

Reflections on the history of the teaching of Psychology in undergraduate courses

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Abstract

This study aims to map the historical path of Psychology teaching within the scope of teacher training courses in the period between 1827 and the present day, starting from the premise that it was in this period that explicit concerns with teacher training in Brazil were expressed. For that, a bibliographical research was carried out from national publications in the SciELO, CAPES and Google Scholar databases. The results point to a teaching of Educational Psychology historically marked by racist and hygienist conceptions with a view to the classification and selection of students, in addition to a teaching based on the syllabus and theoretical aspects of the discipline, with the recent influence of critical and progressive conceptions in this field. teaching. The conclusions allow us to understand the diversity of perspectives assumed by Educational Psychology as well as its possible effects on initial teacher training.

Keywords: Educational Psychology. Teacher Education. History of Education.

Reflexões sobre a história do ensino de Psicologia nos cursos de licenciatura

Resumo

Este estudo objetiva mapear o percurso histórico do ensino de Psicologia no âmbito dos cursos de formação docente no período entre 1827 até os dias atuais, partindo da premissa de que foi neste período que foram manifestadas preocupações explícitas com a formação docente no Brasil. Para tanto, foi realizada uma pesquisa bibliográfica a partir de publicações nacionais nas bases de dados SciELO, CAPES e Google Acadêmico. Os resultados apontam para um ensino de Psicologia Educacional marcado historicamente por concepções racistas e higienistas com vistas à classificação e seleção de estudantes, além de um ensino pautado nos conteúdos programáticos e nos aspectos teóricos da disciplina, sendo recente a influência de concepções críticas e progressistas neste ensino. As conclusões permitem compreender a diversidade de perspectivas assumidas pela Psicologia Educacional bem como seus possíveis efeitos na formação inicial de professores.

Palavras-chave: Psicologia da Educação. Formação de professores. História da Educação.

1 Introduction

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The history of teacher education in Brazil reveals dilemmas faced in this academic area, which concern both political, theoretical and practical aspects, among which we highlight the precarious working conditions of the teaching career, the low salaries of teachers, the devaluation of the profession and the prevalence of training models that engender limited curricula in relation to initial and continuing education (SAVIANI, 2009; GATTI, 2010). Such notes, still present in the Brazilian educational context and in the practices of the trainers, generate concerns about the quality of teacher training and the performance of these teachers in the education networks.

Considering this context, analyzing the historical issues underlying teacher education in Brazil provides subsidies for a more accurate understanding of the difficulties related to curricula and the educational organization of undergraduate degrees. It is, then, with this perspective, examining the pedagogical issues articulated to the transformations that have occurred in Brazilian society in the last two centuries, considering the historical periods of teacher education, as well as the counterposed models structured for teacher education based on the sayings of Saviani (2009), Gatti (2010) and Diniz-Pereira (2013), that this article aims to map the historical course of the teaching of Psychology in the scope of teacher training courses in the period between 1827 to the present day, starting from the premise that it was in this period that concerns were expressed with the preparation of teachers in the country.

It should be noted that Psychology in teacher training is part of the list of disciplines that constitute the foundations of education, often being named as Educational Psychology, Educational Psychology, Psychology in Education, School Psychology, among other terms (GOMES; PEREIRA, 2022). This is one of the basic sciences for undergraduate courses, which includes scientific knowledge linked to the history of Psychology in the area of

Education, as well as the theoretical-methodological conceptions that address the main aspects of teaching and learning, and subsidize teaching practice, in addition to allowing reflection on this practice (BZUNECK, 1999; TIBÚRCIO; FONSECA, 2020). The construction of this bibliographic research is based on indexed texts, thus guaranteeing qualified interpretations and conclusions based on technical and scientific criteria.

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2 Methodology

This research consists, therefore, of a bibliographic research of exploratory nature, which aims to map the historical path of the teaching of Psychology in the scope of teacher training courses over the last two centuries. Exploratory research, as Gil (2010) explains, promotes a greater relationship with the research problem, seeking to explain it more concisely, as well as corroborates the construction of hypotheses. Thus, we sought to deepen the historical context of teacher training in Brazil, with a view to better understanding the progress and mishaps of the teaching of Psychology in teacher training.

