

The Insertion Of The Fundamentals Of Educational Psychology In The Vygotskian Literature: Dialogue Formation, Learning And Development

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Abstract:

This article is a product of the Research Line: Line of research: Educational Technologies for Teaching Science and Mathematics of Postgraduate Program Professional in Science and Mathematics Teaching at Cruzeiro do Sul University. Educational psychology explores how people learn and how effective teaching can be achieved, drawing from a diverse array of fields such as cognition, motivation, and development. Rooted in the late 19th century, this discipline has evolved through the contributions of pioneers like William James and John Dewey, giving rise to influential theories including behaviorism, cognitivism, and constructivism. The ongoing discussion surrounding educator training underscores the importance of adopting transformative practices, adapting methodologies, and embracing innovative approaches to teaching and learning. Effective teaching extends beyond academic qualifications, requiring ongoing research and reflection. Informed by Vygotsky's work, it is evident that personality development is influenced by both individual psychophysiological growth and cultural context. Thus, the formation of personality from childhood to adulthood is shaped by the dynamic interaction between these factors.

Keywords: Educational Psychology. Education. Personality building.

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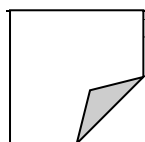
I. Introduction

Educational psychology is a field of study that explores the psychological processes involved in teaching and learning. It covers a variety of topics, including cognition, motivation and development, and has been a major influence on educational theory and practice. Educational psychology is the scientific study of how people learn and how they can be taught effectively. It covers a wide range of topics, including cognition, motivation, and development, and draws on theories and research from psychology, education, and related fields (VYGOTSKY, 2008).

Some of the key concepts in educational psychology include learning, memory, motivation and intelligence. Historically, educational psychology emerged as a distinct field in the late 19th century with the work of pioneers such as William James and John Dewey. Since then, several important theories have been developed that continue to shape the field today. These include behaviorism, cognitivism and constructivism, each of which offers a different perspective on how people learn and how teaching can be done. optimized (VYGOTSKY, 2004a).

One of the main goals of educational psychology research is to identify effective teaching and learning principles that can be applied in educational settings. Some of these principles include the importance of active engagement, feedback, and metacognition in learning, as well as the need to tailor instruction to individual students' differences in learning styles, abilities, and preferences. To put these principles into practice, educators can use a variety of strategies and techniques, such as differentiated instruction, formative assessment, and project-based learning (VYGOTSKY, 2008).

These approaches can help create a more engaging and effective learning environment and can also help promote higher levels of student achievement. Despite many advances in educational psychology research and practice, the field continues to face a number of challenges and controversies. Some critics have argued that



educational psychology research is too focused on laboratory studies and may not be applicable to real-world educational settings (VYGOTSKY, 2004b).

Others raised concerns about the cultural biases inherent in many educational psychology theories and methods and called for greater attention to issues of diversity and multiculturalism. At the same time, there are a number of emerging trends in educational psychology that offer exciting opportunities for future research and practice. These include the use of technology-enhanced learning environments, the development of more sophisticated assessment and assessment methods, and the increasing emphasis on multicultural education and social justice (VYGOTSKY, 2008).

Thus, educational psychology is a rich and complex field that has much to offer educators, researchers and students. By understanding the foundations of educational psychology, applying its principles in teaching and learning, and addressing current issues and challenges, we can help create a more effective and equitable education system that meets the needs of all students (VYGOTSKY, 2004a).

In this way, the study aims to highlight Vygotsky's thinking as teaching at school, in addition to relating psychology at school to good professional practices.

II. Theoretical Framework

Vygotsky and his importance in the construction of the personality and development of the individual

The development of a child's personality is an extremely complex process that is intrinsically linked to the social environment in which he finds himself. All human beings live in society, that is, they are part of some group of people who are involved; possessing its own culture and knowledge passed down from generation to generation. In addition, each society has a distinct culture, a set of accumulated knowledge, ways, characteristics of thinking and feeling, attitudes, goals and ideals. As well as religion, after birth the child becomes part of a society that culturally is already used to religion, and assimilates it to the custom of the people who are in the environment in which he lives (MUSSEN, 1980).

