

Presentation

Dossier

Cultural Historical Psychology in Higher Education: making contributions¹

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From the 1960s onwards, considering the University Reform, it is possible to observe in Brazil the intensification of the movement for the construction of higher education that was aligned with the issues of the national development. Such development, according to Fávero (2006), was based on the perspective of economic expansion, via the industrialization process. In this sense, formal education in general, especially higher education, both in terms of its structure and content, is increasingly being discussed by government sectors. It should also be added the fact that student mobilization, especially in 1968, played an important role in questioning the contradictions constituted in the context of higher education (FÁVERO, 2006).

This dynamic reveals the existence of different perspectives and, therefore, interests in thinking and building Brazilian higher education, from those that are directly focused on the development of capitalist society itself, to those that sought to question and think about other training possibilities in this teaching context. Regarding this, Chauí (2001) emphasizes the importance of not losing sight of the defense of Brazilian higher education in its public character, that is, public universities, as a democratic right of Brazilian citizens.

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Considering this perspective, more recently, especially since the 2000s, the implementation and development of a set of public policies aimed at the expansion and financing of Brazilian higher education has been noted. Such policies have a direct impact on the daily lives of educational institutions, as they involve, for example, both the increase in the number of students in higher education and the conditions under which they can remain. It is worth highlighting, based on the reflections made by Chauí (2001), the relevance of unveiling the contents and consequences of these new policies, given that the purpose of teaching does not concern the mere transmission of content itself and the formation of cheap work for the work market.

Based on this brief introduction to the context of Brazilian higher education, marked by different possibilities and challenges, we also begin to reflect on the relations between Psychology and Education. In this sense, we emphasize that historically the area of School and Educational Psychology has been focused mainly on demands and interventions within the scope of Brazilian Basic Education. When analyzing the relation between Psychology and Education in our society, Barbosa (2011) points out the role of American and French influences in understanding the educational processes of basic education, understandings that were aimed at a psychometric perspective of understanding individuals who presented the so-called difficulties of learning. According to the author, such understandings began to be overcome when research and interventions began at the Psychology and Education interface from a critical perspective, which considered the multiple relations that constitute the subjects.

These new possibilities of conceptions of the relations between Psychology and Education culminated beyond the terminologies, School Psychology / Educational Psychology, and Brazilian basic education itself, but rather by reflecting on the different levels of education, especially their different structures and content. So much so that Tanamachi (2000 p. 75) considers the need to turn “our attention both to the theoretical framework that has supported it and to the professional practice resulting from it, due to the social purposes of the psychologist's action in school education and of Psychology itself as a science”.

It is also based on this reflection that we aim with this dossier to systematize different contributions, drawn from Historical-Cultural Theory for understanding and intervention in Higher Education. The respective epistemological option is based, among other aspects, on the fact that this theory contributes to the unveiling of the human constitution, in a singular, particular and universal way, that is, beyond the view of individuals in and of themselves; at the same time, launch conditions of theoretical-practical possibilities for the elaboration of interventions in higher education that envision the full development of subjects. Since, based on the systematizations of Vigotski (2001), we understand the importance of the educational process, intentionally organized, in the constitution of human beings.

Thus, the first manuscript of the dossier, entitled “Desafios à formação da consciência comunista no ensino superior: pensamento teórico e vontade de realização prática”⁵ written by Angelo Antonio Abrantes and Silvana Calvo Tuleski aims to present the contributions from Historical-Critical Pedagogy and Historical-Cultural Psychology to educational work in higher education. Thus, when discussing and analyzing the relations of teaching, learning and development, the authors defend the need for knowledge of both pedagogical theories and the purposes of education in order to think about the effective scientific training of higher education students. Along this path, higher education presents itself as one of the fundamental determinations of the constitution of subjects, especially for overcoming the fragmented consciousness fostered by the capitalist mode of production.

The second manuscript, authored by Walêska Dayse Dias de Sousa “Docência universitária e aprendizagem de estudantes monitores de engenharia”⁶, aims to enhance the constitution of university teaching from the perspective of historical-cultural theory based on the analysis of the student learning process monitors of the calculus discipline in undergraduate engineering. To this end, when discussing what students reveal about their experiences in the monitoring process, the author analyzes student and teacher relations, as well as their study strategies, among others. With this,

⁵ “Challenges to the formation of communist consciousness in higher education: theoretical thinking and the desire for practical achievement”

⁶ “University teaching and learning of engineering monitoring students.”

It is emphasized the need and relevance of expanding and creating collective spaces that are focused on the training of university teaching.

