RESEARCH ARTICLE

BON VIEW PUBLISHING

Socioemotional Development, Pedagogical Actions, and Educational Practices: Perspectives of Teachers Working in Deep Brazil

Maria Helena Almeida Carvalho[1] , David Santos Silvino[2] , Rosalia Tayna Conceição da Silva[1] and Matheus Batalha Moreira Nery[3,*]

[1]*Department of Letters, Federal University of Sergipe, Brazil*

[2]*Department of Information Systems, Federal University of Sergipe, Brazil*

[3]*Department of Education, Federal University of Sergipe, Brazil*

Abstract: In deep northeast Brazil, pedagogical actions, educational practices, and socioemotional development are at a crossroad. The return to in-person classes after the COVID-19 pandemic was marked by reports of emotional crises, where cases of anxiety and depression prevailed among students. Therefore, this study aimed to analyze the dynamic and creative process of pedagogical actions and perceived students' socioemotional development with teachers working in Itabaiana, a small city 60 kilometers off the coast, in Sergipe state's backlands. This is a region that has lived with social, economic, and political problems for centuries. The methodology was qualitative and divided into two stages. The first stage consisted of three 90-minute art-education workshops with two groups of ten teachers, where Vygotsky's mediation was an essential component. In the second stage, individual semi-structured interviews were conducted. The data collected in the workshops indicated that reading, whether on psychological topics or other areas of knowledge, is not part of teachers' daily lives. Paradoxically, participants also demonstrated a strong need for these readings. They also revealed that thinking of the classroom as a zone of proximal development is still a distant reality. This phenomenon is associated with the lack of adequate training on psychology topics in teacher training and the absence of psychologists in schools. This lack of knowledge was also present in the interviews. Of these, three categories emerged as crucial: (a) pedagogical actions in the post-pandemic; (b) knowledge of psychology; and (c) socioemotional development of students. Results showed that pedagogical actions in the post-pandemic marked by readaptation and by an intense emotional burden and socioemotional development of students were perceived as negative emotions. Opportunities for progress are limited to private conversations undertaken without assistance from psychology professionals. Although this study was done with a limited number of participants, the results point to two recommendations to policymakers: (a) bring psychology closer to schools and (b) provide extensive training in socioemotional development for teachers who work in public schools. These recommendations are of paramount importance for the future of Brazil.

Keywords: socioemotional development, pedagogical actions in the post-pandemic, educational practices, educational psychology, Brazilian educational system, zone of proximal development, knowledge of psychology

1. Introduction

The interactions between pedagogical actions, educational practices, and psychological knowledge have already produced studies with diverse perspectives. Broadly speaking, in this field, research is focused on (a) human development and pedagogical action, with special attention to the importance of developmental and learning psychology for educators [1, 2], (b) the role of teachers in the face of multiple learning difficulties [3, 4], (c) the types of psychological knowledge present in reductionisms often used to problematize school's human relationships [5], (d) the curricular offer of psychological courses in pedagogical programs [6], (e) the contributions of developmental and learning psychology to educational policies [7], and (f) finally, the lack of interest in its practical applicability in basic education [8].

In these researches, the place occupied by teachers and their training process assumes a centrality, given that the challenges of the Brazilian educational reality impose urgency for new methodologies. However, teachers commonly face two major obstacles when it comes to using psychological knowledge to support their educational practices. The first is related to a lack of mastery of psychological theories. Axiomatically, the second resides precisely in a tendency to reject this knowledge, essentially due to difficulties of applying it [9]. This movement could lead to a lot of

*Corresponding author: Matheus Batalha Moreira Nery, Department of Education, Federal University of Sergipe, Brazil. Email: matheusbatalha@academico.ufs.br

theoretical reconstructions, which end up being used as pedagogical actions without their basic concepts being minimally respected [10].

This dynamic and creative process of knowledge reconstruction brings with it a constant need for reflection, especially in the face of the post-pandemic era. This health tragedy had an emotional and social impact on educational processes, especially their policies, and on pedagogical actions, due to human losses and the temporary closure of schools [11]. The challenges arising from this scenario were numerous. In Brazil, these include (a) teachers' own fatigue in dealing with constant educational obstacles [12] and (b) changes in public policies [13], especially those that lead to devaluation of teaching work [14]. Added to these problems, the return to in-person classes was marked by socioemotional demands, where anxiety and cases of depression [15], violence, suicidal ideation [16], and violation of rights [17] were constantly observed.

Thus, this paper sought to understand how public schools' teachers in deep Brazil are constructing their pedagogical actions in the post-pandemic years, as well as to investigate the relationship between these actions and their perceptions of students' socioemotional development. This research question is justified by the intrinsic relationship that psychological knowledge has with teachers' training. Psychological concepts play a preponderant role because they qualify teachers to better deal with different nuances that make up social reality, its impacts on the socioemotional development, and teaching-learning process needs.

Although the concept of pedagogy is widely used by educators in a multifaceted way, the authors of this paper assume a perspective that its concept – much more than an effective action of teaching and learning, constructed by conscious methods of teachers [18], or an action guided by values [19] – is, at bottom line, a political act, which constitutes itself as a social process [20]. The authors' perspective, aligned with Freire's work [21], assumes that the act of teaching is dialectical and composed of theories, beliefs, and dialogues that are part of democracies.

As a dialectical field, where conflicts need to be argued [22], education itself constitutes a space deeply permeated by emotions [23]. Therefore, by educational practices, this paper assumes a comprehensive perspective, which involves policies and strategies implemented in schools, with a focus on minimizing critical emotional situations and, ultimately, resulting in an improvement in learning outcomes [24]. In this context, pedagogical action, on the other hand, refers to actions decided by teachers during their classroom sessions, with the aim of facilitating the learning process and meeting the individual needs of their students [25].

Educational practices and pedagogical actions are also immersed in a profound emotional context. Historically, major psychological theories have argued for years that cognition and emotions are interconnected, but they have most often differed in whether and how cognition influences emotions or whether, on the contrary, emotions influence cognitive functioning. In this sense, the debate on socioemotional development has focused on four major units of analysis: (a) co-active contributions of the genome in the cognitive and emotional development; (b) the emergence of emotional self-regulation skills in childhood, with notable attention to a bidirectional and co-active field between the child and the immediate care environment, that is, parenting; (c) the active actions of children, in their cognitive, emotional, and physiological elements, in continuous association with parenting; and (d) finally, socioemotional development that has been studied through cultural contexts, such as schools, which, in their emotions, brings historical, political, and social elements intertwined over time [26].

In this sense, socioemotional development needs to be understood from a sociocultural perspective [27]. In Brazilian public schools, educational practices and policies, such as psychological assistance programs, are also intertwined with pedagogical actions, which are directly applied to students. Thus, socioemotional development can also be understood as the result of students' participation in cultural activities. Within this framework, Vygotsky's sociocultural theory [28] is a great contribution, as it is structured based on the logic of socially mediated processes. In other words, the role of a better-informed mediator is crucial to development, given that students essentially learn from them, internalizing interactions and tools used to develop their own skills. Vygotsky's perspective suggests that socioemotional development is also mediated by social interactions and the cultural meanings associated with them [28]. Human development, so to speak, as an equally social and cultural process [29], is driven by social interactions too, in a nonlinear and non-gradual way [30], in which qualitative leaps are possible [31]. Thus, analyzing the perception of educators about this process is of utmost importance for the development of education.

Therefore, this paper is organized into four different sections. In the first, the authors deepen concepts present in Vygotsky's socioemotional development theory [28] and its importance in everyday school life. In the second section, the authors present the methodological path that led to data collection with public schools' teachers in the city of Itabaiana. Located in the deep of northeast Brazil, 60 km off the coast of the State of Sergipe, this city is an entrepôt that, in colonial times, was located between sugar cane and cotton farms. Sergipe is still a state with a weak economy, and teachers work in schools with extremely deficient infrastructure, and since the return of in-person classes, the greatest challenge they face is students' emotional crises. Moreover, in the third section, the authors explore data collected through art-education workshops and interviews and debate results. Finally, in the last section, recommendations to policymakers about implementing new socioemotional programs in schools are presented.