Psychologists with an international vision not only highlight the influence of the social context, but also point out that it, together with the power of its institutions, shapes everyone as citizens in the expected pattern; just as they consider man carried away by the social stimuli that arrive through his senses, stimuli that will intrinsically influence the construction of the child's personality, who have an abundance of ability to learn; thus, the development of its potential will depend on the society in which it is inserted and its stimuli (SMITH, 1977).

Based on Vygotsky's studies, we can show that the personality construction process is linked to the development already achieved by the society in which he is inserted, since the human psyche is historical and social. Therefore, the consistency that characterizes personality formation from childhood to adulthood is the result of the exchange that takes place between the specificities of the child's psychophysiological development and its cultural development (VYGOTSKI, 1931/2007).

According to Vygotsky's perspective, the social dimension of human development, culture became part of man's nature throughout his evolutionary process, shaping his psychological functioning. It is in this sense that the subject interacts with the world in which he lives and with his culture, from there establishing possibilities for his psychological functioning, and constituting his symbolic material. Taking into account that different cultures produce different modes of psychic functioning, it is an essential part of the constitution of the human being (OLIVEIRA, 1992).

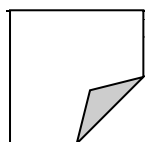
According to these sudden changes, which were known in the educational context, we will try to understand the doubts that follow them, how this process goes and understand how this pedagogical structure is being thought. Knowing that this ends up becoming a major challenge for managers, coordinators, teachers and the entire school community, we will also try to understand the difficulties and doubts that arise (DURLI; SCHNEIDER, 2010, p. 330).

The importance of practices in the school context, seeking possibilities, challenges and different strategies in the education scenario, enriching pedagogical practices. emphasizes the importance of preparing teachers to assume a reflective attitude towards teaching and the conditions that influence it, recognizing in this trend of reflective training a strategy to improve teacher training. With the changes resulting from the norms for the implementation of public and institutional policies in teaching practices such as the BNCC and the 9-Year Elementary School.

The teacher and Vygotsky's influence in the school environment for playful and interactive activities

The introduction of games, toys and games in the pedagogical context can be developed with differentiated ludic activities, thus contributing to countless learning processes and expanding the network of constructive meanings for children in kindergarten and early years, stimulating creativity, imagination, reasoning, language, imagination, make-believe, cognitive development, among others. Thus becoming a fundamental tool in the teaching-learning process in early childhood education (VYGOTSKY, 1997).

Educational games are very important, as well as other recreational activities, in the process of teaching



and initial development of children, education and playfulness must be united so that there is a materialization of school learning. The educator needs to be always observing the skills developed by them, and which still need to be reviewed and stimulated in the classroom (PIAGET, 1973).

According to studies by Ribeiro and Souza (2011), “educational games are those that contribute to the formation of children and are generally directed towards early childhood education”, that is, the games are divided into plot and plot games. rules.

Ribeiro and Souza (2011) point out:

The former are called imaginative play, like, for example, fables; this modality stimulates the child's cognitive and affective-social development, as they experience adult behavior. As for the second, the game of dominoes can be mentioned; in this, the imagination is limited, as these are the norms that guide the game, requiring attention for its development (2011, p.15).

The child's behavior when playing is different, he behaves as if he is older than normal. The toy can provide an unreal reality or fantasy that is reproduced throughout the adult's life, in which he still cannot actively participate. In this way, the richer the experience, the greater the material available for imagination, as a learning precedes child development (VYGOTSKY, 1997).

In this sense, they need to understand that children are always learning and, before developing their skills and abilities, they go through the process of building knowledge, in which they will procedurally develop what has been absorbed. It is important to emphasize that the knowledge of the child's reality is not immediate, it is a gradual stage, since the images constructed by the imagination articulate with each other, in this case one dependent on the other, enabling the child to understand the reality and thus firm the idea built and transcribed to their daily lives (VYGOTSKY, 1998).

Children younger than three years old do not have the ability to separate reality from imagination, where games are confused with reality. But at school age, development becomes significant, as it creates a relationship between thought and the real situation. Vygotsky (1997) states that children's needs and incentives should not be ignored because they are effective in putting them into action by making us understand their progress from one stage of development to another.

Where, when playing, the child assumes roles and accepts the rules of play, performing, imaginary, tasks for which he is not yet able or does not feel pleasant in reality”. As the author points out, children need to develop activities such as games, toys and games from an early age to help their psychosocial, cognitive and motor development, also in their daily realities, so that they can experience different situations that imitate reality, thus developing a perception of the world where they are inserted (VYGOTSKY, 1997).

