodization of child development enabled an integrative and careful view of the teaching and learning process of children, allowing them to see childhood through the scientific lenses provided by psychological knowledge and pedagogical knowledge, according to the following speeches:

[...] the way I see children has changed a lot. Today I can see from the internships the different stages of development of the children in the classroom. [...] The program also helped me to see what I went through in my education that was wrong [...] and it helped me so that, in my teaching practice, I don't repeat those mistakes, that I do things differently, and help my students in the learning process (Fabiola, student of the Hope Class, 2023).

It makes us reflect on the methodology we use in the classroom, which shouldn't be something ready-made but should take into account each child's particularities (Laura, student of the Hope Class, 2023).

It is important to notice that these reframings were only possible through the dialog between the pedagogical knowledge already developed by the undergraduate students, through contact with other curricular components, as well as experiences provided in the respective undergraduate courses, and the knowledge of Educational Psychology. This dialog, therefore, led to a broadening of interpretative horizons about

the teaching attitude and the teaching and learning process in the classroom, as shown in the category *The role of Educational Psychology in teacher formation*.

5 Closing remarks

The study aimed to analyze the repercussions of teaching Educational Psychology on the process of becoming a teacher in initial teacher training courses. To this end, meetings were held in the form of reflective groups in two classes in the area of Educational Psychology: one from the degree course in Portuguese and one from the face-to-face Pedagogy course at UFRN as part of the Assisted Teaching internships. The results showed that Educational Psychology in initial teacher training contributes to the reframing of conceptions about teaching and to the construction of knowledge that allows it to be understood in its professional and transformative dimension.

This contribution is made, firstly, through the theoretical-methodological bases provided by this scientific knowledge, which, when articulated with other scientific knowledge, subsidize teacher training. In addition, educational psychology offers a broader perspective on students' personal trajectories and experiences, valuing their life stories, their individual needs, and the different historical and social contexts in which they are inserted. Another essential aspect highlighted by the results is the importance of understanding the student in their totality, uniqueness, and complexity, dimensions that Educational Psychology helps to develop; as well as sensitive listening and genuine interest in others, which emerge as crucial factors in the educational process, boosting not only moral and personal formation, but also the intellectual and political development of future teachers.

In this sense, the teaching of Educational Psychology is essential in the process of developing the teaching profession, especially in initial training, insofar as it understands the personal self and the professional self in a dialectical and inseparable way, considering life experiences and stories as integral parts of the process of becoming a teacher. These conclusions answer the research problem by achieving the objective of analyzing the repercussions of this field of scientific knowledge on the process of constituting teaching.

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