As for the bibliographic research, it is equivalent to the initial survey of theoretical references already published, including printed or electronic materials (GIL, 2010), providing the scientific subsidies necessary for the development of the research and the identification and understanding of the theoretical gaps in the area of study. In this perspective, national texts indexed in the SciELO, Periódicos Capes and Google Scholar databases were searched under the time frame of the last four decades. The descriptors used for the bibliographic survey were: history of Psychology teaching; Educational Psychology in Brazil; historical path of Educational Psychology; Educational Psychology teaching; and the discipline of Educational Psychology.

For the discussion and theoretical analysis, seven scientific articles published in journals, five dissertations, one monograph, two theses and one text published as a book chapter were selected. It is important to note that the selected texts brought historical contributions to the understanding of the teaching of Psychology in Education, highlighting the syllabus contents addressed in textbooks, pedagogical practices, training experiences

and methodologies adopted, as well as the organization of teaching, syllabus or course plan.

Chart 01 - Texts selected to compose the scope of the literature review

Tipo	Título	Autor	Ano
Dissertation	Educational Psychology in undergraduate courses in the State of Goiás	MONTENEGRO, Maria Eleusa	1987
Dissertation	Psychological knowledge and early grades: guidelines for teacher education	LAROCCA, Priscila	1996
Article	Educational Psychology and Teacher Education Teachers: Contemporary Trends	BZUNECK, José Aloyseo	1999
Dissertation	Psychological ideas and the teaching of psychology in the courses Porto Alegre in the period from 1920 to 1950	LHULLIER, Cristina	1999
Thesis	Educational Psychology: the turn and voice of pedagogy students of the State Universities of Paraná	PAINI, Leonor Dias	2006
Article	The teaching of psychology in the space of undergraduate courses	LAROCCA, Priscila	2007
Article	Teaching Psychology and its purposes in teacher education: a more than necessary discussion	LAROCCA, Priscila	2007
Article	Educational Psychology textbooks: clues to the analysis of teacher education	ASSUNÇÃO, Maria Madalena Sila de	2007

	for the analysis of teacher training - (1920 - 1960)		
Dissertation	The discipline of Educational Psychology in the Secondary Normal School of Maringá in the period from 1950 to 1970	SILVA, Gescielly Barbosa da	2008
Article	School and Educational Psychology: history, commitments and perspectives	ANTUNES, Mitsuko Aparecida Makino	2008
Book chapter	Psychology and Education in Brazil: a historical analysis	ANTUNES, Mitsuko Aparecida Makino	2011
Dissertation	Psychology and education of the pedagogue: analysis of the discipline Psychology of Education at UFG/RC (1988-2014))	COSTA, Cibele dos Reis	2015
Thesis	Contributions of School Psychology to teacher education: a study on the discipline Psychology da Educação nas Graduation	CHECCHIA, Ana Karina Amorim	2015
Article	Psychology in Brazil: historical antecedents for the constitution of the science and profession	OLIVEIRA, Fernando Faleiros de Oliveira; GUIMARÃES, Liliansa Andolpho Magalhães	2021
Article	The relationship between theory and practice in the teaching of educational psychology at UFRN: experiences of a monitoring	TIBÚRCIO, Nadiane Maria da Silva; FONSECA, Géssica Fabelly	2021
Monograph	Methodologies in the teaching of Educational	TIBÚRCIO, Nadiane Maria da Silva	2022

	Psychology: perspectives for teacher training		
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Source: prepared by the authors (2022).

3 Historical aspects of teacher training in Brazil

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With a retrospective look at the trajectory of teacher training in Brazil, we remember that the concern with teacher preparation emerges explicitly after the enactment of the Law of the Schools of First Letters, sanctioned on October 15, 1827, which determines that teaching in such schools should be based on the mutual method and that teachers to teach should also be didactically instructed in this method (SAVIANI, 2009). It was from this law that the Brazilian educational organization takes an important step towards the civilizing process and popular instruction in the country, incorporating the ideas of education as a duty of the State, with the rational distribution of schools throughout the national territory and the concern with the training and didactic preparation of teachers really qualified to teach (AMORIM; FERRONATO, 2013).