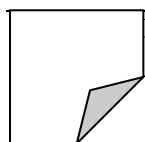
For Piaget (1978), ludicity is the manifestation of the development of intelligence that is linked to the stages of cognitive development. Each stage is related to a type of ludic activity that happens in the same way for all individuals. In this way, it is noticed that the child begins to perceive the difference between him and the world, this change also occurs in the emotional aspect, that is, the baby passes from the first emotions to the choice of objects, expressing his preference. At the same time, the child learns to organize his activities in relation to the environment, achieving this, he starts to organize the information received from the senses and, with this, learning progresses with successes and errors in an attempt to solve problems.

According to Piaget (1973) “the sensorimotor period is related to the mental development that starts from the child's reflex capacity and goes until when the child initiates his own language or other symbolic means to represent the world for the first time”. There are situations in which she relives a scene and mimics what she experienced with gestures, such as shaking her head when she doesn't want something offered by an adult. In the body awareness phase, the child begins to know the image of his own body. What usually happens to the child through social interactions and games that usually occur in front of the mirror. In this phase, the child learns to recognize its own physical characteristics, which is fundamental for the construction of the child's identity. Para Kishimoto (1997, p. 36):

The use of educational toys/games for pedagogical purposes leads us to the relevance of this instrument for teaching-learning and child development situations. If we consider that preschool children learn intuitively and acquire spontaneous notions, in interactive processes, involving the whole human being with cognitions, affective, body and social interactions, toys play a very important role in their development.

The play/game is an instrument of great importance for learning in child development, because if the child learns spontaneously, the toy takes on a fundamental meaning in training and learning. Therefore, teachers need to be careful not to see the game as a mere moment of distraction, as early childhood education offers much more than a world of dreams and imagination (VYGOTSKY, 1997).

It is at this moment in the game that the child absorbs the maximum amount of information that can be used for life. The game can be seen as an object, an activity that has a system of rules to be obeyed by the participants and that distinguish one modality from another, it can also be just a word used in everyday life to designate something within a certain social context (KISHIMOTO , 1997)



Popular traditional games that can be modified by man (Table 1), through his creativity, seeking to innovate games without losing their essence, modifying them through the transformations of individuals who are related to the environment they live in and their cultures, and it is necessary to pay attention special to the game, as children feel pleasure in performing tasks through play, experiencing the imaginary world and moving away from their usual life. Playing at school differs from playing elsewhere, as playing at school aims at the development, learning and involvement of children, involving the entire pedagogical team (FRIEDMANN, 1996).

Table 1 – Games and their mental structures

GAMES	GOALS
sensorimotor exercise game	They characterize the stage that goes from birth to the appearance of language, despite appearing throughout childhood. The game appears first, in the form of simple exercises whose purpose is the very pleasure of functioning. These exercises are characterized by the repetition of gestures and simple movements and have an exploratory value. Within this category we can highlight the following games: sound, visual, tactile, olfactory, gustatory, motor and manipulation.
symbolic game	Between the ages of two and six, the predominant ludic tendency manifests itself in the form of symbolic games. In this category, the game can be fiction or imitation, both with regard to the transformation of objects and the performance of roles. The function of the symbolic game is to assimilate reality. It is through make-believe that the child realizes dreams and fantasies, reveals inner conflicts, fears and anxieties, relieving tensions and frustrations. Symbolic play is also a means of self-expression: when playing the different roles (father, mother, teacher, student, etc.), the child imitates real-life situations. In it, the one who plays gives new meanings to objects, people, actions, facts, etc., inspired by similarities more or less faithful to those represented. Within this category, make-believe, role-playing and role-playing games stand out.
rule games	They begin to manifest themselves between the ages of four and seven and develop between the ages of seven and twelve. At the age of seven, the child leaves the egocentric game, replacing it with a more socialized activity where the rules have an effective application and in which the cooperative relations between the players are fundamental. In adults, the game of rules subsists and develops throughout life as it is the ludic activity of the socialized being. There are two cases of rules: - transmitted rules - in games that become institutional, different social realities are imposed by pressure from successive generations (game of marbles, for example); - spontaneous rules - come from the socialization of simple exercise games or symbolic games. They are contractual and momentary rule games. Rule games are sensory-motor combinations (races, ball games) or intellectual (cards, chess) with competition between individuals and regulated by a code transmitted from generation to generation, or by momentary agreements.

