

Affection, teaching, and sports: a theoretical essay


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Abstract

Affection can be evidenced in various situations within sports practice, including those related to teaching. Based on this premise, we can say that, mediated by affection, the teaching-learning process in sports revolves around the relationships that exist between the subjects: the teacher/coach, the student/athlete, and the object: the sport. The quality of these relationships can determine whether the teaching, training, and learning processes in sports are on the right path and in the correct direction for the holistic development of the human being. This essay aimed to discuss the role of affection in teaching practice and sports learning. A discussion on affection and its influence on the teaching-learning process in the sports domain was conducted. Finally, this essay highlights the implications and consequences concerning the relationship between the affection factor and the quality of pedagogical mediation in either bringing the student/athlete closer to or distancing them from the sport.

Keywords: Affection. Teaching-learning. Sports.

Afetividade, ensino e esporte: um ensaio teórico

Resumo

A afetividade pode ser evidenciada em diversas situações da prática esportiva, inclusive nas de ensino. Com base neste pressuposto, podemos dizer que, mediado pela afetividade, o processo de ensino-aprendizagem dos esportes passa pelas relações que existem entre os sujeitos, o professor/treinador, o aluno/atleta e o objeto, o esporte. A qualidade dessas relações pode dizer se os processos de ensino, formação e aprendizagem nos esportes estão no caminho e na direção corretos para o desenvolvimento integral do ser humano. Este ensaio teve por objetivo discutir o papel da afetividade na prática docente e na aprendizagem dos esportes. Foi realizada uma discussão sobre a afetividade e sua influência no processo de ensino-aprendizagem na área esportiva. Por fim, este ensaio pontua as implicações e consequências concernentes à relação entre o fator afetividade e a qualidade da mediação pedagógica na aproximação ou no afastamento do aluno/atleta em relação ao esporte.

Palavras-chave: Afetividade. Ensino-aprendizagem. Esportes.

1 Introduction

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It is practically a consensus among theorists from various fields that affectivity is one of the important factors that has an impact on learning (Piaget, 1962; Wallon, 2007; Leite, 2011; 2018; Almeida and Mahoney 2007). For this reason, this factor has been the subject of studies in the most varied fields of knowledge. Most theorists, such as Piaget (1962), recognize that without affection there would be no interest in or consolidation of learning. This is no different in the field of sports, since it involves complex and often challenging activities, which require affective balance and emotional control.

In order to discuss this topic, it is first necessary to define the concept of affectivity. Thus, we can say that affectivity is the ability to affect and be affected, and is linked to sensations of pleasure and displeasure (Ferreira, 1999). It has three distinct phases: emotions, feelings and passion. Emotions are more superficial and reactive; feelings are a little deeper and have a representational character; while passion is the deepest of all and has the function of self-control of emotions (Mahoney and Almeida, 2005).

Another important point in the teaching-learning process, not just in sports, is the relationship between subjects and knowledge (Leite, 2018). These relationships can be observed through the lenses of Didactics, Pedagogy and Educational Psychology, which try to understand how the teacher relates to the student and to knowledge, and how the student relates to the teacher and to knowledge.

Considering the above, this essay aims to discuss the role of affectivity in teaching practice and sports learning. To this end, a bibliographical survey was carried out compiling the main authors who address the relationship between affectivity and its influence on the teaching-learning process in the sports area.

In terms of the organization of the work, after the introduction, the research continues with the discussion involving teacher-knowledge-student, affectivity and its characteristics, affectivity and sport, affectivity in teaching practice, the final considerations and, finally, the bibliographical references.

