

Theoretical review on developmental teaching with youth and adults in CAPES' Theses and Dissertations Catalog

Estado da arte sobre Ensino Desenvolvimental com jovens e adultos no Catálogo de Teses e Dissertações da CAPES

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ABSTRACT

The main objective of this research is to identify theses and dissertations that address in their studies the Developmental Teaching with Young and Adult Education (YAE) in CAPES' Theses and Dissertations Catalog, Brazil. This research has a qualitative approach of descriptive and bibliographic character. The data analysis followed the interpretative research technique. We were able to identify 59 research papers on Developmental Teaching (with only the keyword "Developmental Teaching"). Of this total, only 2 (1 thesis and 1 dissertation) address YAE in Developmental Teaching. These two studies discuss, respectively, Professional Education and social-historical issues. It is important to understand the bibliographic production about YAE in Developmental Teaching in the scientific literature so that it is possible to understand how this teaching can contribute to the omni lateral development of the student, young and adult.

Keywords: Developmental Teaching. Youth and Adult Education. Cultural-Historical Theory. CAPES.

RESUMO

Esta pesquisa tem como objetivo principal identificar teses e dissertações que abordem em seus estudos o Ensino Desenvolvimental com jovens e adultos no Catálogo de Dissertações e Teses da CAPES. Esta pesquisa é de abordagem quali-quantitativa, de caráter descritivo e bibliográfico. A forma de análise dos dados seguiu a técnica da pesquisa interpretativa. Conseguimos identificar 59 pesquisas sobre Ensino Desenvolvimental (apenas com a palavra-chave "Ensino Desenvolvimental"). Desse total, apenas 2 (1 tese e 1 dissertação) abordam a YAE no Ensino Desenvolvimental. Essas duas pesquisas discutem, respectivamente, a Educação Profissional e questões sócio históricas. É importante compreender a produção bibliográfica acerca da YAE no Ensino Desenvolvimental na literatura científica, para que seja possível entender de que forma esse ensino pode contribuir para o desenvolvimento omnilateral do educando jovem e adulto.

Palavras-chave: Ensino Desenvolvimental. Educação de Jovens e Adultos. Teoria Histórico-Cultural. CAPES.

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1 Introduction

Studies on historical-cultural theory, largely due to the contributions of Vygotsky (2010, 2001, 2000) and his collaborators (Leontiev, Luria, and Davydov, among others), have shown that higher psychological functions (e.g., memory, consciousness, perception, attention, speech, thought, will, and concept formation) develop from an individual's interaction with their social and cultural environment (i.e., experiences acquired during one's lifetime) (Sousa & Andrada, 2013). However, to confirm this thesis, these scholars based their work on historical and dialectical materialism to advance their research and consequently understand the historical and social development of humanity.

This study was conducted as part of the Institutional Program for Scientific Initiation Scholarships (IPIS) at the Universidade Federal do Tocantins (UFT)³ from 2019 to 2021. It focuses on developmental teaching in youth and adult education (YAE) from the perspective of lifelong learning. Based on Historical-Cultural theory assumptions, this study questions the bibliographic production of dissertations and theses addressing this theme in Brazilian scientific literature.

Among other reasons, our motivation to conduct this research stems from the lack of scientific production on YAE in developmental education, as revealed by our literature review. We hope the results will contribute to future studies on this topic and help produce knowledge for the field of education. We also hope to propose new work methodologies that can effectively contribute to advancing the teaching and learning process for young students and adults.

Our main objective is to identify theses and dissertations addressing Developmental Education with young people and adults in the CAPES database. To achieve this, we have listed the following specific objectives:

³ The Araguaína and Tocantinópolis *campuses* of the UFT are in the process of transitioning to the Universidade Federal do Norte do Tocantins (UFNT).

- a. Analyze scientific production related to developmental education with young people and adults.
- b. Verify the most frequent categories of analysis in dissertations and theses that address this topic.
- c. Identify the relationship between youth and adult education (YAE) and developmental education in productions that address this topic.

We hypothesize that there is a significant lack of studies on YAE from the perspective of developmental education in dissertations and theses, in both the YAE modality for basic education and lifelong learning. This is in line with the International Conference on Adult Education (CONFINTEA), which encourages thinking about and problematizing this learning with young people and adults in contexts beyond basic education.