Source: Prepared by the author with data from Friedmann, 1996.

As an example of the development of motor sensory exercise games that are worked on in early childhood education, we can mention music as a means of stimulating hearing, materials such as rattles, different types of bottles, modeling clay and many other objects with different types of texture for the touch, meals for the palate such as sweet or salty and gamessuch as: playing ball, jumping rope, hopscotch, doing somersaults, playing with a wheelbarrow (holding the child by the feet and walking with your hands), running, making a hut with a chair and sheet, using creativity to improve the physical-motor development (VYGOTSKY, 1997).

Theater, storytelling such as tales, fables, among others, are elements to work with symbolic games, as it is at this stage that children express all their feelings, they imitate situations that are experienced in their daily lives through their imagination. make-believe (FRIEDMANN, 1996).

In this game, children have rules to be fulfilled, where they need to interact with each other. There must be an understanding of the rules, cooperation between players and interaction between members for their execution. Examples for these games are: football, board games, dominoes, among others (VYGOTSKY, 1997).

The game contributes to the development of the child, especially in early childhood education, where different opportunities for handling materials, objects and interaction with others and the world must be provided. It is fundamental to believe in the game as an important element with regard to the development of the child, as well as to obtain knowledge about the ludic activities with regard to early childhood education, because through these activities the child can express and interact (FRIEDMANN, 1996).

III. Material And Methods

The present study can be classified according to Gil (2002), as bibliographical and qualitative. Being descriptive when dealing with a study of data collection, analysis and interpretation of the same, establishing relationships between the variables that involve data collection techniques from scientific-academic publications in the literature.

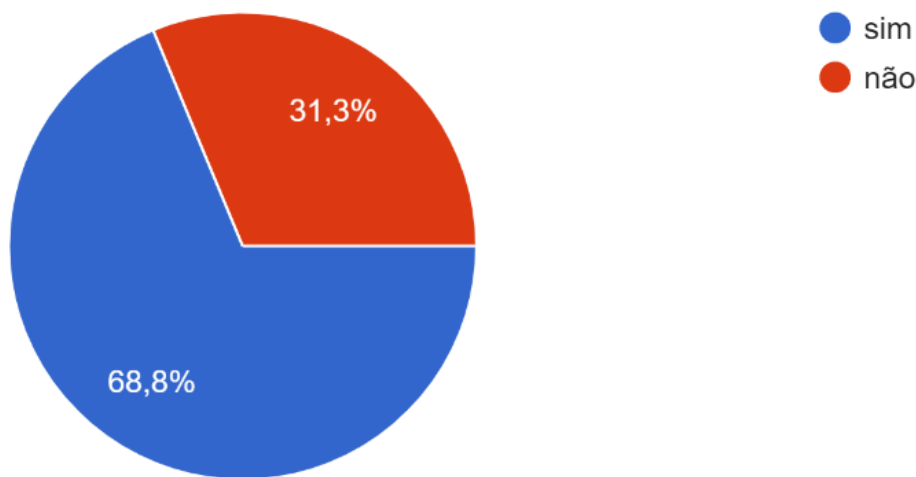
In order to identify the indicators related to the teaching of linguistics, a bibliographical research was carried out in current articles on the subject, using the keyword “Vygotsky method used in schools used in educational psychology” in some electronic research systems such as thescience. Then, a data survey was carried

out with a short and objective interview to collect data that portray the opinion of teachers, the questionnaire was carried out by *Google Forms*. The target audience was teachers who teach linguistics. 16 people were selected.

IV. Results And Discussion

The interview had 8 questions for the 16 teachers interviewed. Regarding graduate studies at the *Stricto Sensu* level, 68.8% of respondents claimed to have this type of graduate degree, as can be seen in figure 1.