With the enactment of the Additional Act of 1834, primary education was conducted, with responsibility for the provinces, which created, as a model for teacher training in the country, the Normal Schools (SAVIANI, 2009). From this period, the "intermittent trials of teacher training (1827-1890)" begin, as put by Saviani (2009, p. 144), a time interval in which several Normal Schools were created in order to train the professionals who would teach in the country's education networks. However, these schools had a path of constant closures and reopenings. It is worth mentioning that the preparation of these teachers was focused on a specific pedagogical-didactic training, however, what, in fact, predominated was a training with emphasis on the mastery of the specific knowledge that should be transmitted in such schools (SAVIANI, 2009). Thus, it is noted that the training of teachers in Brazil, at the beginning of the 19th century, originates in a very costly and incipient way, forming few students in the Normal Schools and valuing a teacher preparation with emphasis on the contents to be transmitted.

Notwithstanding such setbacks, at the end of the 19th century and the beginning of the 20th century, education became popular in the country and, with it, the "establishment and expansion of the standard of Normal Schools (1890-1932)" (SAVIANI, 2009, p. 145), having as its main milestone the São Paulo reform of public instruction promulgated in 1890, creating the model school attached to the Normal School. The desire of the time was to reform the study plans of the Normal Schools, making it a school of qualified training and regenerative teaching and, for this, it was necessary to enrich the curricular contents and emphasize the practical-pedagogical exercise (SAVIANI, 2009). Given this, it is possible to perceive that, in this period, the preparation of teachers is centralized in practical exercise, due to the understanding that this training would only have its own meaning from the curricular organization for pedagogical-didactic preparation (SAVIANI, 2009).

After the first decade of the republican period, the enthusiasm of the reformers faded, predominating the training pattern until then dominant, centered on the domain and transmission of knowledge (SAVIANI, 2009). In view of this, the phase called "organization of educational institutes (1932-1939)" is inaugurated, seen as spaces for the cultivation of scientific research and teaching (SAVIANI, 2009, p. 145). With this, the Normal Schools were transformed into Teachers' Schools, including a curriculum that contemplated disciplines, such as: Educational Biology; Educational Sociology; Educational Psychology; History of Education; and Introduction to Teaching (SAVIANI, 2009), which adopted as teaching practices, such as: observation, participation and experimentation (SAVIANI, 2009).

It was, then, from 1939, with Decree-Law No. 1,190, which definitively structured the teaching at the National Faculty of Philosophy of the University of Brazil, being a reference institution of higher education, that an organization was constituted in the teacher training courses in the country for those who would act in secondary schools (SAVIANI, 2009). This period was delimited by Saviani (2009, p. 146) as "Organization and implementation of pedagogy and undergraduate courses and consolidation of the standard of the Normal Schools (1939-1971)", having consolidated the model that came to be

popularly called "3+1 scheme", adopted for the organization of both undergraduate courses and Pedagogy courses, thus forming bachelor's teachers specializing in education and high school teachers for the Normal Schools (GATTI, 2010).

In the "3 + 1 scheme", the training given to these teachers was divided as follows: in the first three years the study of the specific subjects to be taught was deepened and one year was destined to didactic-pedagogical training, focusing on professional performance (SAVIANI, 2009). In view of this, there is a predominance of a dualistic aspect in the organization of teacher education, in which undergraduate courses are historically structured from a training focused on cultural-cognitive content, attributing to didactic-pedagogical training the meaning of a complement of formal requirement and not as a fundamental axis for teaching (SAVIANI, 2009). This organization has taken root in teacher education and contributed to a dichotomous perspective between theory and practice, emphasizing specific content and distancing itself from pedagogical performance.