The third manuscript, named “O possível dentro do impossível: sentidos atribuídos por professors/as universitários/as relacionados ao ensino remoto⁷ emergencial”, written by Maria Fernanda Diogo, invites us to reflect on the issue of teaching in higher education and emergency remote teaching (ERE). In this work, the meanings attributed to the respective teaching by university teachers are highlighted. Such meanings are discussed and analyzed in different Meaning Centers that discuss the challenges of learning, the loss of references, objective conditions and pedagogical impossibilities.

In turn, the fourth manuscript, authored by Herculano Ricardo Campos, Maria da Apresentação Barreto, Marilda Gonçalves Dias Facci, Eloisa Rocha de Sousa Alves and Hiany Gasparetti Bertuccini, entitled “Mediações Pedagógicas no ensino remoto: percepção dos estudantes na formação de psicólogos durante a pandemia do COVID-19”⁸, aims to share data from a survey carried out with psychology undergraduates about remote teaching developed during the COVID-19 pandemic. The respective research subjects reveal the emergence of several contradictions amidst this new educational dynamic, which are related to the teaching-learning process, but also to the suffering itself arising from the context of the pandemic. It is worth adding, the reflection carried out by the authors in the sense that the criticism in relation to remote teaching does not necessarily concern the technological tools, but the way they were used throughout this period.

The fifth manuscript, authored by Silvia Maria Cintra da Silva, Camila Turati Pessoa, Gustavo Antônio Rodrigues Leite, Marlon de Oliveira Cunha and Sofia D Agostino Mascarin, called “EsperançaArte- uma proposta da Psicologia Escolar para o Ensino Superior”⁹ presents an important report experience of an Internship in School

⁷ “The possible within the impossible: meanings attributed by university teachers related to emergency remote teaching.”

⁸ “Pedagogical mediations in remote teaching: students' perception in the training of psychologists during the COVID-19 pandemic”

⁹ EsperançaArte – a proposal from School Psychology for Higher Education”

Psychology. With the participation of interns from Psychology and Pedagogy undergraduate courses at a public educational institution, the proposal for internship activities is aimed at those entering Higher Education and reveals the importance and power of building collective spaces for the respective subjects.

With regard to the sixth manuscript, entitled *Desnaturalizando o fracasso no Ensino Superior: debatendo acerca da atividade de estudo profissionalizante*¹⁰, authored by Camila Trindade, Nilza Sanches Tessaro Leonardo and Adriana de Fátima Franco, we have the possibility of understanding and reflecting about the issue of learning difficulties at the respective level of education. Starting from the discussion about the constitution of academics' study activity, the authors construct their discussion about failure in higher education based on the multiple determinations that involve the process. Along this path, the authors aim to contribute to the development of understandings and practices that seek to denaturalize the so-called academic failure in higher education.

In relation to the seventh manuscript, authored by Solange Pereira Marques Rossato, Sônia Mari Shima Barroco, Hilusca Alves Leite, and Ana Paula da Paz Tavares, entitled *“Educação Superior: do que estamos falando?”*¹¹, we are called to reflect on the topic of Inclusive Education in higher education. Thus, in view of the challenges of the topic, the authors affirm the need for ethical and political commitment to the development of genericity in all subjects.

The eighth manuscript, authored by Yolanda Rosas Rivera, called *“El desarrollo de la personalidad de la educación inclusiva”*, based on the qualitative analysis of pedagogical experiences, aims to reflect on the development of the personality of higher education students. In this sense, the author discusses educational experiences in inclusive education, highlighting how the activities developed can boost the students' development. With this, it is observed that inclusive education can be an important process that enables the development of the motives that constitute the personality of the respective subjects.

¹⁰ Denaturalizing failure in Higher Education: debating about the study activity professionalizing.

¹¹ Inclusion in Higher Education: what are we talking about?

Finally, the ninth manuscript, called “Os processos dialógicos na concepção do projeto de investigação científica em línguas”¹² authored by José Marra, aims to analyze the dialogical relations between the content of the research projects of Portuguese language students and some theoretical frameworks. To this end, the author discusses the context of higher education in Mozambique, pointing out its intrinsic relation with the capitalist society form. Which direct the activity of students and teachers are conditioned by market laws.

Thus, from the organization of the respective manuscripts we understand the possibility of both unveiling the educational contradictions posed in higher education and possibilities of ways to overcome them. Along this path, based on the contributions of Historical-Cultural Psychology, the educational process reveals itself as essential to the human development of young adults. Likewise, the role of the teacher, also in higher education, is conceived as essential to the constitution of teaching-learning processes.

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Received in February 2024.
Approved in February 2024.

¹² Dialogic processes in conception of the scientific research project in languages”.