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A PSICOPEDAGOGIA E SUAS ESTRATÉGIAS FACILITADORAS NO PROCESSO DE APRENDIZAGEM

LA PSICOPEDAGOGÍA Y SUS ESTRATEGIAS DE FACILITACIÓN EN EL PROCESO DE APRENDIZAJE

PSYCHOSEDAGOGY AND ITS FACILITATING STRATEGIES IN THE LEARNING PROCESS

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RESUMO: A problemática básica que impulsionou este trabalho foi a de reafirmar que a Psicopedagogia contribui para a Educação ampliando as possibilidades de buscas e reflexões sobre o processo de aprendizagem. Analisar artigos de autores renomados como Grassi (2013), Bossa (2016) e Scoz (2013), afirmam que o trabalho do psicopedagogo institucional, favorece o professor ir ao encontro de condições de autoconhecimento, reconstruindo suas subjetividades, olhando para a sua história, sua existência e suas necessidades, sabendo mudar internamente para que se possam desencadear transformações satisfatórias na sua prática pedagógica. Assim, o presente artigo tem o objetivo de buscar uma melhor compreensão do processo de aprendizagem frente aos desafios a respeito dos distúrbios de aprendizagem e das possíveis estratégias a serem postas em prática. Utilizaram-se para a investigação diversos referenciais teóricos voltados para esclarecimentos sobre a importância do psicopedagogo, seu trabalho interventivo e preventivo e o seu papel junto ao ambiente escolar.

PALAVRAS-CHAVE: Psicopedagogia. Estratégias. Aprendizagem.

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RESUMEN: *El problema básico que impulsó este trabajo fue reafirmar que la psicopedagogía contribuye a la educación ampliando las posibilidades de búsqueda y reflexiones sobre el proceso de aprendizaje. Analizar artículos de reconocidos autores como Grassi (2013), Bossa (2016) y Scoz (2013), que afirman que el trabajo del Psicopedagogo institucional, favorece al maestro para que cumpla con las condiciones de autoconocimiento, reconstruyendo sus subjetividades, buscando Por su historia, su existencia y sus necesidades, sabiendo cambiar internamente para que puedan desencadenar transformaciones satisfactorias en su práctica pedagógica. Por lo tanto, este artículo tiene como objetivo buscar una mejor comprensión del proceso de aprendizaje en relación con los desafíos de los trastornos del aprendizaje y las posibles estrategias que se implementarán. Se utilizaron varias referencias teóricas para investigar la importancia de la psicopedagoga, su trabajo de intervención y prevención y su papel en el entorno escolar.*

PALABRAS CLAVE: *Psicopedagogía. Estrategias. Aprendizaje.*

ABSTRACT: *The basic problem that boosted this work was to reaffirm that psychopedagogy contributes to education by expanding the possibilities of searching and reflections on the learning process. Analyze articles by renowned authors such as Grassi (2013), Bossa (2016) and Scoz (2013), who affirm that the work of the institutional psychopedagogue, favors the teacher to meet conditions of self-knowledge, rebuilding his subjectivities, looking for their history, their existence and their needs, knowing to change internally so that they can trigger satisfactory transformations in their pedagogical practice. Thus, this article aims to seek a better understanding of the learning process in relation to the challenges of learning disorders and possible strategies to be implemented. Several theoretical references were used to investigate the importance of the Psychopedagogue, its intervention and preventive work and its role in the school environment.*

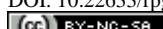
KEYWORDS: *Psychopedagogy. Strategies. Learning.*

Introduction

The work presented here has as its theme "Psychopedagogy and its strategies that facilitate the learning process", considering the fundamental role of the psychopedagogue within the school context, as a participant in the multidisciplinary team that intends the success of the student.

In this context, the questions that underlie this work were thus determined: how can the differentiated strategies proposed by psychopedagogues help teachers and students in learning? What actions have been developed in accordance with the School's Political Pedagogical Plan that can be developed from the perspective of psychopedagogy?

In recent years, with access to the school guaranteed for most Brazilian children, there is an increasing concern about improving the quality of education, especially in the public



school. In order to respond to this challenge, it is urgent that the school promotes changes in its structure, organization and, especially, pedagogical practices. For this reason, it is extremely important to train teachers, whether initial or continuing, in order to promote the conditions for the school to effectively fulfill its role of teaching and training citizens who are active in the construction of a society characterized by equity and justice. This area of psychopedagogy works with the learning processes, because of this happens the concern of continuous training of these professionals (DROUET, 2015).

It also contributes to an interdisciplinary area of knowledge, values the construction of the broader education that can interact with the different areas of knowledge, in the construction of the student's knowledge, thus acting as a preventive character that avoids or minimizes situations of failure.

This resource offers the teacher, along with the psychopedagogue, an aid in the work, acting directly on the problems of learning, softening it, discovering in the learner its capacities and developing activities that assist in the ordering and coordination of its ideas and intellectual manifestations.

The general objective of this work is to seek a better understanding of the learning process in the face of the challenges regarding learning disorders and possible strategies to be put into practice.