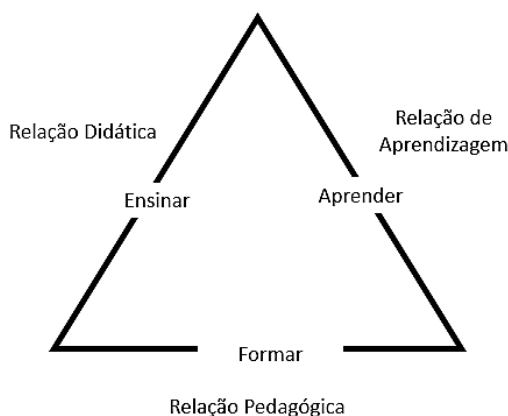
2 Teacher-knowledge-student

The teacher-student relationship is a relationship involving two subjects, the teacher and the student, and one object, knowledge (Oliveira, 2014). Houssaye (2014) calls this knowledge knowledge, referring to content, subjects, programs, etc. So, based on the assumption that the fundamental elements of every pedagogical action are knowledge, the teacher and the student, we can think of the elements of Didactics as: (1) content - linked to knowledge; (2) teaching action - linked to the teacher; (3) learning action - linked to the student.

In this way, we can see the importance of the teacher having good criteria for selecting and organizing content and knowing how to choose appropriate methodologies that facilitate the work in order to achieve the proposed objectives. We should also emphasize that active student participation is seen as an essential factor for learning (Libâneo, 2013).

In order to approach the teacher-knowledge-student relationship in a didactic way, we will use as a basis the Pedagogical Triangle model, developed by Houssaye (1988; 2014), a pedagogue and professor of educational sciences. According to Houssaye (2014), this figure visually represents the functioning of the pedagogical or educational situation. The Pedagogical Triangle is shown in Figure 1.

Figure 1: Pedagogical triangle



Source: adapted from Jean Houssaye (2014, p. 11).

The Pedagogical Triangle offers us the possibility of understanding the pedagogical act as a scheme that presents the relationships between three components, teacher-knowledge-student, constituted on each side by the processes of teaching, training and learning (Franco, 2014). The sides of the Pedagogical Triangle represent the relationships between the teacher, the knowledge and the student, described as follows: the teacher-knowledge relationship is called the Didactic Relationship; the teacher-student relationship is called the Pedagogical Relationship; and finally, the student-knowledge relationship is called the Learning Relationship.

In the Pedagogical Triangle theory, Houssaye (2014) uses an analogy with a card game to describe it, introducing the definition of the "dead or foolish" situation. This situation occurs when more importance is given to one side of the triangle, leaving aside one of the subjects or the object. For example, if the didactic relationship has greater prominence in the pedagogical situation, this is a sign that the student is taking the place of "dead or foolish". A similar situation can happen with the other sides of the triangle too; that is, if the pedagogical relationship is more prominent, the content takes the place of "dead or foolish"; and finally, if the learning relationship is more prominent, the teacher is the one who takes the place of "dead or foolish".

In other words, if the teacher only focuses on teaching the content, consequently he or she won't pay enough attention to the student; it's as if the student isn't invited to take part in the process. Similarly, if the teacher only emphasizes the student's questions, the content is left out of the pedagogical act, as if being together with the student were enough to justify the fact that they are in the classroom. Another point refers to the fact that if the student focuses on the relationship with the teacher, the content is left aside, as well as everything that involves their learning, placing their concerns on the friendship with the teacher. Finally, if the student focuses only on the content, they fail to take advantage of, among other things, the human potential of the teacher and their purpose; it is possible to see self-education in this type of situation (Houssaye, 2014).

According to Houssaye (2014), three points can explain these situations. The first is that, in the teacher-knowledge relationship, depending on the teacher's level of knowledge and commitment to the content, students come to worship them without maintaining a critical distance. The second point is that, in the teacher-student relationship, both the teacher and the student can become fascinated by each other, in a relationship of love and friendship, to the point of becoming each other's followers. Finally, the third and last point is that in the student-knowledge relationship, the teacher becomes just an instrument, someone whose knowledge is not used, and the student uses the teacher as a documentalist.