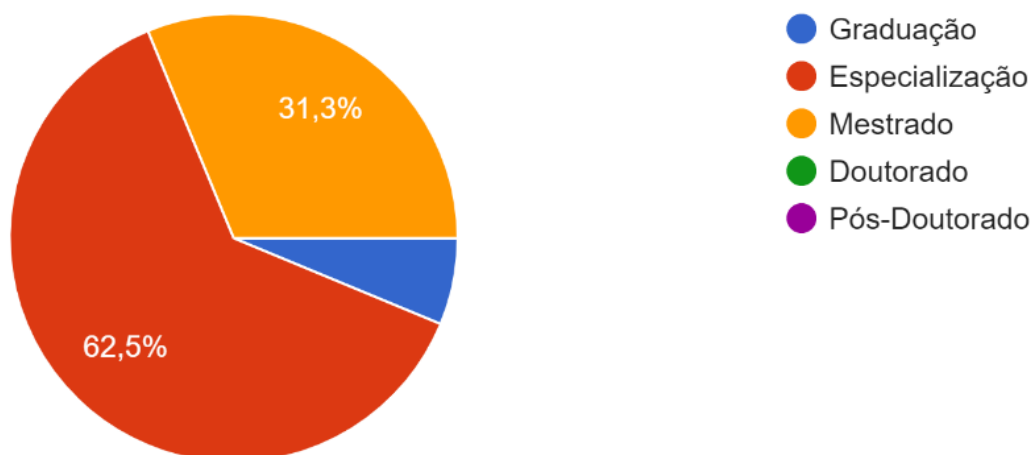
Figure 1 – Graduate at *Stricto Sensu* level



Source: Prepared by the author, 2023.

When questioned about their highest academic title, the majority with 62.5% answered having a specialization, followed by 31.3% with a master's degree, graph 2 demonstrates these results.

Figure 2 – Higher academic degree



Source: Prepared by the author, 2023.

Regarding the area of training, most interviewees stated that they have Human and Social Sciences/Education, 18.8% with Exact Sciences/Mathematics, followed by Natural Sciences and Languages (Figure 3).

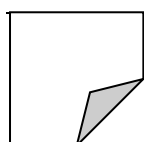
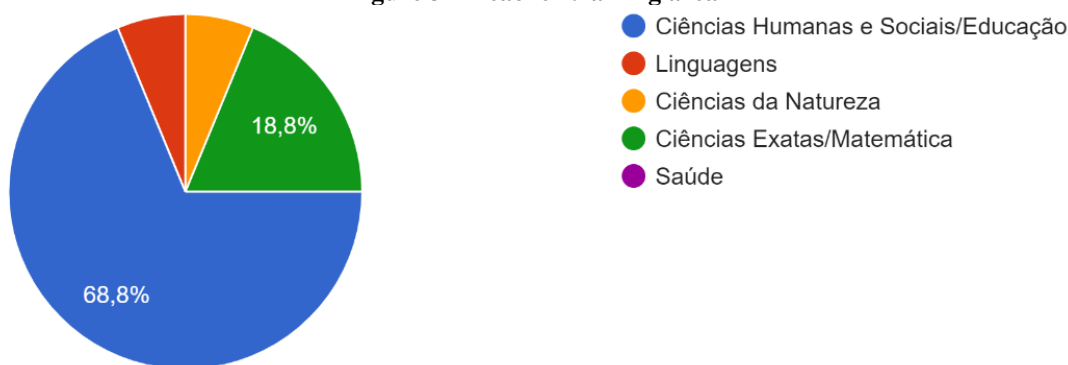


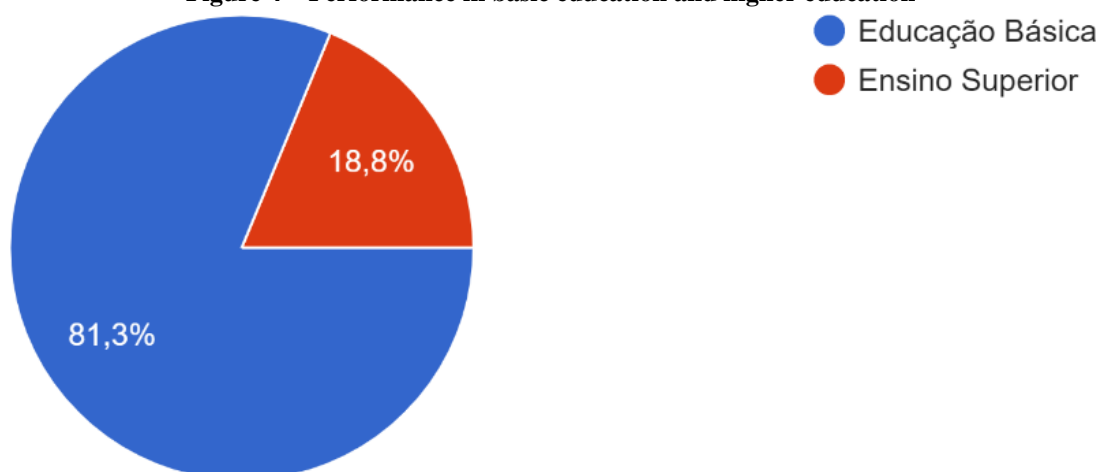
Figure 3 – Teacher training area



Source: Prepared by the author, 2023.