2. Understanding Socioemotional Development

Vygotsky's theory [28] provides an in-depth analysis of the issues surrounding higher psychological functions, paying special attention to imagination, memory, and emotions. Its concepts have been widely used to understand human development in high-impact contexts, such as schools, and are of great importance for analyses that seek to grasp educational practices and pedagogical actions in everyday school life [32].

Fundamentally, the historical-cultural theory considers that the relationship between cognition and affection is interdependent in the human psyche. Emotions, as a higher psychological function, are seen as an active and intertwined part of other phenomena, such as imagination and thought, in a movement that intrinsically connects biological and historical-cultural elements [33]. Biological and cultural capacities evolve together, making human being both a product and a producer of culture. Therefore, human being can be understood as a biologically social being, and human behavior, which has a biological evolutionary basis, also depends on social interaction to acquire and advance domains of culture. In turn, cultural experience is considered a crucial element for development, strongly assisting in multiple psychological processes [34].

The key point for understanding how socioemotional development occurs is to consider that, as higher psychological functions, emotions, and feelings are susceptible to cultural elements and, therefore, are subject to mutation [35]. Thus, both are intimately involved processes, developed and modified by social experiences and historical concepts acquired throughout existence. For the historical-cultural theory, the human being acts in his reality and

reacts to its constitutive elements. In other words, there is an articulation between the subjective elements and the reality itself, in a movement that includes emotions and feelings in socially shared meanings of a given society [36].

In this context, emotions differ from feelings and relate to organic needs. Feelings, however, are strongly linked to cultural issues. Thus, they are deeply connected to the social condition of the human being, although emotions, as phenomena of organisms, should be understood as reactions to social events [37]. In view of historical and cultural elements, such as the COVID-19 pandemic and school experiences in the post-pandemic, emotions and feelings are also linked to ways of life, to the issues that cross the different social classes, and to education. Education, fundamentally, needs to consider socioemotional development as one of its essential pillars. For this theory, culture is seen as a set of tools, used as mediators, both to share symbolic elements of reality and to reconstruct concepts that are deeply connected to it [38].

An example of the importance of emotions for the processes established in social interaction is precisely the relationships between imagination and immediate reality. Given that both are rich in emotional elements, imagination is a form of thought that, when moving away from immediate reality, also remains connected to it through all its emotional aspects to provide symbolic meanings during social challenges [39]. This way of thinking about emotions, as an extremely open and changeable process, at the service of a constant transformation of the world, is of utmost importance for the analysis of everyday school life. Pedagogical actions undertaken by teachers, most often, touch on cognitive and emotional aspects of students' lives. Thus, teachers' role as mediators in the classroom is fundamental for development to occur.

In this theory, development is seen as a qualitative leap, which involves a continuous process of social transformation. In this sense, it is possible to describe a classroom based on the concept of the zone of proximal development outlined by Vygotsky [40]. This zone is precisely the distance between what learners can learn alone and what they can achieve with the help of a more experienced mediator. From a psychological point of view, the main function of emotions is precisely to give movement, that is, to be a mechanism of activity [41]. In everyday life and, especially, in the school environment, it is also necessary to consider emotional capacity as a skill that can be developed and mediated. Different students have distinct perspectives on their emotional capacities and react, that is, give emotional movement, to situations experienced in schools in different ways. Thus, the zones of proximal development also need to be thought of from the perspective of socioemotional development. These zones are extremely important for it [42].

Therefore, human beings change through the cultural instruments they have access to, such as those shared in teachers' pedagogical action and by public policies and strategies that cross schools through educational practices. These instruments contribute to the reconstruction of meanings present in the world. Socioemotional development, in this sense, needs to be understood as transformative movements that permeate feelings and emotions, which are traversed by social relations, culture, and the historicity inherent to human life. This process depends on historical, dialectical, and material conditions pertinent to life in society [43].

Given that the return to in-person classes in Brazil was marked by emotional crisis, it required a greater commitment from teachers to move important instances of human development forward [44]. Thus, considering that the historical-cultural perspective has as one of its focuses the analysis of pedagogical actions and educational practices, especially the social dynamics of schools, and that developmental psychology also constitutes an essential

psychological knowledge for teachers' training, it is of utmost importance to investigate the constructions of these actions by teachers, as well as their perceived relationships with the socioemotional development of students.

3. Methodological Path

In summary, the objective of this research was to analyze the dynamic and creative process of pedagogical actions of teachers and their perspectives on students' socioemotional development. The methodology was developed in two stages, with a qualitative focus, enabling art-education workshops and semi-structured interviews. Twenty public school teachers were divided into two groups – ten teachers from one state public school formed the first group, and ten other teachers from multiple public schools of Itabaiana formed the second. Both groups participated in three 90-minute art-education workshops, which were used as an inducer to emotional experiences about the school context.

All participants in the first group had degrees in undergraduate programs, namely, literature, mathematics, geography, history, and visual arts. In the second group, all participants had degrees in pedagogy. Most of them had only an undergraduate's degree, with some type of limited experience in postgraduate programs; two of them reported having sought continuing education in areas of psychology, and only one participant reported having obtained a master's degree in education. Their average age was 35 years, with the youngest being 31 and the oldest being 51. Only one of the teachers in the sample was male. Although it was a small group, with twenty teachers from a single city, which limits the generalization of the results, the authors argue that knowing the reality of the deep Brazil, even if in a limited way, is extremely important to explore the potential and obstacles present in this country northeast region educational reality. This location has coexisted with social, political, and economic problems for centuries.

The art-education workshops were developed using Pre-Texts methodology. This is a pedagogical methodology based on three stages: (a) researchers choose a demanding and challenging text; (b) participants use it as material to create cultural tools in group workshops; and (c) everyone reflects together on the process. Unlike the conventional teaching and research approach, an invitation to play with a complex text and appreciate a variety of meanings has proven effective for analyzing multiple elements that make up everyday school life [45].

The justification for choosing this methodology is that Pre-Texts, although developed at Harvard University, was substantially based on Brazilian researchers, namely, Freire [46] and Boal [47]. Furthermore, as an action deeply linked to pedagogical action, this methodology is also configured as an important vehicle for the analysis of these actions and teachers' perspectives regarding the socioemotional development of students. In its core, Pre-Texts follows a basic rule of literary composition; that is, its entire mechanism of social interaction is based on the idea that participants, during the workshops, need to demonstrate their experiences, instead of simply reporting them to the group [45]. This core element of this methodology is faithfully aligned with the mediation proposal, defined by Vygotsky's theory [48].

The fundamental concept of Pre-Texts is to use complex texts as cultural tools to encourage participants to create poems, paintings, drawings, and storyboards [45]. This movement privileges their perspectives on different knowledge and facilitates the emergence of their perceptions around the researched themes, so they can mediate to other participants their experiences. During the workshops, as is commonly with this methodology, the texts were used as a

pretext or an inducer, so participants could demonstrate their feelings and emotions through cultural tools and could also mediate meanings around their pedagogical actions, the educational practices, and their perceptions of the students' socioemotional development.

Therefore, two Brazilian literary passages were chosen to be used in the workshops: the novel *Crooked Plow* [49] and the short story *The Third Bank of the River* [50]. In this sense, the novel is told from the perspective of two Afro-Brazilian sisters, who go through tragedy in childhood, while living at Chapada Diamantina, in deep Brazil. The short story is told from the perspective of a son who has lived for years with his father's abandonment, who is confined in a canoe. Both texts refer to situations of social exclusion, violence, and violation of rights that, unfortunately, are still present in the northeast of Brazil.