The data were generated from research in theses and dissertations related to developmental education with young people and adults. These were identified using keywords in the Dissertation and Thesis Catalog of the Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES). The data were then categorized, organized, and analyzed according to the interpretive research perspective (Ericsson, 1985). The keyword used in the research was: "Developmental Education." We understood that this term, included in the theoretical framework of this research (Historical-Cultural), would be sufficient to cover the works found in the survey, which originated from Scientific Initiation.

We conducted the survey as follows: In the CAPES Dissertation and Thesis Catalog, we searched for the term "search" and used the keyword "Developmental Teaching." We then filtered the results by area (human sciences, education, etc.) to obtain a more complete list of *stricto sensu* postgraduate program productions that may have been indexed in this database. This search yielded 59 research projects, including theses and dissertations, which are discussed in this article.

The use of only one keyword is justified by the large amount of data generated with just one descriptor. Considering that this is a two-year Scientific

Initiation Study (IPSIS), using more than one keyword could extend the study further and significantly increase the amount of data generated, which would deviate from the research's objectives and scope.

Based on these considerations, the article is organized as follows:. First, we discuss the theoretical framework underlying the reflections and analyses in this study. In this case, the framework is Historical-Cultural Theory in dialogue with YAE. Next, we present the results of the bibliographic survey and the analysis of the data. Finally, we present some conclusions from this research.

Assumptions of Historical-Cultural Theory and Developmental Teaching

Historical-cultural theory emerged in the early 20th century in the former Soviet Union. Based on the theoretical assumptions of Marx and Engels' historical and dialectical materialism, notable theorists include Vigotski (2010, 2001, 2000), Luria, Leontiev, and Davidov. In short, this theory aimed to understand how individuals develop their higher psychological functions and explained that the teaching and learning process is built on the social, cultural, and historical relationships individuals establish with others. In other words, mental formations (higher psychological functions) develop through interaction with others.

According to Filho, Ponce, and Almeida (2009), throughout history, the teaching, and learning process in this theory has been constituted by natural and social moments linked to the individual's experience and view of the world around them. However, "human needs are understood beyond mere organic satisfaction and recognized in their 'encounter' with material and symbolic objects, that is, with cultural objects constructed by humans throughout history" (Filho, Ponce, & Almeida, 2009, p. 39). In other words, an individual's development is not random but is produced by their experiences and the social relationships they establish with others.

Similarly, Libâneo (2016) states that this interaction with others

[...] it is in line with Vigotski's thinking about the close relationship between education and human development, in which education and teaching play a role in the development of individuals' psychological processes, stimulating and advancing development, bringing about changes in the intellectual, emotional, and individual spheres through generalization and concept formation. (LIBÂNEO, 2016, p. 356-357).

According to this perspective, the development of higher mental functions is related to studying, which puts the professor and student at the center of the learning process rather than just one of them, as is the case in traditional teaching (DAVIDOV, 1988). In other words, studying refers to the formation of concepts that occurs during an individual's learning process. This formation involves both spontaneous concepts, which are present before a child goes to school, and scientific concepts, which are already existing and form part of spontaneous concepts during schooling (DAVIDOV, 1988). However, according to the author, students will only form concepts when they perform tasks and actions organized by the professor (Developmental Teaching). This allows them to mature their mental formations and advance in their learning.

According to this theory, forming scientific (theoretical) concepts makes students think, reason, and advance in their education. In other words, considering only empirical concepts (those learned in school) is not enough; the formation of theoretical thinking is also necessary.

To fuel this discussion, Davidov (1988) asserts that students must undergo a process called "ascending from the abstract to the concrete" to form concepts. In other words, they must transition from empirical to theoretical concepts. This shift in thought occurs through students' study activities and the tasks and actions proposed by professors.

Barbosa, Miller, and Melo (2016) further elaborate on this idea, emphasizing that it is the main epistemological basis of Vigotski's (2010) Historical-Cultural theory. According to Davidov (1988), students only arrive at scientific concepts (i.e., theoretical thinking) when they perform mental actions that enable them to reproduce the image and content of a particular

object. Initially, they were unable to do this alone but began to do so with the help of the professor. Thus, students gain the autonomy to conceptualize, understand, and explain this object.

In relation to Leontiev's historical-cultural conception of activity, which later helped give rise to study activity, Libâneo and Freitas (2006) argue that humans create and recreate because of their activities. They act and react to the surrounding objects, thereby transforming not only the objects but also themselves. According to these authors, based on Leontiev, human activity—that is, interaction with the environment and others—influences the development of higher psychological functions, forming and explaining human psychic activity.