In this same sense, the author suggests that there should be a balance between the processes so that one of the elements doesn't remain "dead" for too long. The author proposes to teachers and students that if the teacher intends to teach - to be the link between the content and the student, he or she must also strive to educate by asking the students questions, in other words, by relating to them. Likewise, if the teacher wants to educate - to pass on values and principles by example, they must also teach by presenting the content to the students. Finally, if the student wants to learn - to abstract the content, they must try asking questions in order to have a relationship with the teacher (Houssaye, 2014).

Philippe Meirieu (2006) states, in one of the chapters of *Letters to a Young Teacher*, that we don't have to choose between love for the student or love for knowledge. The point is that we don't have to focus only on the student or on knowledge (Meirieu, 2006, p. 19), which brings us to the notion of balance. The author adds that "[...] in all cases, the teacher must make it possible for each student to confront knowledge that goes beyond them and, at the same time, provide them with the help they need to get closer to it [...]". It can be noted that in this perspective we can observe the notion of approximation and distancing, which was also developed by Leite (2011; 2018), given that Meirieu (2006) talks about bringing students closer to knowledge.

Still on this subject, another important author, Charlot (2000), in his book "Relation to knowledge", puts forward the idea that "[...] the teacher instructs and educates, but is

also an agent of an institution, a representative of a teaching discipline, a singular individual who is more or less sympathetic”. The relationships that a student has with this teacher are overdetermined: they are relationships with their knowledge, their professionalism, their institutional status, their person. “[...] The point is important: the student can attribute other meanings to a relationship defined, in principle, as a relationship with knowledge (the teacher too, by the way)” (Charlot, 2000, p. 67).

3 What is affectivity?

The word affectivity is a derivation of the word affection, which comes from the Latin *affectio*. According to Gonçalves (2011), the term affection means: "relationship, disposition, temporary state, love, attraction". In a more detailed definition, Ferreira (1999, p. 62) argues that affectivity should be understood as

[q]uality or character of affective and set of psychic phenomena, which manifest themselves in the form of emotions, feelings and passions, always accompanied by the impression of pain or pleasure, satisfaction or dissatisfaction, pleasure or displeasure, joy or sadness.

The term affectivity, for Piaget (2005, p. 18), "is related to the feelings themselves and in particular the emotions; and the various tendencies, including the 'higher tendencies' and in particular the will". For this author, affectivity plays an important role in learning, since it is indisputable that affect plays an essential role in the functioning of intelligence. Without affection there would be no interest, no need, no motivation; and consequently, questions or problems would never be asked and there would be no intelligence. Affectivity is a necessary condition in the constitution of intelligence (Piaget, 1962, p. 32).

To exemplify this function of affectivity, Piaget uses an analogy, comparing it to a source of energy, similar to gasoline, which powers the engine of a machine. He argues that although affectivity can drive learning, it does not alter its structure (Piaget, 2005). In this way, it provides fuel for the development of new skills.

Vygotsky did not elaborate a definition for the terms related to the affective domain (Tassoni and Leite, 2011), perhaps because his work was unfinished due to his early death

at the age of 37. However, when commenting on this author's theory, Leite (2018, p. 33) says that "affections are the fruit of socially constructed processes based on biological inheritance, initially present in the individual".

Wallon (2007), a prominent researcher for his studies on the psychological evolution of children and also the first to propose a theory of affectivity, explains that emotions, such as fear (the first clearly distinct emotion in children), are associated with changes in visceral and muscle tone, which in turn affects postural function. For Wallon (2007, p. 148), "[w]hatever their stages in the history of the species, they depend on specific automatisms that emerge in the behavior of individuals with an effect of functional maturation".

Another interesting point in these theories - which La Taille, Oliveira and Dantas (1992) call psychogenetic theories - is the meaning of affectivity developed by Wallon. In his 2007 work, Wallon stated that affectivity is a functional field that contains emotions, feelings and passions. Mahoney and Almeida (2005), commenting on Wallon's theories, highlight the following points about affectivity:

- It refers to the capacity, the willingness of human beings to be affected by the external/internal world through sensations linked to pleasant or unpleasant tones;
- To be affected is to react with internal/external activities that the situation arouses;
- The theory points to three marked, successive moments in the evolution of affectivity: emotion, feeling and passion;
- All three are the result of organic and social factors and correspond to different configurations;
- In emotion, there is a predominance of physiological activation, in feeling, representational activation, in passion, self-control activation (Mahoney and Almeida, 2005, p. 19-20).