The structure of the three workshop sessions followed linear path, involving five stages: (a) warm-up, focused on participants getting to know each other in an interactive activity, mediated by the researcher, whose main objective was to demonstrate a collaborative approach; (b) *la cartonera*, a process in which participants were invited to design book covers for the text chosen for the workshops, aiming to mediate a sense of authorship in the participants; (c) the reader, in which one of the participants was asked to read aloud the passages chosen for the workshops, facilitating the immersion of all participants in the emotional elements of the text, while they were designing their book covers; (d) Brazilian cordel literature, a process in which participants were asked to write a question on the inside of their designed book covers, so that a collective display of the drawings is organized; and (e) finally, appreciation, where all participants were able to see the productions of their fellow participants and choose a question them to read aloud and to try to mediate a possible answer.

At the end of each workshop, participants were asked the central question for the Pre-Texts methodology: "What did we do?" This enabled group reflection on their experiences at the workshop. Complementarily, on the second and third day, participants were also asked to bring to the group other texts to help them demonstrate emotional situations experienced in the daily school life. During all three sections, participants used materials that were collectively available to the two groups, such as cardboard, magazines, newspapers, glue, crayons, colored pencils, glue sticks, and scissors. To increase spontaneity, the workshops were not recorded on video or audio, with records being made through notes by the researchers and photographs permitted, from time to time, by the participants.

In the second stage of the research, semi-structured interviews were conducted. At the end of the art-education workshops, the two groups of teachers were invited to participate in interviews, where it was possible to explore, individually, the perspectives brought up during the workshops. The interviews were recorded on audio and followed a set of three guiding questions: (1) How has your teaching practice changed since the COVID-19 pandemic, and what are the challenges present in your teaching in this post-pandemic moment? (2) How does the knowledge of psychology, especially that related to human development learned in your initial training, help in your teaching practice? (3) How are your students in this post-pandemic moment, and what are their main needs in their daily school life? The analysis of the interviews allowed for a contextualized comparison, that is, an analysis that also encompasses cultural, historical, and subjective characteristics that the participants shared [51]. The aim was to comparatively analyze teachers' pedagogical actions and their perspectives on education practices and students' socioemotional development.

4. Results and Discussion

For this research, the results are organized into two subsections. In the first, the immersion carried out in the workshops and its data are analyzed. Immediately afterward, the data collected from the participants in the interviews are presented and discussed. In both moments, the authors sought to understand how the participating teachers are constructing their pedagogical actions in the years following the pandemic. Ultimately, what is the relationship between these actions and their perceptions of the socioemotional development of the students?

4.1. Pre-texts workshops

The first workshop began with the participants introducing themselves through a word game. In this game, each participant had to present themselves using an adjective that began with the same letter as their first name. A small ball of paper was used so that the participants could choose a partner to continue once they had talked. This little game served both to warm up the group and to try to minimize the influence of authoritarianism, which, unfortunately, is still a trend present in Brazilian education [52]. This cooperative approach was also used in the following two meetings, in which the wordplay was replaced by cultural tools, in the form of poems or other excerpts from literary texts, brought by the participants themselves. These were used as demonstrations of the feelings experienced in their educational contexts.

This process also served as an important basis for highlighting, from the outset, that the demonstration, the action around cultural tools, in Pre-Texts methodology, is much more important than the mere report of the participants [45]. After the warm-up, a process known as *la cartonera* was initiated. Here, the participants were invited to create a book cover for the first text that was selected for the workshop, namely, *Crooked Plow* [49]. Inspired by Argentine social movements, this process encourages participants to acquire a sense of authorship around the material to be worked on, allowing them to mediate meanings and interpretations and to propose questions to the group [53]. The participants initially showed surprise and a lack of knowledge about this practice. Most teachers stated that they were not familiar with or had read the novel *Crooked Plow* [49], which has been the best-selling and most widely distributed novel in Brazil for the past three consecutive years [54]. The discomfort with *la cartonera* process was only alleviated when, spontaneously, the teachers organized the task as if it were part of their own class activity, mediating it as if they were working together with students. Those who had already worked with drawing helped the others with colored pencils and other details.

The researchers, after having given the prompt to begin this process, which was to invite them to draw a book cover of their own authorship for the novel, maintained, thereafter, a position of noninterference with the participants' choices. Discomfort and shyness were gradually replaced by a collaborative approach. Figure 1 shows some photographs of the book covers from the participants who authorized the photographic recording of their cultural tools.

While the participants continued working on their book covers, a member of the group was asked to read aloud the texts; drawings and reading aloud were used in the three workshop sessions with the aim of increasing the emotional immersion of participants in the themes explored [55]. This process, called "the reader" in Pre-Texts methodology [45], was inspired by the labor movements in the Hispanic Caribbean, where, in cigar factories, one of the employees was chosen to read novels aloud while the others continued their work [56]. Reading aloud also allowed participants to pause to reflect on

Figure 1
Photos of workshop book covers: (a) book covers, crooked plow, participants, group 1 and (b) book covers, drafts, crooked plow, participants, group 2

(a)

(b)

the emotional issues presented in the text. Here, the objective was to facilitate the encounter between reflection and cultural tools development. The same passage of text, both from the novel and the short story, was read repeatedly, during the workshops, to enable participants' immersion and make it easier for them to incorporate their perspectives into their drawings. In the sessions, multiple readers spontaneously took turns reading aloud.

After a sequence of readings, the participants were asked to formulate a question about something interesting in the text or the workshop experience and to write it down on the inside of their book covers. Inspired by Brazilian cordel literature, once participants finished their book covers and formulated their questions, a small collective exhibition was organized so that all participants could access their colleagues' art production. Few teachers were reluctant to show their finished book cover work and the questions they had prepared for their colleagues. To convince them, the argument mediated by the participants, to each other, was that this was an appreciative moment, in which everyone should participate together; in this regard, scientific data from other research has shown the importance of appreciation for work in education, especially to promoting positive emotions in the classroom context [57]. At this moment, participants chose one of the artworks to present and mediate their perspectives to the group.

At the three workshops, after the literary passages chosen to be worked on were crafted into cultural tools, participants were asked to mediate their perspectives through the lens of the pedagogical actions they use in their classes. Most of the questions listed by teachers in *la cartonera* process were related to the violence present in the opening scene of the novel *Crooked Plow* [49]; one of the protagonists has her tongue accidentally cut out by her own sister. Or the loneliness present in the short story *The Third Bank of the River* [50], something extremely present in the schools studied, according to them. They mediated how they do to minimize violence in their schools and how they deal with the negative emotions and feelings of their students, which, according to them, were extremely susceptible to the emotional intensity of the pandemic. They are also susceptible to family breakdown. Strategies such as talking to students in private and with parents about the students' emotional situation were the most mediated. Although they knew about its existence, teachers emphasized that psychology in schools is still a distant reality.

Therefore, during the art-education workshops, two sets of results stand out in both groups. Primarily, the data showed that reading, whether on psychological topics or other areas of knowledge, such as literature or education, is not part of the daily lives of teachers who work in deep Brazil, professionals who are often overwhelmed by school demands, social, and economic problems. In the three workshops, teachers commonly referred to God and religion as positive psychological forces, typically confusing religious arguments with educational practices and policies, such as the presence of psychology in schools. Brazil is a country with a diverse cultural matrix [58], and although all forms of religion must be respected, disseminating the objectives of psychology proved to be a relevant strategy for this group precisely because of its absence in everyday school life. Although the data do not allow for generalizations, this is a trend that needs to be observed in other studies.

On the other hand, paradoxically, the data also showed that there is a strong desire for psychological and new teaching-learning methodologies, but such knowledge escapes these teachers' reality. Three main points can be enlisted to such phenomena: (a) psychological themes were the subject of study in the initial training of teachers, and for many years, this knowledge remained dormant; (b) despite being a desire, there are difficulties in participating in spaces that encourage discussions on these topics, because, although they coexist with multiple emotional crises in schools, these are rarely the subject of formal debate by teachers, especially in public school spaces; and (c) there are no incentives for teachers to continue developing their knowledge about psychological themes. Nevertheless, it is important to highlight that Brazil is going through a severe crisis in terms of teacher training [59], which ranges from precarious and low-quality training programs – offered by private universities and colleges whose focus is on tuitions and fees – to a precariousness of the job market [60].