Given this, 81.3% of the 16 respondents claimed to teach in basic education. Only 18.8% of respondents claimed to teach in higher education, figure 4 reaffirms these data.

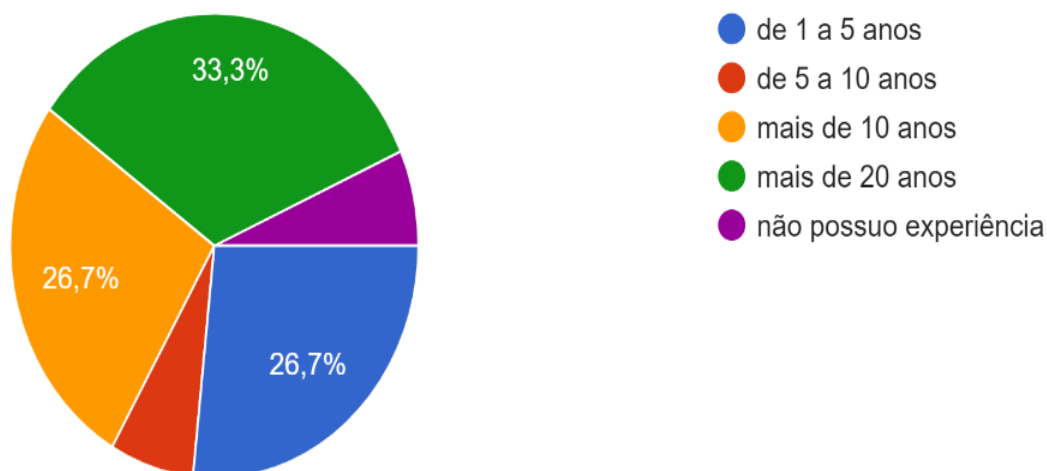
Figure 4 – Performance in basic education and higher education



Source: Prepared by the author, 2023.

Figure 5 reports the data in which respondents mostly claimed to have more than 20 years of experience in the classroom with 33.3% and 26.7% with more than 10 years of experience, with 26.5% of 1 to 5 years of operation.

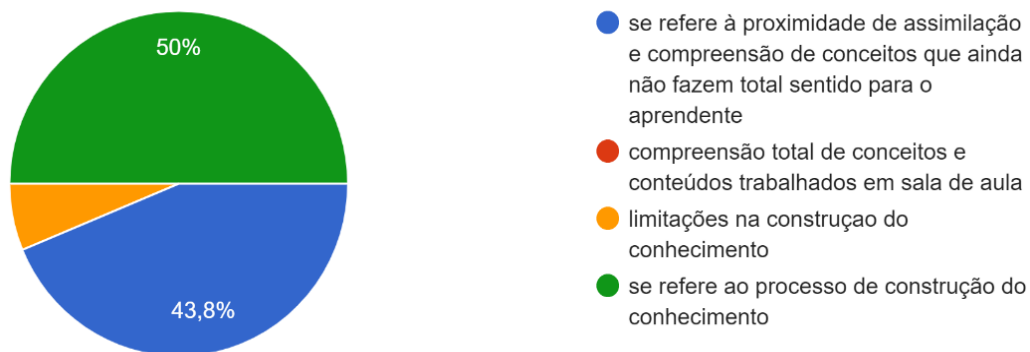
Figure 5 - Time spent in the classroom



Source: Prepared by the author, 2023.

In this way, the interviewees classified, based on their understanding, Vygotsky's Zone of Proximal Development. 50% of respondents refer to the knowledge construction process, 43.8% refer to the proximity of assimilation and understanding of concepts that still do not make complete sense to the learner (Figure 6).