With the military coup in 1964, which imposed several changes in the educational field through changes in teaching legislation, the Normal Schools are extinguished, thus emerging the specific qualification of 2nd degree for the exercise of teaching, being called the period of the "Replacement of the Normal School by the specific qualification of Teaching (1971-1996)" (SAVIANI, 2009, p. 147). This qualification was then organized in two basic modalities: the first, had a duration of three years, in which it would enable to teach classes until the fourth grade and the second, had a duration of four years, in which it enabled to teach until the sixth grade¹, in addition to integrating a common and mandatory curriculum throughout the national scope. It was only with law n. 5,692 that teacher training was provided for at the higher level, through the creation of undergraduate courses, which could be of short duration, that is, courses of up to three years, or full training lasting four years (SAVIANI, 2009). During this period, teacher training was precarious, with dispersed training, without an effective concern with conceptual appropriation and pedagogical action.

With this, at the end of the twentieth century, a movement of reformulation of degrees began, as well as the Pedagogy course, adopting teaching as the main axis of the

professional identity of educators (SAVIANI, 2009). With the enactment of the Law of Guidelines and Bases of Education (LDB) of 1996, emerges as an alternative to the teacher training courses "The Higher Institutes of Education and the Higher Normal Schools (1996-2006)", which emerge as institutions of higher education of second category, providing a hasty and cheaper training (SAVIANI, 2009, p. 146). In the year 2002, the National Curriculum Guidelines for Teacher Education are sanctioned and in the following years are approved for undergraduate courses the curricular guidelines for teaching organization, however, there is still a prevalence of training with a focus on specific areas with little room for a didactic-pedagogical training (GATTI, 2010).

In this perspective, the historical course of teacher education in Brazil is marked by advances and ruptures, with regard to the precariousness of public education policies, which were not sufficient to remedy the problems faced by education, and the duality in teacher education models, configuring a training process that sometimes emphasized the predominance of the cultural-cognitive content model and sometimes was based on the didactic-pedagogical model, without a synthesis between these two. We emphasize, then, the relevance of the historical aspects in teacher education, since it is a relatively recent field of research in the area of Education, being initially fostered by descriptive, dispersed, unsystematic and trivial research and, redimensioned only at the beginning of the twentieth century, from investigations concerned with understanding the mishaps faced in teacher education and producing, as well as disseminating knowledge that underlies the practices and educational policies of teacher preparation (DINIZ-PEREIRA, 2013).

4 Reflections on the history of psychology teaching in teacher education

At the beginning of the 19th century, the psychological knowledge produced was disseminated mainly in higher education institutions, secondary education, normal schools and some medical schools (ANTUNES, 2011). Such institutions produced studies linked to medical ideas, articulating educational issues and psychological phenomena through

themes such as physical and moral sanitation, propositions about intelligence and instruction (ANTUNES, 2011).

Schools, in this period, followed hygienist projects that aimed at moral formation and physical sanitation, aiming at the normalization of student behavior through repressive actions to conducts considered as pernicious (ANTUNES, 2011; TIBÚRCIO, 2022). As for the Normal Schools, they were responsible for initiating discussions, even if in an incipient way, of themes related to the child's learning and the importance of teaching methodologies, approaching what would later be called Educational Psychology (ANTUNES, 2011).

It is, then, at the end of the 19th century, that the relations between the psychological phenomenon and education are evidenced from discussions brought by authors of the educational field, such as Locke, Rousseau and Pestalozzi, begin to address in their studies issues of a psychological nature linked to education (ANTUNES, 2011). In the field of Pedagogy, the disciplines dealt with "the education of psychic faculties, such as intelligence, sensations and wills; learning; the use of rewards and punishments, and psychological development" (ANTUNES, 2011, p. 17). It is worth noting that in the last decade of the 19th century, there was a restructuring and reorganization of the curricula of the Normal Schools, assigning the beginning of the course to the study of Psychology, which had a teaching program that covered:

the general idea of Psychology applied to morals and Pedagogy; physical activity (movements, instincts, habits); physical sensitivity (pleasure and pain, senses and sensations, needs and appetites); intelligence (consciousness and perception, memory and imagination, abstraction, generalization, judgment, reasoning and reason); moral sensitivity and will (LHULLIER, 1999, p. 34).