This set of data was also corroborated by other studies, especially those that highlight the exhaustion of teachers who, to survive, need to have two or three jobs, in a phenomenon known as moonlight [61]. This reality makes it almost impossible for Brazilian teachers to dedicate time to acquire new theoretical and pedagogical tools, which can be used in schools' daily life. Furthermore, other studies point to issues intrinsic to education beyond teacher fatigue. An important point, which also emerged in the art-education workshops held with the teachers of Itabaiana, is the need to better understand the school time and space, from new perspectives on what can be done within the schools. In other words, instead of teachers having to climb a mountain in search of new knowledge and access to new education practices, the school should be a field where this knowledge is continually shared. Here, as in other studies, we can see the need for a deeper theoretical and methodological approach to continuing teacher training, based on teachers' experiences in schools [62]. Furthermore, given all the fractures, before, during, and after the pandemic, research still indicates that active participation of teachers, innovation in pedagogical practice, and ongoing training are essential to changing the harsh reality of many Brazilian schools [63].

At the end of the three workshops, after literary passages were worked and cultural tools were created, participants were asked the Pre-Texts' central question: "What did we do?" [45]. This prompt was designed to deepen the experiences brought and mediated by participants. The participants acknowledged that the experience was emotionally rich and valuable, putting them in touch with the perspectives of other colleagues. Although they have acknowledged the importance of cultural tools for pedagogical actions, especially for the emotional elements present in the classroom, and socioemotional development, participants from both groups also indicated that the Pre-Texts methodology is difficult to replicate with their students, given that, in their view, their students are accustomed, in the school environment, to always following authority figures, even when they are working in a collaborative approach. This result is also important for studies based on Vygotsky's theory [28], given that research on how to reverse authoritarian pedagogical actions with mediation and the zone of proximal development is still very limited. In Brazil, nevertheless, although Vygotsky's theory is the subject of study in teachers training, and its use in pedagogical actions is highly recommended [64], the scenario in public schools, permeated by social, economic, and political obstacles, is of little use of its concepts and methodologies [65]. This scenario needs to change.

4.2. The interviews

In the second group of data, collected from individual, semi-structured interviews, three analytical categories have proven to be relevant: (a) pedagogical actions in the post-pandemic; (b) knowledge of psychology; and (c) socioemotional development of students.

The first two categories, pedagogical actions in the post-pandemic and knowledge of psychology, are directly connected to the first part of the research question of this paper – that is, how public schools' teachers in deep Brazil are constructing their pedagogical actions in these post-pandemic years? The pedagogical actions in the post-pandemic highlighted the necessary changes in teaching in a sense that encompassed readaptation, students' constant learning difficulties, and the feeling that academic advancement was happening without any development of the students. In the knowledge of psychology category, teachers related their understanding of science to what is present in their daily life, showcasing a distance between what they have learned, superficially, in teachers' training programs and the reality of the educational practices. Finally, in the last analytical category, socioemotional development of students, which was related to the last part of the research question, participants highlighted that anxiety and depression are constant phenomena among their students.

For the first analytical categories, pedagogical actions in the post-pandemic, research has shown that in education, acceptance and affection are essential, especially due to the traumas experienced during a tragedy that was the COVID-19 health emergency [66]. The participants stated that they had to use all their sensitivity to find new pedagogical ways to teach their students. This was done because the students seemed to follow the classes without any development. Another important point reported by the participants was that the return to school after the most intense period of the pandemic was marked by a painful readaptation. Many of them had left a context of remote classes, where they had practically no interaction with their students, and were surprised by an emotional demand as soon as they returned to the classroom. This required an emotional readaptation, which involved a different pace for classes, determined by the possibilities of the students, given that many had been without any access to education for almost two years. It also required an even greater sensitivity to address certain topics, especially those related to the pandemic. These feelings were well exemplified by two participants, as shown in Table 1.

Table 1
Pedagogical action in the post-pandemic

PARTICIPANT 4 – GROUP 1	*"The challenge is that we faced a demand in a society that had been at a standstill for two years. And when it came back, we saw a lot of difficulties. Many students who are not literate and have to move forward without having any basis. So, it became much more complicated for you to teach and for them to understand it without having any basis, which is what they should have had during this period. Because the classes that were remote. In fact, with the teacher's in-person, they were unable to keep up, so we had this difficulty that we see to this day, it has continued to this day, so they are unable to keep up as if they had stagnated, had stopped, and could not move forward."*
PARTICIPANT 6 – GROUP 1	*"During the pandemic, I started using more technological resources, such as the internet, to keep in touch with my students. In the post-pandemic period, the challenge has been to readjust a routine that is not yet completely structured. I often face difficulties in using both the resources linked to the internet and the physical resources available at school, due to the lack of attention or enthusiasm, both from the students and from myself. Fatigue has also been a limiting factor."*

Note: Statements selected from interviews with teachers

In fact, in many Latin American countries, as well as around the world, governments sought to restart classes while also addressing health issues. The return to classes was an important move, since the closure of schools increased social inequalities and reorganized teaching work and habits, and in many places, the technological difficulties of students, teachers, and governments made remote teaching almost impossible [67]. In the family sphere, the challenges were also enormous, since parents themselves, who often had to focus on issues of economic survival, also had to use technological resources, when available, to advance their children's education [68]. In terms of educational policies, in Brazil, a reduction in the meaning of education was perpetuated, where remote teaching, much more than learning, followed a routine in which the provision of education did not necessarily result in much progress [69].

It is in this scenario that psychology arrives at public schools in Sergipe. Historically, the arrival of educational psychology in Brazil can be divided into three major periods. In the first, up until the 1930s, European psychological knowledge and concepts, especially those related to intelligence by Alfred Binet and Théodore Simon, were imported and disseminated in teacher training programs. In the second period, up until 1960, North American psychological tests were heavily used. Psychology had already established itself in the country, but undergraduate programs in this area were nonexistent. Clinical psychologists in the wealthy social classes and the topic of mental health were far from schools. It was only in the 1960s that psychology became part of university programs, but much of the development of Brazilian universities was disrupted by the military coup of 1964 [70]. Added to these three major historical periods was the re-democratization of Brazil, with the end of military rule after twenty-one years. This finally allowed for an expansion of the debate about the role of psychology in schools, given the intensification of phenomena such as violence in these spaces. However, it was only in 2019 that Brazil adopted a Federal *Law nº13.935* to allow the presence of educational psychologists in public schools [71].

This long period, combined with teaching programs at universities that postulate a peripheral place for psychology in teacher training programs, led to a superficial understanding of its theories and its usefulness for education. Although much has been done since psychology first arrived in Brazil, the challenges in the national scenario are still multiple and diverse. It is important to emphasize the need for attention to areas such as inclusion and ongoing training of professionals, who are often doing their best without the necessary tools to carry out their work well.

These topics still present challenges for many policymakers. Furthermore, teachers who participated in this research highlighted that the learning they had in their undergraduate programs about psychology was not only superficial but, in many moments, distant from reality – that is, the emotional crises that they face daily in schools in the post-pandemic. Table 2 presents meaningful speeches from two of the participants on this issue.