Based on Wallon's concept, we can understand that affectivity doesn't just refer to being affectionate, caring or loving, as many people believe (Soligo, 2018). It is a much more complex concept, which relates to the sensations, reactions, behaviors and expressions that refer to the most diverse emotions and different passions and feelings,

such as anger, joy, fear, jealousy, pleasure or displeasure, interest or contempt, motivation, etc (Mahoney and Almeida, 2005).

Giving a general summary of the theories of Piaget, Vygotsky and Wallon regarding affectivity, Costa and Souza (2012) express the following assessment:

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Piaget, Vygotsky and Wallon, when carrying out investigations into human psychological development, ended up identifying affectivity as a social character, widely dynamic and a builder of the human personality, as well as establishing the link between the individual and the search for knowledge (through social interactions), with all three authors tending towards the postulate that, although considered under different matrices, affectivity is responsible for triggering human action and thinking, that is, for the realization of socio-cognitive development (Costa and Souza, 2012, p. 12).

For Freire (1997, p. 170), an author in the field of Physical Education, "affectivity is the territory of feelings, passions, emotions, through which fear, suffering, interest and joy pass".

3.1 Emotion, feeling and passion

According to Wallon (2007, p. 148), "[emotions] essentially consist of systems of attitudes that each correspond to a particular kind of situation". For the author, emotions are less intense and have a shorter duration, which means they are more reactive.

According to Mahoney and Almeida (2005, p. 20), emotion is "[...] the externalization of affectivity, in other words, it is its bodily, motor expression. It has a plastic, expressive and contagious power; it is the first link between the organic and the social: it establishes links with the human world and through it with the physical world [...]".

To this, Wallon adds that emotion is directly linked to tone (Wallon, 2007). Therefore, we can say that emotion - which for Wallon is a system of attitudes - is visibly perceived and corporeal, because it manifests itself in the body (Mendes, 2017). It can be noticed when an angry person has trembling hands, sweats or cries.

For these authors, feelings last longer than emotions and have a representational character of affectivity (Mahoney and Almeida, 2005). According to Mendes (2017, p. 58),

"feeling is the representation of emotion, as Wallon refers to representations to translate emotions that can be variably elaborated by the individual, as they use language, gestures, art or literature to interact". The author goes on to say that "[this] representation is elaborated mentally and may or may not become known, which is not the case with emotion".

Finally, let's talk about passion, which is more enduring than feelings and emotions. Because it is longer-lasting, passion reveals the emergence of self-control and, as a result, there is an attempt to stifle emotions (Mahoney and Almeida, 2005). Passion, as Wallon shows us, only manifests itself after the age of three (Mendes, 2017; Wallon, 2007).

4 Affectivity and sport

In sport, emotions have been observed from its genesis to the present day, as sport carries them in its essence as one of the elements that is part of this phenomenon (Barbosa, 2003). These feelings can manifest themselves in the sporting context, for example, when a child experiences situations that provoke fear, anger, joy, among others. It is not uncommon for situations of crying and anguish to occur among students/athletes during a lesson/training session (Guiramand, 2014).

Feelings in sport can be expressed when the individual, or the group, manages to perform the motor tasks required of the sport or achieves the objectives of the game, which gives them a feeling of self-fulfillment. This was observed in the review article by Bernardes, Yamaji and Guedes (2015), according to which technical competence was the factor most cited as a reason for practicing sport at a young age.

Passion can be demonstrated in various situations in the sports context, as exemplified below: a young person or adult involved in the practice of a sport, aspiring to a successful career, faces injuries, demands, pressures, frustrations, disappointments, among other challenges, because they love the sport, they may not give up, even if they have to suppress many emotions and feelings. Caruzzo et al. (2020) characterize situations similar to the one described above as obsessive passion, in which associations with

intrapersonal conflicts, negative feelings, low satisfaction, perfectionism, stress, fear of failure, etc. are evident.