Analyzing Psychology in Normal Schools, it is noted that, in this period, the deepening of the relationship between Psychology and the educational process begins gradually, as well as the study related to psychic faculties in education begins to become more explicit, bringing discussions related to learning, human development and teaching methodologies. This period was also prosperous due to the numerous productions that

relate psychological knowledge to medical and pedagogical studies, in addition to the exchange of ideas with foreign countries (OLIVEIRA; GUIMARÃES, 2021). However, such knowledge productions arise based on hygienist assumptions with a view to the physical and moral sanitation of the students, without there being, in fact, a social commitment to education and the Brazilian popular strata. Themes such as these were relevant for the time, as they underpinned the current educational model of the 19th century based on a homogenizing and normalizing education.

Autonomization, regulation and consolidation of Psychology in the 20th century

From the beginning of the twentieth century, the Brazilian population undergoes numerous transformations in its social, political and economic structure: the strengthening of liberal thought; the consolidation of the Republic; the commitment to the modernization of the country; and the search for the industrialization process in contrast to the dominance of the agrarian model (ANTUNES, 2008). In this context, the influences of the principles of the New School in the area of Education grow in order to disseminate the new conceptions of man and society arising from liberal thought and to form the subjects for this new society that presents itself (TIBÚRCIO, 2022). In addition, the scholastic thought brings to the debate the need for schooling of the popular masses from an education of responsibility of the State and a greater systematization and organization of the educational plan for the country, embracing pedagogical ideas through teaching with an emphasis on learning and autonomous development of the student (TIBÚRCIO, 2022).

With this, it was the responsibility of the Normal Schools to disseminate the scholastic principles in Brazilian education in order to train teachers from these precepts and produce new knowledge through the Psychology laboratories (ANTUNES, 2011). It is worth noting that in this period, in 1920, the State Education Reforms were established, which instituted Psychology as a scientific foundation for Education, recognizing and consolidating Psychology as a scientific substrate and specific area of knowledge in Brazil (ANTUNES, 2008). In this context, knowledge from Europe and the United States is

incorporated into Brazilian educational thought and Psychology is used to define educational objectives in a reductionist way, contemplating only the needs of the individual organism, in a way separated from the social organism (LHULLIER, 1999).

It was also in this period that Psychology was consolidated based on ideas for the constitution of important structures for the country, such as the establishment of several laboratories in the field of Experimental Psychology that produced knowledge applied to Education. Among such laboratories was the first laboratory called Pedagogium, created in 1931, under the direction of Lourenço Filho, inserted in an institute that sought to produce and disseminate knowledge as well as stimulate educational investigations (LHULLIER, 1999; ANTUNES, 2011; TIBÚRCIO, 2022), and which integrates the history of what we currently call the National Institute of Educational Research (INEP) (OLIVEIRA; GUIMARÃES, 2021). These laboratories carried out experimental work deepening studies on intelligence, schooling, memory, learning and child personality, as well as seeking to adapt and revise the psychological tests of intelligence and aptitude (LHULLIER, 1999). Assunção (2007) points out that the concern with psychological tests, whether individual or collective, was noticeable during this period, which were applied with the purpose of knowing (from an evaluation perspective) and educating the child. These also ratified the pedagogical orientation of the time, which was based on an education based on scientific knowledge about the "raw material" to be educated or molded (ASSUNÇÃO, 2007).

The 1930s were marked by the creation of Psychology courses in universities and the consolidation of the Psychology discipline as mandatory in Higher Education (OLIVEIRA; GUIMARÃES, 2021). Thus, the General Psychology courses were created at the University of São Paulo (USP), in 1934, and the chair of Educational Psychology at that university (LHULLIER, 1999; ANTUNES, 2011; TIBÚRCIO, 2022). Assunção (2007) will highlight that this decade was important for the production of knowledge and the publication of textbooks in the country, due to the influence of the New School, evidencing the relevance of Psychology in Education for the time. Such textbooks were based on neurological precepts for the understanding of human behavior and learning problems in childhood, attributing many of these behaviors to genetic inheritance and innate factors

(ASSUNÇÃO, 2007). In addition, Educational Psychology in Normal Schools was intended to develop a scientific attitude in future teachers, allowing knowledge about the child based on hygiene and morality, seeking the adaptation and adjustment of the child to the environment.