This lack of mastery of psychology concepts and theories proves to be extremely challenging when the teachers interviewed reported that the constant anxiety and depression crises that have occurred in their schools since the pandemic. Scientific literature has already shown that feelings of fear, vulnerability, irritation, anxiety, and depression are strongly present in the school context. They have been cited by teachers in multiple studies as a factor in the impoverishment of their mental health while working in daily school life [72]. However, regarding students, especially the impacts of the pandemic on their socioemotional development, what has prevailed in Brazil are studies that relate the issue of mental health during this period with the need to reinforce physical activity [73]. Or even a better understanding of the stress that permeates specific moments

Table 2
Knowledge of psychology

PARTICIPANT 5 – GROUP 1	*"Look, when I was in college, I wasn't mature enough to understand the importance of this as I do today. It seemed like it was just another subject to fill out, you know? After my Psychoanalysis course, I realized that what we saw was very superficial. I think undergraduate courses should place more emphasis on this. Sometimes we label students as undisciplined or lazy, but when you understand more, you realize that there is much more involved there."*
PARTICIPANT 4 – GROUP 2	*"In my undergraduate program, I did have courses focused on Psychology, but what I try to work on in the classroom with my students is to put myself in the other person's shoes and feel for the other person. I also try to resolve conflicts, which are common in the classroom. In addition, the bond with parents is essential, because children need a lot of support and attention from them, and many parents do not maintain this dialogue with their children."*

of student life, such as the years prior to selection and entry into a university [74]. Little attention has been given to the emotional issues related to the early years of basic education [75] and how students in this age group faced class interruptions, remote classes, and the return to school after the pandemic [76].

Teachers highlighted that anxiety is one of the greatest challenges for education in contemporary times. This puts the very efficiency of the educational system in check, since the possibility of reversing the scenario presented by teachers goes beyond the idea that their work needs to be more aligned with that proposed by educational psychology. Table 3 highlights the perceived socioemotional development of students by the teachers interviewed.

If the participants had difficulty to understand mediation as a possibility for establishing zones of proximal development during the workshops and conceived their classrooms as permeated by authoritarianism, this situation is even more complex regarding socioemotional development. The words emotion or feeling, although not synonymous in psychology, were frequently used by teachers interviewed as linked to situations of negative emotions. Participants in both groups did not demonstrate an understanding of emotions, for example, as a vehicle that gives movements to social interactions [77]. Emotions are perceived as an end in themselves, without pedagogical actions resulting in development. The emphasis that teachers place on is that their pedagogical actions and educational practices and psychological policies are as if they were, in essence, rolling a stone uphill, as no significant progress was noted in the daily school routine.

In Sergipe, where this research was conducted, educational practices are developed with the support of psychology. Established through Federal *Law nº 13.935* [71], it is supposedly responsible for bringing teachers and school administrators closer to

Table 3
Socioemotional development of students

PARTICIPANT 3 – GROUP 2	*"Students returned with a heavy emotional burden, altered behavior, and often unwilling to participate or engage (...) They returned with very heavy emotions, and not only them, but also their families. Today, in the classroom, we realize that around 80% of our students are emotionally charged, needing active listening and greater understanding in the post-pandemic period. They came back like this, quite emotionally charged."*
PARTICIPANT 6 – GROUP 2	*Initially, when I started with them, the greatest need was to work on basic socioemotional skills. Throughout the year, it was essential to work with them, because, I would say, 99% of the students I helped needed to develop these skills further. They were very anxious, without understanding what was happening, as if they were lost. And I worked a lot on this focus, and it was the area where I felt they required the most support. And I saw a great improvement in this.*

psychologists. Nevertheless, these professionals work far away from schools, in administrative buildings, and it is impossible to imagine that any effective action can occur only with their occasional presence in these spaces. This reasoning also applies to the absence of an effective training program on psychology and its objectives for teachers. There is an evident gap between pedagogical actions, educational practices, and psychological theories and cultural tools. Reducing this gap can also help to foster greater debate about mental health in everyday school life. Although the data from this research are not generalizable, this is an area that requires attention, especially in the form of a broad capacity-building program that includes at its core how to develop emotions and cognition through cultural tools. Thinking about socioemotional development requires focusing on emotions. Ultimately, schools need a call to psychological action.

5. Few Recommendations to Policymakers

Around the world, the role of educational psychology has been rethought after the serious events of the COVID-19 pandemic. Among the main concerns are (a) the role of these professionals in the school environment, especially as a support for minorities or groups considered marginalized, in a movement to preserve human rights; (b) focusing efforts on traumas of a sociopolitical nature, in the form of groups or individual work, which allows them to be minimized and avoid the reproduction of harm; (c) seeking equity, given that public policies are a social instrument and through them the aim is to perpetuate humanism in life in society; (d) developing a broad coordination of efforts, since the school is a community space and the inclusion of psychology also includes listening to the desires of a community, including the country and teachers; (e) defending a broad change in the education system, inside and outside schools, in order to amplify the debate on the needs and crises

surrounding school spaces; and (f) evidently, a broader work of training and education for teachers, which takes advantage of the school space as a field of learning, for teachers and students, and of pedagogical action for the entire community [78].

In deep Brazil, however, this is still a distant reality. Although this study had a limited sample, which does not allow for generalization, the results highlighted important aspects of the educational reality in the Brazilian northeast. The workshops revealed that, although teachers already practice mediation spontaneously, for them, thinking of the classroom as a zone of proximal development is still a distant reality. This is expressed precisely by the lack of psychological knowledge and expertise, which were not the subject of in-depth study in the initial training of these teachers. Furthermore, despite wanting to have access to this knowledge, teachers still struggle with its practicality, since they still conceive classrooms as a universe permeated by educational authoritarianism.

In the interviews, pedagogical actions in the post-pandemic period were seen as a time of readaptation. This was marked by an intense emotional burden. Socioemotional development of students was perceived by participants as rolling a stone uphill or putting out constant emotional fires. While on the one hand, students appear not to be learning and following the classes, from a cognitive point of view, on the other, teachers lack appropriate training in socioemotional development. This limits their scope of action. The most common strategy taken by the participants to mitigate emotional crisis was to talk with students and parents. These talks were made without any theoretical support or assistance from professionals prepared to deal with such situations. Furthermore, psychology is perceived as a policy distant from schools, without its interactions having, to date, produced substantial results. This is a scenario that clearly needs to be changed.

Unfortunately, this study did not use any triangulation tool for data collection that would allow classroom observations and access to the perspective of the students themselves. This was because access to schools was not always easy, and the organization of workshops and interviews had to follow the availability of the participants. Despite this limitation, the data collected and discussed support two important recommendations for policymakers in the Brazilian northeast.

The first is to bring psychology closer to schools. Currently, the state of Sergipe has 877 schools in the public network, and only the state network, with 318 state schools, has presented a comprehensive psychological support program. This program, Programa Acolher, however, is not in compliance with Brazilian Federal *Law nº 13.935* [71], which requires that each school in the public network have at least one psychology professional. Currently, the Programa Acolher has 80 psychologists, who work in administrative bodies and are far from the 318 schools that make up the network. Future studies should consider mapping the implementation of psychology programs in Brazilian public schools, given that the law that requires the presence of these professionals in schools was recently enacted in 2019 [79].

The second recommendation is to provide extensive training in socioemotional development for all teachers in the state school system. This would facilitate interaction between teachers and psychology professionals and would certainly help in the development of new pedagogical actions and a new reality for educational practices. An intensive training program in psychological theories and concepts would help to improve teachers' pedagogical actions, to better develop educational practices, and, especially, to improve performance on issues surrounding students' socioemotional development. Unfortunately, this reality in the Brazilian northeast has been incipient.

Nevertheless, recently, the Brazilian federal government launched the "National Pact for the Recomposition of Learning" [80]. This is a policy designed to offer technical and financial support to municipalities throughout Brazil, to improve the quality of education, enabling students to learn what they needed to learn during the pandemic. This policy, however, like many others in the country, is still in slow development, without addressing central points revealed by this research, such as teacher training itself. Teachers need to acquire new knowledge to deal with the many traumas arising from the pandemic. The focus here, in addition to cognitive learning, should be precisely on mediating multiple emotional situations that unfold daily in the school environment. Making teachers and psychologists work together in day-to-day school life should be a government priority.