Furthermore, based on this principle, Leontiev explained that culture is fundamental to the formation of human capacities and ways of acting and thinking about developed actions. This led researcher Elkonin (1986) — another follower of Vygotsky — to study activity theory. Similar to Leontiev's thinking, Elkonin showed that learning leads to development through activity. Additionally, he showed that culture is a fundamental factor in the historical formation — that is, the sociocultural formation related to human activity (LIBÂNEO; FREITAS, 2006).

These concepts were fundamental for Russian theorist Davidov to formulate his theory of developmental teaching. This theory asserts that the role of schools is to teach students to think about specific content (i.e., theoretical and scientific knowledge) and to promote their higher psychological development. In other words, the teaching methods and organizational structures derived from developmental teaching provide students with the skills to learn independently. This approach considers the divergent cultural aspects that each student brings to the classroom as they themselves construct their socio-political and cultural identities (LIBÂNEO; Freitas, 2006).

However, as Puentes and Longarezi (2013) point out, human beings can relate to their reality in a theoretical and conceptual way through study practices, learning activities, and sociocultural aspects that develop the human mind.

Within this theoretical framework, Puentes (2019) clarifies that the theory of developmental education emerged in the former Soviet Union during the second half of the 1950s. It is associated with pedagogy, philosophy, physiology, and particularly, cultural-historical psychology of activity. In recent research, however, Puentes states that the term "Developmental Teaching" is not the most appropriate but rather "Developmental Learning," as the various theories on this teaching disagree among the groups and systems that contributed to the theory of Developmental Teaching. The theorist states that the term "Developmental Learning" arrived in the West with the publication of Davidov's book *Problems of Developmental Learning* in English and Spanish in 1988. For this reason, many consider 1988 the term's origin year.

In Brazil, in particular, erroneous interpretations of some fundamental theses of this theory spread due to translation errors in the originals and the way Latin American and North American educational psychologists interpreted and reformulated theses. In fact, it is impossible to teach activity; scientific concepts cannot be transferred or taught (Puentes, 2019). Thus, quoting Leontiev, Puentes states that concepts can only be the product of human activity.

Therefore, it can be said that students develop theoretical thinking through studying, when they form concepts and solve study tasks based on subject content. However, for this to happen, professors must guide students and provide the conditions necessary for them to internalize the content and develop theoretical thinking. As LIBÂNEO (2016, p. 364) states, "The primary objective of professors in teaching activities is to promote and expand the mental development of their students by providing them with the means and conditions that ensure this development." (LIBÂNEO, 2016, p. 364). Based on this reflection, it is important to include not only students in regular education, but also young people and adults in adult education in this discussion.

Youth and Adult Education in Educational Research

Sancheverria, Ribeiro, and Laffin (2020) state that although the number of studies in the field of YAE has increased, learning remains somewhat invisible, reflecting the context of theoretical production on development and learning. The absence of learning in the field of YAE has implications for education, policies for this modality, and the training of professors to work in youth and adult education.

The authors assert that some studies did not present references that dialogued with the theoretical bases of YAE. It is important to note that, in the bibliographic surveys analyzed by Sanceverino, Ribeiro, and Laffin (2020), YAE was not considered a field of research in terms of its establishment as a modality or its specificities; rather, it was merely a subject of investigation.

According to Machado (2016), the process of defining public policies for a society is marked by conflicts of interest and power struggles. According to this author, from 1996 to the beginning of 2006, YAE occupied a space in Brazilian educational policy in an attempt to establish itself as a unique public policy. This is a significant step in the ongoing struggle for rights for this specific modality.

In this sense, the study of YAE in Brazil can be characterized as a field that seeks to address problems related to the teaching and learning process by incorporating other areas. This is important for advancing the perspective of contributing to a pedagogical practice that guarantees the right to learning for these subjects.

YAE in educational research reveals a gap in studies on the development and learning of young people and adult learners. We understand that placing YAE in the perspective of Developmental Education can provide insight into what has been studied about this modality and how to better address issues with young and adult students based on Historical-Cultural theory.

Results and Discussion

We identified 59 research studies (theses and dissertations) on Developmental Teaching (using only the keyword “Developmental Teaching”), as shown in chart 1:

Chart 1 - Theses and Dissertations on Developmental Teaching.

