

## RELATIONSHIPS BETWEEN PSYCHOLOGY AND EDUCATION: CHALLENGES AND POSSIBILITIES

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We are very happy to present this new issue of the Journal of Educational Psychology, with a wide range of themes and with the usual hallmark: the academic and social commitment of scientific production in our area. It should be noted that one of the articles addresses the important topic of teachers' mental health during the restrictions necessary to avoid the spread of COVID during the pandemic: *Pandemic and Remote Teaching: Repercussions on Teacher Mental Health and Teachers' Mental Health in the Pandemic*. Two articles deal with two issues that are closely articulated: *Construction and Assessment of the Efficacy of an Anti-Racist Intervention Based on the Teaching of African and Afro-Brazilian Culture and Psychology*, indigenous peoples and the curriculum, topics that we consider to be of fundamental relevance and on which we affirm the power of the contribution of Educational Psychology to its understanding and to an effective intervention on these historical and persistent wounds in our society; *There needs to be more research committed to this topic!* Three articles present research relating to professional training: *Praxis in the Training of Psychologists to Work in Mental Health and Tell Me About You: A State of Knowledge About the Psychologist-Teacher deal with training in psychology and Educational Practices*:

*Social Skills of Academics of Legal Practice Centers* covers medical and legal training respectively, contributing with its results to a deep reflection on higher education and its social commitments. One of the texts, *Learning and affectivity: children's voices on social distancing and returning to school*,

addresses aspects of the legitimization and visibility of children's perspectives on their experiences in the schooling process. And, as has been recurrent and encouraged by us, we have three articles that deal with the education of children with disabilities or subjects of school complaints: a historical article: *The children and adolescents served by the Associação Barbacenense de Assistência aos Excepcionais* between 1962 and 1971, another on school complaints and the recurrent and harmful problem of medicalization: *Medicalization of Education, ADHD and Subjectivity: A Case Study Beyond Diagnosis* and, completing. This issue also presents a powerful contribution of the theoretical essay revolutionary collaborative research in special education that covers theoretical-methodological assumptions for *Revolutionary Collaborative Research in Special Education*. In the *Sharing Section*, continuing the debate started here in previous issues, the text *But he has a report! Returning to the issue of Decree NO 10,502/2020 on Inclusive Education, revoked in 2023*.

However, we need to reaffirm our commitment to the debate on current education and the national and international situation. There are many problems! Students from the popular classes who were greatly harmed by the precariousness or lack of resources necessary to minimize the effects of movement restrictions as a condition for preventing contagion by the COVID-19 virus are being helped to reduce the deepening of the already enormous inequality educational and social? It is necessary to face the advancement of misinformation and banality, as hate relations that

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affect schools are generated and accepted, as well as the paradoxical clash between scientific knowledge and misinformation, undermining the historical function of education as one of the main instruments of humanization, which socializes historically constructed knowledge in all its expressions. These are just some problems that we, committed to the scientific knowledge engendered by the encounter between psychology and education, have as challenges for the near future if we have as a project the construction of a more extensive future that fights for the preservation of life and life for all, with justice, equality and full democracy.

And, speaking of life, it is necessary to celebrate the lives that were dedicated to building a democratic, egalitarian public education, with joy, humility and a deep commitment to building a better world. I'm talking about Moacyr da Silva! I keep with great affection the memories of him that range from my then High School Course (he was director of my beloved State Institute of Education Conselheiro Crispiniano) to his defense of a doctoral thesis on Vocational Gymnasiums, in our Postgraduate Studies Program in Education: Educational Psychology, from the Pontifical Catholic University of São Paulo. But, I give the floor to Laurinda Ramalho de Almeida and Moira Malzoni!

*Mitsuko Aparecida Makino Antunes  
Ruzia Chaouchar dos Santos*

### In memoriam

Moacyr da Silva left us in February this year. He completed his master's degree in Educational Psychology in 1970, with Prof. Joel Martins, graduating in 1977. He returned to PUC in the 1990s to pursue his doctorate, with Prof. Maria do Carmo Guedes, graduating in 1999.