This current challenge leads to questions about the role of policymakers. Recently, in 2025, the Brazilian government launched a broad incentive program for the training of new teachers, who now have access to scholarships. However, in addition to the financial incentive, which is very necessary for the Brazilian social reality, teachers in training and those who already work in public schools need to have access to a broad process of continuing education. Quality in education must go hand in hand with social justice, and making schools a proper space for teachers to perform their duties, acquire knowledge, and renew their pedagogical actions is essential for the development of the country's education system. Therefore, it is necessary for policymakers to go to schools, to provide on-site the necessary tools for teachers to revolutionize knowledge.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

Data Availability Statement

The data that support the findings of this study are openly available at https://drive.google.com/drive/folders/1MiU SaPN3Y7YLvHB3DT5lz9hmni2VUk6c.

Author Contribution Statement

Maria Helena Almeida Carvalho: Formal analysis, Investigation, Writing – original draft, Writing – review & editing, Visualization. **David Santos Silvino:** Formal analysis, Investigation, Writing – original draft, Writing – review & editing, Visualization. **Rosalia Tayna Conceição da Silva:** Formal analysis, Investigation, Writing – original draft, Writing – review & editing, Visualization. **Matheus Batalha Moreira Nery:** Conceptualization, Methodology, Formal analysis, Investigation, Resources, Data curation, Writing – original draft, Writing – review & editing, Visualization, Supervision, Project administration, Funding acquisition.

References

[1] Frison, M. D., & Wyzykowski, T. (2021). Interdependência entre os processos de ensino, de aprendizagem e de desenvolvimento humano [Interdependence between the processes of teaching, learning, and human development]. *Interfaces da Educação*, *12*(34), 238–264. https://doi.org/10.26514/inter.v12i34.4657

[2] Lopes, I. R. R. (2020). Desenvolvimento social e afetivo na primeira infância: Concepções de professoras [Social and affective development in early childhood: Teachers' conceptions]. *Revista Caparaó*, *2*(2), e24.

[3] da Rosa, C., & Furlan, F. (2022). Dificuldades de aprendizagem: O que dizem os psicólogos escolares acerca deste fenômeno? Possibilidades de atuação profissional [Learning difficulties: What do school psychologists say about this phenomenon? Professional performance possibilities]. *Monumenta: Revista de Estudos Interdisciplinares*, *3*(5), 42–73.

[4] Simões, E. D. F. (2020). As dificuldades de aprendizagem e a vulnerabilidade social [Learning difficulties and social vulnerability]. *Brazilian Journal of Development*, *6*(1), 3037–3046. https://doi.org/10.34117/bjdv6n1-220

[5] da Cunha Fonseca, C. (2022). Psicologia escolar: A evolução do papel do psicólogo na escola [School psychology: The evolution of the role of the psychologist in schools]. *Boletim de Conjuntura*, *11*(31), 54–62. https://doi.org/10.5281/zenodo.6635384

[6] Antônio da Silva Leite, S. (2022). A psicologia e a construção da escola democrática [Psychology and the construction of the democratic school]. *Psicologia Escolar e Educacional*, *26*, e267189. http://dx.doi.org/10.1590/2175-35392022267189

[7] da Silva, R. (2022). Uma reflexão sobre a atuação do psicólogo escolar/educacional no âmbito escolar [A reflection on the role of the school/educational psychologist in the school environment]. *Conhecendo Online*, *8*(1), 95–116.

[8] Libâneo, J. C. (2015). Formação de professores e didática para desenvolvimento humano [Teacher training and didactics for human development]. *Educação & Realidade*, *40*(2), 629–650. https://doi.org/10.1590/2175-623646132

[9] Guarnieri, M. R. (1999). O professor iniciante e o trabalho com as diferenças dos alunos [The beginning teacher and working with student diferences]. In M. André (Ed.), *Pedagogia das diferenças na sala de aula* (11th ed., pp. 133–152). Papirus.

[10] Charlot, B. (2016). *Da relação com o saber às práticas educativas* [From the relationship with knowledge to educational practices]. Brazil: Cortez Editora.

[11] Dias, É. (2021). A educação, a pandemia ea sociedade do cansaço [Education, the pandemic and the society of fatigue]. *Ensaio: Avaliação e Políticas Públicas em Educação*, *29*(112), 565–573. https://doi.org/10.1590/S0104-403620210029011220001

[12] Ribeiro, B. M. D. S. S., Martins, J. T., & de Marchi Barcellos, R. D. C. (2021). Burnout syndrome in primary and secondary school teachers in southern Brazil. *Revista Brasileira de Medicina do Trabalho*, *18*(3), 337.

[13] Siqueira, R. M., & Fernandes Dourado, L. (2021). Trabalho e formação de professores/as: Retrocessos e perdas em tempos de

pandemia [Work and teacher education: Setbacks and losses in pandemic times]. *Retratos da Escola*, *14*(30), 842–857. https://doi.org/10.22420/rde.v14i30.1211

[14] Coutinho, A. S., & Côco, V. (2020). Educação infantil, políticas governamentais e mobilizações em tempos de pandemia [Early childhood education, government policies and mobilizations in times of pandemic]. *Praxis Educativa*, *15*, e2016266. https://doi.org/10.5212/PraxEduc.v.15.16266.088

[15] Giordani Vasques, D., & Wittizorecki, E. S. (2023). Emoções e violências no retorno à presencialidade na escola: Uma análise configuracional nos entornos da Educação Física [Emotions and violence in the return to in-person school: A configurational analysis in the areas of Physical Education]. *Motrivivência*, *35*(66), 1–20. https://doi.org/10.5007/2175-8042.2023.e91290

[16] Cecchin, H. F. G., da Costa, H. E. R., Pacheco, G. R., de Valencia, G. B., & Murta, S. G. (2024). Risk Factors for suicidal ideation in Brazilian university students: A mixed methods study. *Trends in Psychology*. Advance online publication. https://doi.org/10.1007/s43076-024-00402-2

[17] Nemer, M. R. M., de Souza Nogueira, B., de Lemos Campos, F. D. N., Da Silva, M. C., Alves, M. D., & Lolli, L. F. (2020). Violation of children's and adolescents' rights–the profile of a southern state in Brazil. *Health Sciences, 42, 44453*.

[18] Waring, M., & Evans, C. (2014). *Understanding pedagogy: Developing a critical approach to teaching and learning*. UK: Routledge.

[19] Klitmøller, J. (2018). Between 'pedagogy' and 'pädagogik': A critique of lived pedagogy. *Education 3-13*, *46*(7), 838–850. https://doi.org/10.1080/03004279.2017.1373138

[20] Niemi, R. (2019). Five approaches to pedagogical action research. *Educational Action Research*, *27*(5), 651–666. https://doi.org/10.1080/09650792.2018.1528876

[21] Ho, Y.-R., & Tseng, W.-C. (2023). Power to the people: Education for social change in the philosophies of Paulo Freire and Mozi. In G. W. Misiaszek & L. I. Misiaszek (Eds.), *Paulo Freire centennial* (pp. 28–39). Routledge. https://doi.org/10.4324/9781003413028-6

[22] Pollin, S., & Retzlaff-Fürst, C. (2021). The school garden: A social and emotional place. *Frontiers in Psychology*, *12*, 567720. https://doi.org/10.3389/fpsyg.2021.567720

[23] Cameron, V. S. (2023). Managing the emotional intensity of teaching. *Australian Educational Leader*, *45*(1), 32–35.

[24] Hordern, J. (2023). Educational studies and educational practice: A necessary engagement. *British Journal of Educational Studies*, *71*(5), 567–583. https://doi.org/10.1080/00071005.2023.2213310

[25] Norton, L. S. (2009). *Action research in teaching and learning: A practical guide to conducting pedagogical research in Universities* (1st ed.). UK: Routledge. https://doi.org/10.4324/9780203870433

[26] Buss, K. A., Cole, P. M., & Zhou, A. M. (2019). Theories of emotional development: Where have we been and where are we now? In V. LoBue, K. Pérez-Edgar, & K. A. Buss (Eds.), *Handbook of emotional development* (pp. 7–25). Springer Nature. https://doi.org/10.1007/978-3-030-17332-6_2

[27] Dazzani, M. V. M., Ristum, M., & Barros Filho, D. (2017). Psicologia, aprendizagem e os fundamentos da educação [Psychology, learning and the foundations of education]. *Cadernos de Pesquisa: Pensamento Educacional, Curitiba*, *12*(31), 39–68.