Theses	Dissertations
FERREIRA, Valdivina Alves. The formation of mathematical concepts in the early years: how professors think and act with concepts. 154f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2013.	SILVA, Ana Rita da. Learning to read images in visual arts: contributions from developmental teaching theory. 200f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2013.
MIRANDA, Made Júnior. Developmental teaching and learning volleyball. 249f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Library of Goiás, 2013.	CUNHA, Andre Luiz Araújo. Teaching statistics: a proposal based on developmental teaching theory. 128f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2014.
MOZZER, Nilmara Braga. The conceptual understanding of the dissolution process based on the development of models and from the perspective of conceptual field theory. 263f. Thesis (Doctorate in Education). Universidade Federal de Minas Gerais, UFMG Digital Library of Theses and Dissertations, 2013.	CUNHA, Neire Márcia da. The teaching and learning of poetic genre through borderline games in a class of seven-year-olds. 181f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2014.
CEBULSKI, Márcia Cristina. A dialogue between Vygotsky and the theoretical system of expanded affectivity: theater in basic education and human socio-emotional development. 366f. Thesis (Doctorate in Education). Federal University of Paraná, Library of Human Sciences, 2014.	LOPES, Livia Mara Menezes. Formation of Portuguese language concepts in technical secondary education: an experimental study Uberaba - MG 2014. 156f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2014.
JUNIOR, Alexandre Avelino Giffoni. Teaching-learning in early childhood education for children in situations of poverty: a pedagogical-didactic (dialectical-interactive) intervention with a historical-cultural approach. 258f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2014.	MAME, Osvaldo Augusto Chissonde. Geometric concepts in the first two years of elementary school according to Davýdov. 152f. Dissertation (Master's Degree in Education). University of the Far South of Santa Catarina, Prof. Eurico Back Central Library, 2014.
SANTOS, Jussara Resende Costa. Concept formation: promoting qualitative changes in the teaching and learning process. 221f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2014.	NASCIMENTO, Alda Nazaré Santos do. The literacy process in early childhood education: developmental teaching. 127f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2014.

SOUSA, Valdirene Gomes de. Reality and possibilities of teaching mathematics in the early years: a study mediated by Davydovian propositions. 221f. Thesis (Doctorate in Education). Fundação Universidade Federal do Piauí, Jornalista Carlos Castello Branco, 2014.	SILVA, Terezinha Severino da. The formation of Portuguese language concepts in elementary school: an experimental study. 140f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2014.
BESSA, Márcio Leite de. Learning geometry in the pedagogy course: a teaching experiment on the formation of the concepts of perimeter and area based on the theory of V. V. Davydov. 261f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC-Goiás, 2015.	WEITZEL, Vânia Aparecida Borges. The scientific planning of teaching: an experimental study of training with professors of technological courses. 241f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2014.
FRANCO, Patrícia Lopes Jorge. The development of meaning-forming motives in the context of teaching and study activities in Brazilian public schools. 359f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, Universidade Federal de Uberlândia, 2015.	BENJAMIN, Wilson de Sousa. Study activity and its interrelationships with teaching activity and developmental education: possibilities and challenges in chemistry teaching. 113f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2015.
RODRIGUES, Adriana. Scientific production on didactics in the Midwest region: a state of the art based on three Postgraduate Programs (2004-2010). 302f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, UFU-Universidade Federal de Uberlândia, 2015.	CORAL, Mauricio Abel. The principles of developmental teaching in the production of knowledge in school physical education. 123f. Dissertation (Master's Degree in Education). University of the Far South of Santa Catarina, Prof. Eurico Back Central Library, 2015.
SILVA, Maria Ivonete Santos. Higher education teaching of legal content: problems and perspectives for the 21st century. 258f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, UFU-Universidade Federal de Uberlândia, 2015.	MASCARENHAS, Luciana Brandao Oliveira. Meanings of the experience of returning to school: the Projovem Urbano program from the perspective of its protagonists. 166f. Dissertation (Master's Degree in Education). State University of Feira de Santana, Julieta Carteado Central Library, 2015.
SOUZA, Simone Ariomar de. Teaching the concept of function through problems: contributions from Davydov and Majmutov. 171f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2015.	NEVES, José Divino. The teaching and learning of algebra in the final years of elementary school: the formation of the concept of function Uberaba 2015. 238f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2015.
AQUINO, Thais Lobosque. Epistemology of Music Education in Schools: A study on musical knowledge in Brazilian elementary schools. 224f. Thesis (Doctorate in Education). Universidade Federal do Rio de Janeiro, CFCH library, 2016.	OLIVEIRA, Kênia Mota de. The method of analysis of units in L. S. Vigotski: implications for didactics. Uberaba - MG 2015. 76f. Dissertation (Master's Degree in Education). University of Uberaba, Central Library of the University of Uberaba, 2015.
BORGES, Lucas Bernardes. Teaching and learning physics: contributions from Davydov's theory. 154f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2016.	SCHARDONG, Fabiel Rambo. The study of motor actions from ecological and historical-cultural developmental perspectives. 145f. Dissertation (Master's Degree in Education). University of the Far