Psychology thus becomes the main support of Education and, through the curriculum of the courses of the Normal Schools, it is possible to notice a domain of psychological knowledge under the pedagogical ones, since the Educational Psychology developed at the time directed its gaze to the "problem child" and its "learning problems" (TIBÚRCIO, 2022), engendering an exacerbated psychologism, guiding the development of pedagogical practice with a strictly psychological focus, blaming the student for his school failure, thus ignoring the historical-social aspects that constitute the educational process (CHECCHIA, 2015).

That said, Psychology in this period was configured in a hygienist-based science, which followed the precepts of a clinical and curative perspective, relying on the knowledge of Biology and Medicine (GOMES; PEREIRA, 2022). This was influenced by theories derived from liberal thinking and the capitalist economic model, which sought to meet the demand for classification and selection of students through psychological tests and laboratory analysis with a view to improving the organization of teaching in Brazil (SILVA, 2008). However, such tests and analyses contributed to the labeling of students, diagnosing them as "problem children" or "disabled", thus making the school a space of segregation and social inequalities (CHECCHIA, 2015; ANTUNES, 2011; TIBÚRCIO, 2022).

In 1962, the profession and performance of the psychologist is recognized by law n. 4,119, as well as the legitimation of training in Psychology through higher education courses (ANTUNES, 2011; TIBÚRCIO, 2022); in 1968, the University Reform expanded, through privatization, the Psychology courses in higher education, with a considerable increase in the number of psychologists in the country, however, with a precarious and light training and few possibilities of professional insertion (ANTUNES, 2011). In this period, the books of Afro do Amaral Fontoura stand out in the teaching of Educational Psychology in

Normal Schools, which were based on the study of child development (SILVA, 2008; ASSUNÇÃO, 2007). In addition, the teaching programs of the discipline in some of these schools were organized based on: "Rational Experimental Psychology; Practical Questionnaire; Extropection and Experimentation; Barlund and the Experimentation; Methods and Inquiries; Measurement of Intelige Speraman and the Intelligence; The Tests¹" (SILVA, 2008, p. 129). It is also in this period that there is great influence of the Behaviorist approach in the discussions of textbooks in the area, considering that the Technician Pedagogy predominated in Brazilian Education (ASSUNÇÃO, 2007).

In view of this, in the mid-1970s, the relations between Psychology and Education began to be strongly criticized, since there was a lack of theoretical and scientific rigor regarding the articulations between these two sciences, so that psychological knowledge was incorporated into educational practices in a superficial way (MONTENEGRO, 1987; CHECCHIA, 2015; TIBÚRCIO, 2022). In this scenario, the psychological knowledge produced was applied to educational problems with the justification of solving problems in the field of education, referring to the perspective of a Psychology Applied to Education, which according to Larocca (2007), was consolidated in undergraduate courses due to its *modus operandi*, based on the rational-technical model, which organized the curriculum in order to initially study theories, that is, the foundations of education, and, later, educational practices, that is, didactic-pedagogical disciplines. The author also points out that this curricular organization had profound implications for the know-how of teaching professionals, thus providing dichotomies between "theory and practice, thinking and doing, fundamentals, contents and methodologies" (LAROCCA, 2007, p. 300).

It is then, at the end of the twentieth century and beginning of the twenty-first century, that the influences of critical conceptions of man emerge in Brazilian society and in its educational context, promoting changes in the traditional practices of Psychology, thus emerging new practices committed to the interests of the popular layers, considering the psychological phenomenon as historical-social and multidetermined (TIBÚRCIO, 2022). Such conceptions forged the necessary conditions for a professional and pedagogical performance committed to social and educational transformation (ANTUNES,

2011). However, the challenges arising from a trajectory marked by political and economic interests of an individualistic and hygienist nature with regard to Educational Psychology in teacher training continued, thus engendering the conception of Educational Psychology as an eminently theoretical discipline, disconnected from the educational context and without consensus regarding the basic contents to subsidize the professional practice of future teachers (MONTENEGRO, 1987; LAROCCA, 1996).