[28] Cong-Lem, N. (2023). Emotion and its relation to cognition from Vygotsky's perspective. *European Journal of Psychology of Education*, *38*(2), 865–880. https://doi.org/10.1007/s10212-022-00624-x

[29] Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. USA: Harvard University Press.

[30] Vygotsky, L. (2012). *Thought and language*. USA: MIT Press.

[31] Daemmrich, H. S. (1972). The psychology of art by Lev Semenovich Vygotsky. *The Journal of Aesthetics and Art Criticism*, *30*(4), 564–566. https://doi.org/10.2307/429477

[32] Newman, S., & Latifi, A. (2021). Vygotsky, education, and teacher education. *Journal of Education for Teaching*, *47*(1), 4–17. https://doi.org/10.1080/02607476.2020.1831375

[33] Ahrens, A., Zascerinska, J., Filimonova, D., & Bikova, A. (2023). How emotions are developed: Insights from Vygotsky' and Leontiev's works. In *Society Integration Education: Proceedings of the International Scientific Conference, 2*, 232–242. https://doi.org/10.17770/sie2023vol2.7116

[34] Mahn, H., & John-Steiner, V. (2002). The gift of confidence: A Vygotskian view of emotions. In G. Wells & G. Claxton (Eds.), *Learning for life in the 21st century: Sociocultural perspectives on the future of education* (pp. 46–58). Black Well Publishing. https://doi.org/10.1002/9780470753545.ch4

[35] Vadeboncoeur, J. A., & Collie, R. J. (2013). Locating social and emotional learning in schooled environments: A Vygotskian perspective on learning as unified. *Mind, Culture, and Activity*, *20*(3), 201–225. https://doi.org/10.1080/10749039.2012.755205

[36] Colliver, Y., & Veraksa, N. (2022). Vygotsky's contributions to understandings of emotional development through early childhood play. In R. Evans & O. N. Saracho (Eds.), *The influence of theorists and pioneers on early childhood education* (pp. 38–52). Routledge. https://doi.org/10.4324/9781003120216-5

[37] Mesquita, G. R. (2012). Vygotsky and the theories of emotions: In search of a possible dialogue. *Psicologia: Reflexão e Crítica*, *25*(4), 809–816. https://doi.org/10.1590/S0102-79722012000400021

[38] Jantzen, W. (2019). *Understanding emotions and emotional development. A Vygotskian approach*. Retrieved from: https://www.researchgate.net/publication/335700978Understanding_emotions_and_emotional_development_A_Vygotskian_approach

[39] Hedegaard, M. (2016). Imagination and emotion in children's play: A cultural-historical approach. *International Research in Early Childhood Education*, *7*(2), 59–74.

[40] Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. *Journal for the Theory of Social Behaviour*, *51*(1), 25–48. https://doi.org/10.1111/jtsb.12260

[41] Ness, I. J. (2022). Zone of proximal development. In V. P. Glăveanu (Ed.), *The Palgrave encyclopedia of the possible* (pp. 1781–1786). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-90913-0_60

[42] Ahrens, A., & Zascerinska, J. (2022). The emotions in light of the work by Vygotsky and Leontiev: Notions, features and functions. *Regional Formation and Development Studies*, *37*(2), 7–18. https://doi.org/10.15181/rfds.v37i2.2417

[43] Nguyen, J., Phuong, A. E., Hunn, C. T., & Mejia, F. D. (2021). Zone of proximal self: A sociocultural framework for examining the development of possible selves and social-emotional competencies. In *Proceedings of the 15th International Conference of the Learning Sciences*, 1173–1174.

[44] Bergmann, J., Mackedanz, R. S. S., Mathies Filho, V., Schaefer, G. B., Voigt, M. A., Bohn, J. A., & da Silva Emmel, S. (2022). Reflexos pós-pandêmicos na vida escolar: Interações e aprendizagens [Post-pandemic reflections on school life: Interactions and learning]. *Revista Acadêmica Licencia & Acturas*, *10*(2), 90–92. https://doi.org/10.55602/rlic.v10i2.250%20

[45] Sommer, D. (2014). *The work of art in the world: Civic agency and public humanities*. USA: Duke University Press.

[46] Freire, P. (1978). Pedagogy of the oppressed. In J. Beck, C. Jenks, N. Keddie, & M. F. D. Young (Eds.), *Toward a sociology of education* (pp. 374–386). Routledge.

[47] Boal, A. (2013). *Teatro do* oprimido e outras *poéticas políticas* [Theatre of the oppressed: And other political poetics]. Brazil: Cosac Naify.

[48] Tzuriel, D. (2021). The socio-cultural theory of Vygotsky. In D. Tzuriel (Ed.), *Mediated learning and cognitive modifiability* (pp. 53–66). Springer Nature. https://doi.org/10.1007/978-3-030-75692-5_3

[49] Junior, I. V. (2023). *Crooked plow: A novel*. UK: Verso Books.

[50] Rosa, J. G. (1994). A terceira margem do rio [The third bank of the river]. In J. G. Rosa (Ed.), *Ficção completa* (vol. *2*, pp. 409–413). Nova Aguilar.

[51] Vasconcelos, E. M. (2016). *Complexidade e pesquisa interdisciplinar: Epistemologia e metodologia operativa* [Complexity and interdisciplinary research: Epistemology and operational methodology]. Brazil: Vozes.

[52] Gomes Dantas, L., & Gonçalves de Freitas, L. (2021). A potência da pedagogia freireana no contexto do autoritarismo na educação brasileira [The power of Freirean pedagogy in the context of authoritarianism in Brazilian education]. *EccoS – Revista Científica*, (58), e15685. https://doi.org/10.5585/eccos.n58.15685

[53] López, M. D. (2025). Prácticas colectivas y problemas públicos: La experiencia de los cartoneros y las promotoras ambientales en La Plata (Argentina) [Collective practices and public problems: The experience of waste pickers and environmental promoters in La Plata (Argentina)]. *Desafíos*, *37*(1), 1–33. https://doi.org/10.12804/revistas.urosario.edu.co/desafios/a.14766

[54] Rocha, D. B., Sousa, N. C., & Feitosa, M. M. M. (2022). Torto Arado, de Itamar Vieira Júnior: As possíveis imbricações entre o espaço, a terra e o feminino [Torto Arado, by Itamar Vieira Júnior: The possible interconnections between space, earth, and the feminine]. *Littera: Revista de Estudos Linguísticos e Literários*, *13*(26), 79–90. https://doi.org/10.18764/2177-8868v13n26.2022.11

[55] Kauppinen, M., & Aerila, J.-A. (2024). Teachers as meaning makers in empathetic reading sessions: Toward more emotional and holistic literature pedagogy. *Nordic Journal of Arts, Culture and Health*, *6*(1), 1–12. https://doi.org/10.18261/njach.6.1.4

[56] Etxebarria, A., Iglesias, A., Ensunza, A., & Abasolo, J. (2025). Pauses and pitch movement as strategies for reading aloud in higher education students. *Research Square*. https://doi.org/10.21203/rs.3.rs-5797609/v1

[57] Fatima, F., Siddiqi, F. A., & Ali, S. (2025). Association between teachers' appreciation and students' performance: An analytical cross-sectional analysis. *Frontiers in Education*, *9*, 1459979. https://doi.org/10.3389/feduc.2024.1459979

[58] Burckhart, T. R. (2025). (In)tangible cultural heritage and religious minorities: Legal strategies for the preservation of religious sites. *Religions*, *16*(5), 538. https://doi.org/10.3390/rel16050538