	South of Santa Catarina, Eurico Back-UNESC University Library, 2015.
SOUSA, Waleska Dayse Dias de. Processes of imitation-creation as constituents of pedagogical praxis: a didactic-formative intervention with teacher trainers. 343f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, 2016.	SYLVIO, Mara Cristina de. Teaching and learning in the early years of elementary school: contributions from historical-cultural theory and developmental teaching theory. 1161f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC-UFG, 2015.
SOUZA, Cláudia Silva de. Teaching (as a doctrine) and teaching (as a practice): assumptions for developmental teaching. 252f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, UFU, 2016.	BONA, Bruna Carolini de. The content of the concept of dance in physical education courses in southern Santa Catarina. 146f. Dissertation (Master's Degree in Education). University of the Far South of Santa Catarina, 2016.
BARBOSA, Sebastião Claudio. Integrated omni lateral training: fundamentals and practices at the Federal Institute of Goiás based on Proeja. 201f. Thesis (Doctorate in Education). Universidade Federal de Goiás, BC-UFG, 2017.	CRESTANI, Sandra. Organization of mathematics teaching from the perspective of theoretical thinking development: a reflection based on the concept of division. 125f. Dissertation (Master's Degree in Education). University of Southern Santa Catarina, BU Universitária, 2016.
BELIERI, Cleder Mariano. Philosophical language and the development of thinking in high school philosophy classes. 191f. Thesis (Doctorate in Education). State University of Maringá, BCE-Central Library of UEM, 2017.	FERNANDES, Márcia Ribeiro Silva. Teaching planning and its relationship with teaching practice need to be produced by professors in the final years of elementary school at a private school in Parnaíba-PI. 176f. Dissertation (Master's Degree in Education). Fundação Universidade Federal do Piauí, Biblioteca Setorial do CCE/UFPI, 2016.
OLIVEIRA, Rogério Massarotto de. The organization of educational work with games in the training of education professors. 260f. Thesis (Doctorate in Education). Universidade Federal da Bahia, Anísio Teixeira Library – FAGED and Reitor Macedo Costa University Library of UFBA, 2017.	OLIVEIRA, Nelisa Tania Coe de. Thinking and acting with the concept of color: the perspective of elementary school art teachers. 158f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2016.
ARANTES, Lucielle Farias. For a developmental didactics of subjectivity in music teaching in schools. Thesis (Doctorate in Education). 324f. Universidade Federal de Uberlândia, Universidade Federal de Uberlândia, 2018.	REZENDE, Sérgio Ricardo Abreu. Developmental teaching and mathematical investigation with Geogebra: a pedagogical intervention on Thales' theorem. 187f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2016.
ASSIS, Aline Mota de Mesquita. Study activity of the concept of linear transformation from the perspective of V. V. Davydov's developmental teaching theory. 235f. Thesis (Doctorate in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2018.	SOUZA, Leandro Montandon de Araújo. Sociology in secondary education: guiding didactic principles and actions for teaching that enable adolescent development from a historical-cultural perspective. 209f. Dissertation (Master's Degree in Education). Universidade Federal de Uberlândia, UFU, 2016.
BRITO, Denice do Socorro Lopes. Learning to teach: the contribution of didactic and	ALVES, Ester de Souza Bitencourt. The Davydovian method of organizing