The association between passion and motivation has been widely investigated, especially in the field of sports psychology, and studies show that both terms are, in fact, an inclination that moves individuals to expend energy in order to remain in an activity for a long time (Bezerra *et al.*, 2018; Peixoto *et al.*, 2018).

We can see from the examples presented that the teacher plays a significant role in emotional issues, such as expressions of sadness and anxiety, the search for personal fulfillment and the development of self-control to deal with emotions. They are therefore responsible for these situations and must be prepared to deal with them. In this respect, Freire (1997, p. 171) points out that "[...] an educational relationship presupposes knowledge of one's own feelings and those of others".

If the relationship between the teacher/coach and the student/athlete is poor, it can lead to a huge disconnection between the student and the object of knowledge, which can lead to early abandonment of sport. On the other hand, if the relationship is good, it can generate engagement in the activity. In this way, the quality of the teacher/coach-student/athlete relationship is one of the main factors in awakening a passion or creating an aversion to sport (Guiramand, 2014).

Researchers who have studied the early abandonment of adolescents and young people in sport, such as Bara Filho and Garcia (2008), reveal the multiplicity of reasons, with different origins, given by former athletes to explain the occurrence of this phenomenon. Among the main ones are problems with the coach (13.6%) and demotivation (11.1%), which together account for almost a quarter of the overall figure (24.7%). These results are extremely important for our work, as they show how much factors related to affectivity and pedagogical mediation influence the abandonment of sport - which we consider to be the extreme detachment of the student/athlete from the object of knowledge.

With this in mind, Becker (2000) points out that at the beginning of sporting practices, where there is the greatest possibility of learning, motivation serves as the basis

for experiences. In this way, affective aspects must be taken into account when the coach interacts with the athlete and vice versa. In this sense, the student-athlete's effort needs to be observed and valued, as opposed to overvaluing results in competitions. In addition, Becker (2000) states that poorly resolved problems in the teacher-student relationship are considered to be major reasons for early abandonment of sport.

The discussion about early abandonment in sports is the debate about the failure of the investment (not just financial) made so that children, adolescents and young people are always participating in this sociocultural phenomenon that is multiple in meaning (Galatti et al., 2018), serves various interests of society and provides benefits for the person, such as socialization, health, etc.

5 Affectivity in teaching practice

Affectivity plays an important role in human development (Piaget, 1962; Piaget, 2005; Vygotsky, 1998; Wallon, 2007; Leite, 2011; Leite, 2018; Mahoney and Almeida, 2005; Almeida and Mahoney, 2007) and, for this reason, we need to ask ourselves: can we disregard it in the teaching process? Numerous educational theorists, thinkers and scholars are unanimous in arguing that affectivity needs to be understood as a methodological teaching tool and not just another fad (Silva, 2012).

In the last twenty years, academic interest in the importance of affectivity in teaching has increased. Although emotions and affections have always been discussed in psychological theories, they were considered more as theoretical topics than as objects of scientific investigation (Leite, 2012).

Saud (2007, p. 26) raises some questions about this issue in the teaching process:

[H]ave teachers considered students' emotional needs when planning activities [...]? How can these needs be known? Only in the light of developmental theories? [...] Wouldn't getting to know students' feelings and reflecting on the importance of affectivity in the teaching-learning process be a good way of improving and enriching pedagogical work? (Saud, 2007, p. 26).

A better understanding of affectivity in teaching practice requires visualizing both the process and the relationships: relationships between the subjects (teacher and

student), which Marchand (1985) calls the "Educational Pair", and between the subjects and the object of knowledge (content, subject, etc.), according to the ideas of Leite (2011; 2012; 2018) and the Affection group. For these authors, affectivity is fundamental in the dynamics of these relationships, because it is based on emotions, feelings and passions that the teacher and student become interested (or motivated) in teaching and learning and, consequently, organize their resources in relation to the object of knowledge, mobilizing each in their own way (Leite, 2018).