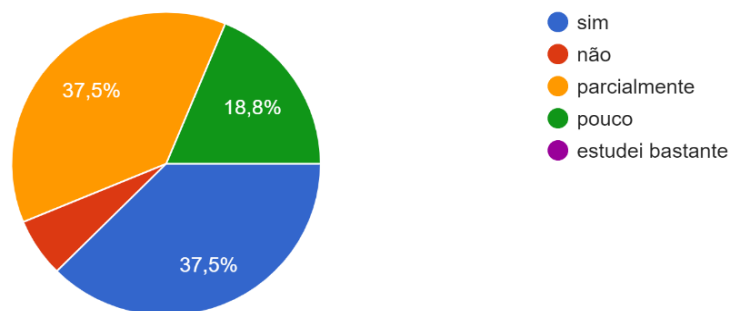
Figure 6 - Understanding Vygotsky's Zone of Proximal Development



Source: Prepared by the author, 2023.

When questioned about whether they studied Vygotsky's theory in their initial training in teacher graduation, there was a tie that reported yes 37.5%, while another 37.5% reported that they studied it partially, another 18.8% spoke who studied little, as shown in Figure 7.

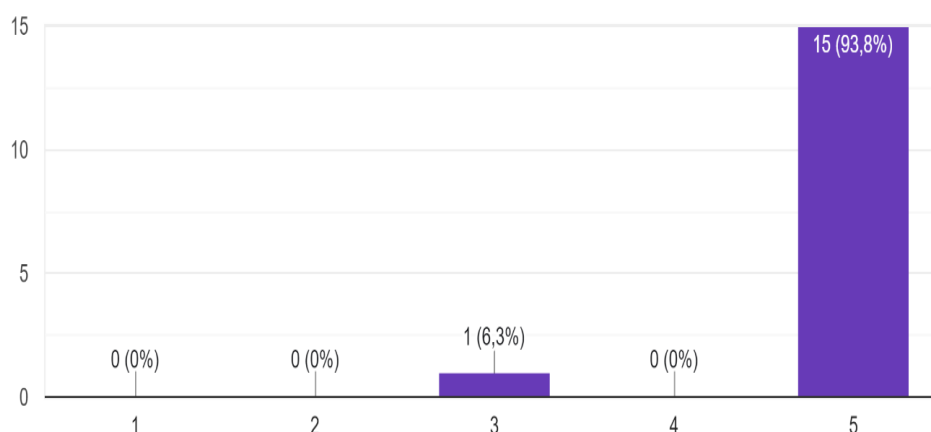
Figure 7 – Vygotsky's theory in teacher graduation



Source: Prepared by the author, 2023.

Finally, they evaluated on a scale the importance of working on the fundamentals of educational psychology with Vygotskian terms to make teaching practice dynamic, where 15 teachers reported finding it extremely important and 1 finding it regular, figure 8.

Figure 8 - Scale on the importance of Vygotskian terms and the fundamentals of educational psychology for teaching and teaching practice



Source: Prepared by the author, 2023.

V. Conclusion

Games in early childhood education are seen as an essential tool in the child's development process with regard to the acquisition of knowledge and performance in the school environment. It also becomes important in the child's cognitive, social, emotional and physical-motor development. With this, one should take into account the role of educators in this teaching/learning mediation process in students' lives, for their diagnosis and application in their different contexts.

The teacher develops four different types of competences, characterized by him as: the intuitive one where the teacher questions himself before carrying out the elaborate planning; the intellectual, where the teacher encourages all activities that develop reflective thinking; the practical competence where the teacher gets good copies, achieves quality results and finally, the emotional competence where the teacher exposes his ideas through feeling, creating a more immediate harmony.

In conclusion, educational psychology is a rich and complex field that has much to offer educators, researchers and students. By understanding the fundamentals of educational psychology, applying its principles in teaching and learning, and addressing current issues and challenges, we can help create a more effective and equitable education system that meets the needs of all students.

Since, educational psychology is a field of study that explores the psychological processes involved in teaching and learning. It covers a variety of topics, including cognition, motivation and development, and has been a major influence on educational theory and practice.

It was noted that identifying effective teaching and learning principles can be applied in educational settings. Some of these principles include the importance of active engagement, feedback, and metacognition in learning, as well as the need to tailor instruction to individual students' differences in learning styles, abilities, and preferences. To put these principles into practice, educators can use a variety of strategies and techniques, such as differentiated instruction, formative assessment, and project-based learning.

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