specific didactic disciplines to the training of professors in the pedagogy course at Unimontes. 245f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, Universidade Federal de Uberlândia, 2018.	teaching for the conceptual system of addition and subtraction. 202f. Dissertation (Master's Degree in Education). University of the Far South of Santa Catarina, Prof. Eurico Back Central Library, 2017.
MARRA, José Bartolomeu Jocene. Training teacher trainers for and by developmental language teaching: a didactic-formative intervention in higher education in Mozambique. 293f. Thesis (Doctorate in Education). Universidade Federal de Uberlândia, Universidade Federal de Uberlândia, 2018.	GUALBERTO, Milca Aline Colares. Childhood in the perception of children in institutional care in the municipality of Santarém – Pará. 172f. Dissertation (Master's Degree in Education). Universidade Federal do Oeste do Pará, 2017.
	MIRANDA, Edna Sousa de Almeida. Experimentation in biology teaching: contributions of developmental teaching theory to the formation of theoretical thinking. 228f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC-UFG, 2017.
	SILVESTRE, Andréia Andreoli. The formation of theoretical thinking in developmental teaching theory: contributions to chemistry teaching. 125f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC-UFG, 2017.
	VICENTE, Milene do Amaral Ferreira. Extension of school hours: teaching work in full-time public schools in the municipal education network of Goiânia. 145f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC-UFG, 2017.
	BORGES, Renato. Music teaching in schools: pedagogical trends and the need for music education for human development. 152f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC-UFG, 2018.
	CABRAL, Glória Cristina Fialho. Prevalence of children with probable developmental coordination disorder: necessary knowledge for educational inclusion in the Amazonian context. 120f. Dissertation (Master's Degree in Education). Universidade Federal do Amazonas, 2018.
	GUIMARAES, Márcia Amélia. Organization of the teaching process of the concept of number in the early years of elementary school: a historical-cultural analysis. 155f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2018.
	LOBO, Damon Alves. Science teaching in the early years of elementary school: the formation of scientific concepts and student development. 110f. Dissertation (Master's

	Degree in Education). Pontifical Catholic University of Goiás, PUC Goiás, 2018
	MOREIRA, Tiago Bacciotti. Didactic possibilities of gamification as a mediator of concepts in undergraduate education. 107f. Dissertation (Master's Degree in Education). University of Uberaba. Central Library, 2018.
	SILVA, Artur José de Oliveira. Learning the concept of fractions: a teaching experiment based on developmental teaching theory. 164f. Dissertation (Master's Degree in Education). Pontifical Catholic University of Goiás, PUC-Goiás, 2018.
	WESZ, Rudinei Itamar Tamiosso. Perspectives for integrated training in technical courses at IFMT – Rondonópolis Campus. 117f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, BC/UFG, 2018.
	ASSIS, Janaína Silva de. School learning and the search for the right to equal results: a study of interactive groups in elementary school. 394f. Dissertation (Master's Degree in Education). Universidade Federal de Goiás, Digital Library of Theses and Dissertations of the Universidade Federal de Goiás, 2019.
	FERNANDES, Susanna Vigário Porto Assis. Dialogical literary gathering and Freirian literacy: possible encounters. 139f. Dissertation (Master's Degree in Education). Federal University of Goiás, Digital Library of Theses and Dissertations of the Federal University of Goiás, 2019.
	SIMOES, Jéssica Priscila. Study activity and critical awareness of the professor: historical-cultural intervention process. Dissertation (Master's Degree in Education). São Paulo State University Júlio de Mesquita Filho, Presidente Prudente, 2019.
TOTAL= 23 Theses	TOTAL= 36 Dissertations

Source: Prepared by the authors.

This survey is important because it can help us understand a little more about what has been produced on Developmental Education in educational research and identify whether such productions address Youth and Adult Education at any point. In this sense, problematizing this theme in light of Historical-Cultural theory can help in understanding important categories of this

theoretical current, such as concept formation, higher psychological functions, and didactics in teaching practice.

However, we draw attention to the fact that we were only able to identify two studies that address YAE and Developmental Education, listed in charts 2 and 3, respectively:

Chart 2 – Thesis discussing YAE in Developmental Education.

TITLE	AUTHOR	YEAR OF PUBLICATION	DOES IT TALK ABOUT YOUNG PEOPLE AND ADULTS?
Integrated Omni lateral Education: Fundamentals and Practices at the Federal Institute of Goiás based on Proeja.	BARBOSA, Sebastião Claudio.	2017	Yes

Source: Prepared by the authors.

In his thesis entitled "Omnilateral Integrated Training: Fundamentals and Practices at the Federal Institute of Goiás Based on PROYAE," Barbosa (2017) addresses professional education related to basic education, considering the fundamentals of omni lateral integrated education (ethics, interdisciplinarity, an integrated curriculum, and developmental teaching). In his theoretical and bibliographic research and documentary analysis on the creation of Federal Institutes and PROYAE (National Program for the Integration of Professional Education with Basic Education in the Modality of Youth and Adult Education), Barbosa addresses the relationship between professional education and basic education.