He worked in the state public network of São Paulo for more than 30 years as a teacher, director, pedagogical advisor, teaching supervisor and in assigned roles in central bodies of the State Department of Education, having participated in the drafting of the first Statute for Teaching in the State Public Network. He also worked at Faculdades Oswaldo Cruz, being one of the organizers of the Lato sensu postgraduate course and at Universidade São Marcos.

Of all the positions and functions he held, the one that most affected him as a professional was that of pedagogical advisor at the Ginásio Vocacional de

Americana, in the 1960s, and he made it his object of study in his doctorate, focusing on continued training at the school. Giving voice to professionals who also participated in this innovative experience in Brazilian education, but mainly placing himself as a protagonist, Moacyr presents us with the curricular organization, the evaluation process, the study of the environment and the Pedagogical Council as instruments at the service of developing citizenship and continuing training. In the words of Professor Newton Balzan, who participated in the qualification and defense committee for his doctorate, Moacyr presented, more than just research, a reality experienced by São Paulo educators of "(...) the most serious, creative and advanced educational experience ever held in Brazil". Moacyr da Silva's thesis was one of those chosen to be part of the Trilhas series, by EDUC (publisher of PUC), with the title "Teacher training centered on school – an introduction", published in 2002.

When the pioneering experience of Vocational Gymnasiums was, after 10 years of existence, closed by the military dictatorship, which saw it as a subversive proposal, he resumed his position as director at the Instituto Estadual de Ensino Conselheiro Crispiniano, where the young woman who would be, today, was studying. the editor of this periodical, Mitsuko Aparecida Makino Antunes.

As your co-worker at Faculdades Oswaldo Cruz and at the State Department of Education of São Paulo and your teacher at PEPG in Education: Educational Psychology and, above all, having the privilege of being part of your relationship of friends, I pay tribute to a staunch defender of quality public schools.

*Laurinda Ramalho de Almeida*

### I met Professor Moacyr da Silva in June 2023, but I feel like he was part of my whole life

I was tasked with writing a text about the Americana Vocational Gymnasium in the state of São Paulo, where Professor Moacyr worked in the 1960s and 70s, and for that reason, Professor Laurinda Ramalho de Almeida suggested I do an interview with him, who readily accepted the idea and four days later, on June 20, 2023, we held the conversation remotely, via Zoom.

What caught my attention was the enthusiasm that Moacyr spoke about the Americana project, remembering important passages and moments. The

conversation was so good that it lasted longer than expected... you know that good conversation that we don't want to end? So, at the end, we say goodbye and thank him for the conversation, but he talks a little more, and I thank him again... and just one more thing...

I asked about in-service training and throughout the interview I had a surprise: one of the members of the school I studied was a mathematics teacher in Americana and when Vocationals were abolished by the military dictatorship, some teachers went to teach in other schools and others created new schools. , which is the case of the Vera Cruz School, at the time called the Vera Cruz Experimental School.

In a way, with several professionals leaving Vocationals and going to other places, the experience of the innovative pedagogy of Vocationals arrived at my school. I, who, when studying the experiences of the 1960s and 70s, thought it had no relation whatsoever to the Vocational Schools, but I discovered that my school experience was greatly influenced by the practices they carried out and that despite having been closed during the dictatorship, Its influence continues to this day, including with the new generations, represented by my 15-year-old daughter who has been studying since she was 4 years old at the same school I studied at.

This reminds me of the association called GVive, which deals with the memory of Vocationals and which has the verb "live" in its name, as I feel that this experience of Vocationals lives and pulsates to this day, to a lesser or greater degree, in some schools in São Paulo. Paul.

My school played a healing role in my life. I close my eyes and silently thank all the educators in the years before my school life and I thank Professor Moacyr for making me who I am today.

*Maira Malzoni*

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