Regarding the relationship between the teacher and the student, Marchand (1985) presents the types of "Educational Pairs": Amorphous cases, characterized by the teacher's selfishness and the child's indifference; cases of Tension, characterized by the teacher's imperialism; cases of Harmony, characterized by exchange and renunciation; and, finally, the "Ideal Educational Pair", characterized by concern for affective aspects.

All these types of educational pairs were analyzed based on interviews with teachers and students, and aimed to understand the affective issues in these relationships. It should be noted that Marchand's research was carried out in a post-war period, a situation which meant that young people at that time lost faith in adults and opposed their teachers more vigorously than they would have done in less disturbing circumstances (Marchand, 1985).

Another point that deserves attention is the relationship between the subject and the object, where both in the interactions between the subjects and in the interactions between the subjects and the object of knowledge, there is an affective nature involving the teacher, the student and the object of study, all of which are closely interconnected in educational situations (Leite, 2011; 2012; 2018).

In this context, based on these relationships, the teacher plays an important role in the student's learning and development. By broadening this conception to include sports and their trajectories, the following question arises: how do these relationships really work?

Hernández-Hernández (2020, p. 77) states that "the pedagogical relationship is centered on the encounters between subjects and their self-knowledge, others and the world". So, would the sports teacher be a mediator? In general, regarding this mediation,

authors in the field of Education understand that the relationship between teaching and learning is caused by the mediation of the teacher and their relationship with the other, so it is possible to identify the favorable affective conditions that promote the construction of the subject and knowledge (Freire, 1996; Leite, 2011; 2018).

The role of the teacher, therefore, is characterized by the intermediation between knowledge and the student (Libâneo, 2013). As discussed by Leite (2011; 2018), the process in which the teacher is the mediator between the object of knowledge and the student is identified as "pedagogical mediation". This approach emphasizes the teacher's active role in constructing the student's understanding, assisting in the assimilation and application of knowledge.

According to Soligo (2018, p. 15), pedagogical mediation is

[...] the way in which the teacher assumes their task of walking the paths of appropriation of knowledge with their students, the decisions they make, the values they carry, the way they position themselves, how they commit to the process and to the search for a qualified and relevant education.

In other words, the way in which the teacher carries out his or her didactic action reveals the affective relationship he or she has with the object of knowledge. This relationship has a direct impact on the student's experiences and can generate positive or negative affective marks which, consequently, can bring the student closer to or further away from the object of knowledge, facilitating or hindering learning (Leite, 2018).

On this subject, Tassoni, Silva and Forner (2018) highlight the importance of teachers' affectivity and mediation in their teaching practice, covering both their actions and the way they influence students. The authors comment that the role of the teacher and their planning is fundamental, reflecting not only on what to teach, but also how and what to teach. Tassoni, Silva and Forner (2018) add that students are constantly interpreting the teacher's reactions.

Regarding the five pedagogical decisions, the author points out that the important points to think about are: 1. where to go - linked to the objectives; 2. where to start from - a) use the student as a reference, b) start from the student's previous knowledge; 3. how

to go - refers to the organization of content; 4. how to teach - choice of procedures; 5. how to assess - form of assessment (Tassoni, Silva and Forner, 2018).

Affectivity is present in the decisions made by teachers, as they are made up of emotions that directly influence their decisions. It should be emphasized that human decisions and choices are not exclusively guided by reason, but also significantly by feelings and emotions. Therefore, the emotions and feelings that become pedagogical decisions can be expressed by the teacher's posture (Tassoni, Silva and Forner, 2018), in the design of objectives, teaching activities, the choice of teaching materials to be used in class, the type of assessment and the way the teacher relates to the students.