According to Barbosa, this relationship and/or integrated curriculum are part of a learning organization concept that aims to provide education encompassing all forms of knowledge produced by human activity.

Barbosa (2017) explains that this concept is expressed in an element of class struggle in the sense of counter-hegemonic construction of a pedagogical praxis that aims to change the current educational scenario. In this scenario, developmental teaching is one of the fundamental characteristics for

implementation. Additionally, it considers the daily lives, culture, and social experiences of young and adult learners in this process. Barbosa (2017) states in his reflection that these aspects are essential to learners' formation of concepts and understanding of reality for such studies. This will result in a broader understanding of their reality and its qualitative transformation.

As Barbosa's (2017) research shows, the idea behind these Integrated Education for Young People and Adults characteristics should break with the logic of capital in education. The author also tells us that the research builds on existing concepts to deepen knowledge and project it into the future for students. In other words, it is important to reflect on the concept of omni lateral integrated education in relation to YAE.

Chart 3 – Dissertation discussing YAE in Developmental Education.

TITLE	AUTHOR	YEAR OF PUBLICATION	DOES IT TALK ABOUT YOUNG PEOPLE AND ADULTS?
Meanings of the school reintegration experience: the Projovem Urbano program from the perspective of its protagonists.	MASCARENHAS, Luciana Brandão Oliveira.	2015	Yes

Source: Prepared by the authors.

In addition to Barbosa (2017), Mascarenhas (2015) contributes significant research on young people and adults in a study titled "Significados da Experiência de Reinserção Escolar: O Programa Projovem Urbano na Perspectiva de Seus Protagonistas" (Meaning of the School Reintegration Experience: The Projovem Urban Program from the Perspective of Its Protagonists). The dissertation discusses young adults with an irregular school trajectory marked by exclusion who were reintegrated into school through the Projovem Urban program in Feira de Santana, Bahia. In her research, Mascarenhas (2015) addressed young people as developing beings who produce meanings in the fabric of social relations.

Mascarenhas sought to collect data through field diaries, questionnaires, informal conversations, focus groups, and narrative interviews. The author found

that irregular school attendance interferes with developmental trajectories regarding social inclusion, even within the school environment, as these young adults carry their cultural and social baggage.

This underscores the importance of working with these young people and adults from the perspective of Developmental Teaching theory. Based on this data, it is clear that young people and adults should return to school to assert their right to an education. In fact, a study based on Developmental and Historical-Cultural Teaching theory aimed at concept formation shows that these young people and adults can critically examine their social environment, fight for their rights, and strive for equality and the right to attend and remain in school.

In the aforementioned study, Mascarenhas (2015, p. 151) cautions us that

[...] when young people and adults become students, schools need to consider the network acting on the individual and develop a broader view of the people they welcome, since they need to conceive of them as relational beings, in a socio-historical context, authors of themselves, giving meaning to their experience.

The above excerpt is relevant because the author states that schools should position themselves as mediators in the production of knowledge and as experts on the learning trajectories of young and adult students. Schools should develop strategies to monitor these students, provided they have the support of higher-level entities within the school system.

Additionally, issues such as exclusion, difficulty with course material, and dropping out are factors that already affect the lives of young people and adults who return to school after an extended absence. This is precisely why it is crucial for schools to provide this support.

It is essential to emphasize the importance of academic research in the field of YAE didactics, with Historical-Cultural theory as its main theoretical contribution. However, this research should not remain theoretical; it should be applied to educational practice and the pedagogical work of professors and researchers.

On the other hand, the other theses and dissertations present studies focused on developmental teaching theories related to each researcher's and/or author's field of research, but they do not mention YAE. For instance, in Aquino's (2016) thesis, titled "Epistemology of School Music Education: A Study of Musical Knowledge in Brazilian Basic Education Schools," the author discusses methodological reflections on school music education based on dialogues and pedagogical analyses from Developmental Teaching and Historical-Cultural theories.

In general, the theses and dissertations surveyed in this study demonstrate a significant lack of research on YAE from the perspective of Developmental Teaching. Additionally, most of the authors of these studies corroborate the lack of research on this educational modality from the perspective of this type of teaching.