[59] de Souza, J. S., & Zamperetti, M. P. (2023). Entre formação de professores e suas práticas: Reflexões sobre o campo em disputa [Between teacher training and teacher practices: Reflections on the disputed field]. *Boletim de Conjuntura*, *14*(41), 475–494. https://doi.org/10.5281/zenodo.7953967

[60] Morais, G. M., & Machado, R. C. M. S. (2021). O ensino de literaturas na base nacional comum curricular do ensino médio: Apontamentos críticos [The teaching of literatures in the base nacional comum curricular of ensino médio: Critical notes]. *Caletroscópio*, *9*(2), 126–138. https://doi.org/10.58967/caletroscopio.v9.n2.2021.5110

[61] Bertoni, E., Elacqua, G., Marotta, L., Martínez, M., Santos, H., & Soares, S. (2023). Is school funding unequal in Latin America? A cross-country analysis of interregional disparities in public spending. *Comparative Education Review*, *67*(1), 100–122. https://doi.org/10.1086/722831

[62] Pacheco Castilho Cardoso, P., Araujo, L. A., & Giroto, C. R. M. (2021). Pesquisa pedagógica e formação continuada de professores no ambiente escolar: Uma relação necessária [Pedagogical research and continuing teacher training in the school environment: A necessary relationship]. *Revista Ibero-Americana de Estudos em Educação*, *16*(4), 2593–2608. https://doi.org/10.21723/riaee.v16i4.15822

[63] da Silva Souza, A., Barros, C. C. A., D'Esquivel Dutra, F., Silva Chaves Gusmão, R., & Cardoso, B. L. C. (2021). Precarização do trabalho docente: Reflexões em tempos de pandemia e pós pandemia [Precarization of teaching work: Reflections in pandemic and post pandemic times]. *Ensino em Perspectivas*, *2*(2), 1–23.

[64] Rodrigues, R. G., Teixeira da Silva, J. L., & Antonio Silva, M. (2021). Aprofundando o conhecimento sobre a zona de desenvolvimento proximal (ZDP) de Vygotsky [Taking a deep dive into the proximal development zone by Vygotsky]. *Revista Carioca de Ciência, Tecnologia e Educação*, *6*(1), 2–15. https://doi.org/10.17648/2596-058X-recite-v6n1-1

[65] da Silva Santos, D., & dos Santos, F. N. (2024). Metodologia ativa de ensino instrução por pares: Uma análise baseada na perspectiva de Vygotsky [Active teaching methodology peer instruction: An analysis based on Vygotsky's perspective]. *Kiri-Kerê: Pesquisa em Ensino*, *1*(22), 54–72. https://doi.org/10.47456/krkr.v1i22.38794

[66] Carrilho Diniz, J. G., Cardoso de Souza, J., & Wellichan, D. S. P. (2024). O acolhimento e a afetividade nos anos iniciais: Fatores essenciais para o período pós-pandemia [Welcome and affectiveness in the early years: Essential factors for the post-pandemic period]. *Perspectivas em Diálogo: Revista de Educação e Sociedade*, *11*(27), 483–501. https://doi.org/10.55028/pdres.v11i26.19196

[67] Arellanos-Carrión, S. (2023). Impacto e desafios enfrentados pela educação básica e universitária na América Latina e na Espanha durante a pandemia do COVID-19 [Impact and challenges faced by basic and higher education in Latin America and Spain during the COVID-19 pandemic]. *Revista Electrónica Educare*, *27*(2), 1–18. https://doi.org/10.15359/ree.27-2.15884

[68] Aparecida Beckhauser Alves, M., Medina, T. S., Sartori, V., & Fleig dal Forno, L. (2022). Compartilhamento de informações e conhecimento: Desafios educacionais, tecnológicos e familiares em tempos de pandemia [Knowledge and informarion sharing: Educational, technological, and household challenges in pandemic times]. *Conhecimento & Diversidade*, *14*(34), 136–151. https://doi.org/10.18316/rcd.v14i34.10095

[69] Galzerano, L. S. (2021). Políticas educacionais em tempos de pandemia [Educational policies in pandemic times]. *Argumentum*, *13*(1), 123–138.

[70] Patto, M. H. S. (2022). *A produção do fracasso escolar: Histórias de submissão e rebeldia* [The production of school failure: Stories of submission and rebellion]. Brazil: Instituto de Psicologia da Universidade de São Paulo. https://doi.org/10.11606/9786587596334

[71] Brazil. The President of the Republic. (2019). *Lei nº 13.935, de 11 de dezembro de 2019: Dispõe sobre a prestação de serviços de psicologia e de serviço social nas redes públicas de educação básica* [Brazilian Federal Law nº 19.395: Provides for the provision of psychology and social services in public basic education networks]. https://www.planalto.gov.br/ccivil_03/_ato2019-2022/2019/lei/l13935.htm

[72] Mendes Costa, J. R., & Batista, M. S. (2024). Os impactos da pandemia da Covid-19 à saúde mental dos professores de escolas públicas do Brasil: Uma revisão de literatura [The impacts of the Covid-19 pandemic on the mental health of public school teachers in Brazil: A literature review]. *Pesquisas em Discurso Pedagógico*, (33), 28–44. https://doi.org/10.17771/PUCRio.PDPe.67371

[73] Costa, M. P. S., Schmidt, A., Vitorino, P. V. O., & Corrêa, K. S. (2021). Inatividade física e sintomas de depressão, ansiedade e estresse em adolescentes estudantes [Physical inactivity and symptoms of depression, anxiety and stress in adolescent students]. *Acta Paulista de Enfermagem*, *34*, eAPE03364. https://doi.org/10.37689/acta-ape/2021AO03364

[74] Ferreira Fontenele, A. M. (2024). Fatores influenciadores da ansiedade e estresse em alunos pré-vestibulandos: Uma revisão integrativa de literatura [Factors influencing anxiety and stress in college prep students: An integrative literature review]. *Epistemologia e Práxis Educativa*, *7*(02), 1–12.

[75] Lopes, A. C. C., & Gonçalves, E. G. A. (2020). A influência dos transtornos de ansiedade no processo de ensino–aprendizagem [The influence of anxiety disorders on the teaching-learning process]. *Revista Científic@ Universitas*, *7*(3), 1–19.

[76] do Espírito Santo, E., & de Lima, T. P. P. (2020). Formação continuada para tecnologias digitais em tempos de pandemia: Percepções docentes sobre o curso Google Sala de Aula [Continuing education for digital technologies in pandemic times: Teaching perceptions about Google Classroom Course]. *Dialogia*, (36), 283–297. https://doi.org/10.5585/dialogia.n36.18355

[77] Burkitt, I. (2021). The emotions in cultural-historical activity theory: Personality, emotion and motivation in social relations and activity. *Integrative Psychological and Behavioral Science*, *55*(4), 797–820. https://doi.org/10.1007/s12124-021-09615-x

[78] Sullivan, A. L., Harris, B., Miller, F. G., Fallon, L. M., Weeks, M. R., Malone, C. M., ..., & Shaver, E. (2021). A call to action for school psychology to address COVID-19 health disparities and advance social justice. *School Psychology*, *36*(5), 410–421. https://psycnet.apa.org/doi/10.1037/spq0000463

[79] Capilé Silva, C. R., & Nunes Militão, A. (2024). Inserção de psicólogos/as nos Institutos Federais como referência para implementação da Lei n. º 13.935/2019 na educação básica: Revisão sistemática [Insertion of psychologists in federal institutes as a reference for the implementation of Law no. 13.935/2019 in basic education: A systematic review]. *Revista Cocar*, (28), 1–20.

[80] Secretariat of Social Communication. (2025). *Government establishes National Pact for the Restoration of Learning*. Retrieved from: https://www.gov.br/secom/pt-br/assuntos/noticias/2025/03/governo-institui-pacto-nacional-pela-recomposicao-das-aprendizagens