In sports teaching, there is an incredible pedagogical action/decision that takes place when the ball is presented to the students or when a game is proposed. The selection of a material or a procedure has a huge impact on the students' lives, because for them, the ball is perceived as a magical object and the game as an otherworldly experience. They clearly enjoy visualizing and coming into contact with the ball and, in the same way, when they are immersed in a game; when they pass the ball, it's almost a gesture of love. So, based on this experience, we can infer that when pleasure is present in the activity, there is a great chance that meaningful learning will take place. As Freire (1997, p. 171) says, "[w]hat is learned with pleasure is learned better".

6 Conclusions

As seen above, the actions and even the presence of teachers impact or affect students, marking them. Similarly, students also impact or affect teachers. We emphasize that the marks and impacts associated with affectivity and learning are very powerful, especially when it comes to human formation, because the importance of these interpersonal exchanges promotes the construction of a healthy and enriching educational environment.

Bearing in mind that every pedagogical practice presupposes didactic-methodological actions on the part of the teacher, in relation to the content and their students, we can say that we believe there are good intentions on the part of the teachers

when conducting the teaching-training-learning process. However, it is important to remember that attitudes generate positive or negative affective marks.

An example of a positive mark, resulting from effective pedagogical mediation, is when a student, encouraged by the teacher in the classroom, shows greater enthusiasm for their studies and acquires an easier understanding of mathematical concepts. On the other hand, in a negative situation, an affective blockage can occur, such as a feeling of inferiority, which can temporarily prevent the understanding of sum operations (Piaget, 2005).

Another book on this subject was organized by the authors Almeida and Mahoney (2007), entitled "Affectivity and learning: contributions from Henri Wallon". In one of the chapters, Saud's (2007) study uses the idea of pleasant and unpleasant feelings (Wallonian thinking) to describe the feelings reported by pupils in the first year of elementary school. The feelings reported, according to the author, arise from provocative situations that happen at school, organized according to certain categories (e.g. teacher, assessment, etc.).

With regard to situations related to the teacher, Saud's research (2007) brought reports of feelings more focused on joy, pleasure, satisfaction, enthusiasm and well-being. Other feelings such as respect, sympathy, trust, security, affection, admiration, tranquillity and friendship were evident in the reports of some of the groups she researched. In addition, there were reports of fear, anger and indignation in some provocative situations (e.g. when the teacher leaves the student without playing in the playground).

In the case of the category of assessment, Saud (2007) states that the reports follow the direction of feelings of fear, nervousness, etc. The author points out that "[teachers] should remember that, as in any human activity, evaluating and being evaluated also implies embracing affections". The students themselves saw the need to rethink their conceptions and, consequently, their ways of assessing (Saud, 2007, p. 36).

This point, highlighted by Saud (2007) in relation to assessment, is in line with one of the five pedagogical decisions we mentioned above, proposed by Tassoni, Silva and

Forner (2018), and can be seen as one of the keys to success or failure, relating to the positive or negative marks on the student's relationship with the content.

The concepts of closeness and distance were proposed by the members of the Affect Group, and are contained in the texts of the books organized by Leite: "Affectivity and pedagogical practices" (2011[2008]), and the aforementioned "Affectivity, the marks of the unforgettable teacher" (2018). These concepts have come to be used as substitutes for the expressions "positive affective impact" and "negative affective impact". Closeness and distance refer to the effects of affective impacts between the subject and the object of knowledge over time, determined, of course, by the quality of pedagogical mediation (Leite, 2018). In Leite's words:

[...] the quality of the mediation developed is one of the main determinants [of] the relationship that will be established between the subject and the object. The research data suggests that a history of affectively positive mediation produces, in the short and medium term, a movement of affective closeness between the subject and the object. Similarly, a history of affectively negative mediation produces a movement away from them (Leite, 2018, p. 21).

From discussions based on various authors, it is assumed that the marks caused by good or bad pedagogical mediation, directly related to the teacher's actions, generate positive or negative impacts and can arouse emotions and feelings in the student, bringing them closer to or further away from the object of knowledge (Leite, 2018).

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