However, some studies that do not mention YAE highlight the importance of the teaching and learning process based on Developmental Teaching theory, as they present qualitative results from the researchers' examples, as mentioned by Assis (2018), Oliveira (2017), and Aquino (2016), among others.

These studies are important because they contribute to research on adult education. Proposing learning methods that enable young people and adults to develop their higher psychological functions can give them greater autonomy in performing school tasks and help them develop a more critical awareness of their reality.

In other words, Developmental Education via Historical-Cultural theory can be a relevant theoretical reference for professors seeking humanization and emancipation in the teaching and learning process. As Chaves, Tuleski, Lima, and Giroto (2014) explain, a study based on this theory can encourage individuals to question and develop higher psychological functions, consequently leading to a more complete (omnilateral) education and autonomy.

Through these analyses and reflections, we have come to understand that, in a teaching and learning process based on the assumptions of Historical-Cultural Theory and Developmental Teaching, learning is a factor

of development. In other words, if an individual learns, then he or she develops. Additionally, teaching activities organized for students should consider the essence of the subject, revealing it in the development of these activities (DAVÍDOV, 1988). Thus, from the perspectives of both this theory and Developmental Teaching, learning leads to development.

In summary, Vygotsky (2001) states that, to advance the development of these functions in students, schools should organize pedagogical practices to encourage the use and development of memory, attention, perception, thinking, emotions, language, and other important skills throughout students' school careers.

Final considerations

Upon analyzing the research found in the CAPES Dissertation and Thesis Catalog, only two studies addressing Developmental Education with young people and adults were identified. One thesis, entitled "Integrated omnilateral education: Foundations and practices at the Federal Institute of Goiás based on PROYAE," discusses developmental education with young people and adults. The author is Barbosa (2017). The other study is a dissertation entitled "Meanings of the school reintegration experience: The Projovem Urbano program from the perspective of its protagonists." The author is Mascarenhas (2015).

These two studies discuss YAE and developmental education, addressing professional education as well as socio-historical issues. The thesis proposes a teaching and learning process for young people and adults based on developmental education to provide these students with an omni lateral education. The analyzed dissertation reaffirms the importance of the historical and cultural backgrounds of young people and adults in the classroom and in didactic pedagogical planning. Regarding the categories of analysis found in these studies, teacher training and didactics are the most prevalent.

According to the bibliographic research conducted, developmental education emerged in opposition to traditional education. Traditional education did not provide students with learning opportunities that broadened their social relationships with others, which inhibited their creativity inside and outside the classroom. According to the literature reviewed, traditional education does not allow for the connection between reality and the school environment, a connection that can only be made from a developmental perspective. This helps us understand that theoretical-scientific knowledge must be related to the way knowledge is constructed. As a result, students can develop an understanding of the subject matter and optimize their learning. This is why developmental teaching is important; it allows students to form concepts and theoretical thinking, enabling them to become more autonomous in developing school activities with an awareness of reality.

The research revealed that the teaching plan for developmental didactics includes indispensable elements for its formulation. These elements are summarized as the content of a set of lessons, a description of the core concept, the learning problem, which gives the study activity an investigative form, the designation of content, the formulation of objectives, and the didactic and evaluation procedures (LIBÂNEO, 2016). Thus, didactic-pedagogical teaching planning involves epistemological dimensions that facilitate the construction of student knowledge through the formation of concepts (i.e., development of theoretical thinking).

In this sense, Developmental Education is based on a historical-cultural theoretical perspective that considers students' realities, experiences, and life stories in the teaching and learning process. This perspective contrasts with traditional teaching, which sometimes fails to consider these specificities in the school curriculum. Therefore, it is important to discover and understand the bibliographic production on YAE in developmental education in scientific literature to understand how this teaching method can contribute to the development of higher psychological functions in young people and adults.

We hope this research contributes to future studies in Developmental Education, particularly regarding adult and youth education, as it is a relatively new topic in academic research. It is important to understand and respect students' backgrounds when it comes to school dropouts and personal life, especially among young people and adults. Thus, discussions and reflections on the education of young people and adults related to developmental education are necessary so that these students, who are formalizing their knowledge and personal development, can transform their realities. They can then become more critical and participatory in their environment. Consequently, they can be part of a generation that aims for a better world with freedom, inclusion, and equity.

Finally, we emphasize the importance of this research in the context of lifelong learning. From this perspective, there is a diversity of young and adult students who have the right to develop in a more just, egalitarian, and human-centered society—a perspective defended by CONFINTEA.

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