The contributions and challenges of Psychology in teacher education in the 21st century

Psychology in the 21st century carries a diffuse trajectory, full of advances regarding its contributions to teacher education, but it is also surrounded by several mishaps resulting from the historically constructed conception of an imminently theoretical discipline, inserted in the set of foundations of education (BZUNECK, 1999; LAROCCA, 2007; TIBÚRCIO, 2022), often being "treated as a set of knowledge to be learned by future teachers, as a basis for their professional performance" (BZUNECK, 1999, p. 42). 42). Such a conception reverberates in the spaces of undergraduate courses so that this discipline currently develops a hasty, fragmented, little-deepened teaching, distant from the school context (LAROCCA, 2007; COSTA, 2015), with few interdisciplinary articulations, an insufficient workload through the programmatic content and with dichotomous articulations between theory and practice (PAINI, 2006; CHECCHIA, 2015).

In this perspective, the author Larocca (2007) states that the discipline of Educational Psychology has experienced an artificial situation in teacher training, explaining that this discipline only approaches the problems related to education and teaching social practice, however, it does not actually experience them with undergraduate students through the programmatic content and relations with pedagogical performance. (LAROCCA, 2007; TIBÚRCIO, 2022). Thus, the current literature that discusses Psychology in Education considers that it must assume its theoretical-practical status in the initial training of teachers, developing a teaching that considers the student that the teacher has before him, the educational, school and social reality, the different

contributions of Psychology to Education (LAROCCA, 1996) and "the construction of a pedagogical practice that prioritizes theoretical-practical methodologies" (TIBÚRCIO, 2022, p. 26).

In view of this, it is noted that in the 21st century Psychology has sought to develop an action in teacher training committed to the transformation of Education, considering the dialectical unity between psychological knowledge, which allows access to theoretical approaches and ways of seeing through the lenses of science (BZUNECK, 1999; TIBURCIO, 2022), and Education, which is the social practice transformed through intervention and teaching performance (LAROCCA, 2007). Thus, Educational Psychology, currently, is configured as a science that is dedicated to the study of processes related to teaching and learning in the different temporalities of human life, in which in dialogue with the various educational sciences it provides sufficient theoretical and methodological subsidies for the educational process to achieve its objectives (TIBURCIO, 2022), whose function is to develop in future teaching professionals a useful psychological perspective in their social practice, thus considering psychological knowledge, educational reality and the wisdom of practice (BZUNECK, 1999; TIBÚRCIO, 2022).

5 Final considerations

The analyses of the bibliographic materials selected in the SciELO, CAPES and Google Scholar databases show that the teaching of Psychology in teacher education is part of a historical panorama characterized as complex and non-linear, consisting of successive advances and setbacks. In this path we can see that, initially, in the history of Psychology in teacher training in Brazil, psychological knowledge was disseminated in Higher, Secondary and Normal Education institutions, producing studies that articulated the psyche with medical ideas and hygienist projects, seeking the physical sanitation and moral formation of the students without a social commitment to pedagogical action. Then, Psychology is noted assuming a role of an individualistic and elitist science, influenced by hygienist theories, based on the precepts of Biology and Medicine, aiming at the selection

and classification of students from psychological tests and laboratory analysis, transforming schools into spaces of segregation and inequalities.

It is only at the end of the twentieth century and beginning of the twenty-first century that Psychology advances and reshapes its conceptions from the influence of progressive theories, composing a field of action committed to social instances and the transformation of Education, thus overcoming the limits of its constitution and consolidation. This historical path subsidizes a more accurate and contextualized understanding of the diversity of perspectives assumed by Psychology in teacher education, especially on the difficulties that reflect to this day regarding the contributions of this science to teacher education and practice. We emphasize here that Psychology must assume its theoretical-practical status in teacher education in order to overcome the mishaps that have been consolidated historically, also seeking to exchange with the educational reality and the knowledge from practice to thus develop a meaningful and effective teaching in the training of future teachers.

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