The methodology used for research is exploratory, qualitative, based on a bibliographical research based on the accurate analysis of scholars who dealt with the subject and scientific articles published by electronic means, taking into account as a criterion the updating of information contained in periodicals. The survey took place between the months of August and November of 2018.

The theories that served as a basis for this study came from authors such as Drouet (2015), Scoz (2013), Soares (2014), Andrade (2015), Barbosa (2016) and Bossa.

Brief historic of the psychopedagogy

The emergence of psychopedagogy occurs in Europe in the twentieth century. However, we do not have precisely the year, since it is not yet a consensus data in literature. According to Andrade (2015, p. 76), "the emergence occurred in the 1920s, in which the first Psychopedagogy Center of the world was instituted".



On the other hand, Bossa (2016) and Scoz (2014), point out that Psychopedagogy would have arisen in 1946, when the creation of the first Psychopedagogical Centers in Europe.

The Psychopedagogy initiated in these centers had, among its central objectives, to help children and adolescents who presented behavior difficulties (at school or in the family), according to the standards of the time, with the objective of re-educating them to their environment through a psycho-pedagogical accompaniment (BOSSA, 1994).

Such re-education practice consisted of identifying and treating learning difficulties based on measurement actions, classification of deviations and preparation of work plans. In Andrade's studies (2015, p.58), she states that "the knowledge necessary for this practice belonged to Psychology, Psychoanalysis and Pedagogy and the predominant type of approach was the medical-pedagogical".

Argentina was one of the major influencers of Psychopedagogy, a period in which Latin American countries were governed by authoritarianism, so that Psychopedagogy was inserted for us in a clandestine way (ANDRADE, 2015). As in Argentina, Psychopedagogy in Brazil was also built under a medical-pedagogical approach and with a more practical than academic nature. In a more preventive way, Brazil had already counted on an initiative of psychopedagogical work, especially focused on the teacher-student relationship.

However, the literature shows that the purpose that prevailed in the ancient history of Brazilian Psychopedagogy was to act on the problems related to neurological dysfunctions or, more precisely, what was denominated in the era of "Minimal Cerebral Dysfunction" (DCM, Portuguese initials) (BOSSA, 2016).

Only after almost twenty years of effective psychopedagogical practice in Brazil, in 1979, the first course of specialization in Psychopedagogy of the country, initially called the Psychopedagogical Reeducation Course, appeared. It was created at the Sedes Sapientiae Institute (SP) and was not legally recognized.

Although the country still maintains the tradition of psychopedagogical training in specialization courses in the mid-2000s, the Brazilian Psychopedagogy began to aim for great progress, creating other types of training courses in the area, resulting in a large significant increase in academic production within this field (FONTES, 2006).

The practice and profile of the psychopedagogue in the school environment and its appreciation

The psychopedagogical practice is understood as the knowledge of the learning processes in their most diverse aspects: cognitive, emotional or corporeal. Psychopedagogical work is part of the teaching-learning process, working with professionals involved in school institutions as a way of prevention, detecting moments of difficulties and predicting issues that would be a reason for future treatment in the educational life of learners, as well as interacting with school organization chart when problems of learning difficulties are already in place, working on diagnoses and psychopedagogical therapies.

The psychopedagogue is a professional able to work in the clinical and institutional area, which can be in the school environment, in hospital in a business environment. In Brazil, can only practice the profession the holders of a certificate of completion in specialization postgraduate psychopedagogy course, issued by institutions duly authorized or accredited under the terms of current law-Resolution 12/83 of 06/10/83 - which forms the experts (CFE, 1983).

The psychopedagogue can act in several areas, in a preventive and therapeutic way, to understand the processes of development and human learning, resorting to various strategies aiming to deal with problems that may arise.

The qualified professional in the area of psychopedagogy in his / her work perceives difficulties in the learning process of the student, from this confirmation realizes the integration, promoting orientations. In the assistance aspect, the professional works with teachers, managers and coordinators helping them to rethink the role of the school in relation to the student's learning (BOSSA, 2016).

In a preventive line, the psychopedagogue can perform a teaching practice, involving the preparation of education professionals, or acting within the school itself. Since its function is preventive, it is up to the psychopedagogue to detect possible concerns in the learning process and from its perception will take the necessary measures. Throughout this process, this professional must be a mediator, going beyond simply joining the knowledge of psychology and pedagogy. The psychopedagogue can act both in health and education, since its knowledge aims to understand the varied dimensions of human learning. In a therapeutic line, "the psychopedagogue deals with learning difficulties, diagnosing, developing remediation techniques, guiding parents and teachers, establishing contact with other professionals in the area of psychological, psychomotor, speech-language and educational" (GRASSI, 2013, p.64).

Likewise, it has the possibility of working with hospitalized children and their learning process in partnership with the multidisciplinary team of the hospital institution, such as psychologists, social workers, nurses and doctors. In the business field, the psychopedagogue can contribute to the inter and intrapersonal relationships of individuals of the company.



The diagnosis made by the psychopedagogue is an initial work of identification, where research and intervention take place, but both occur concomitantly with the purpose of monitoring the individual's evolution (BOSSA, 2016).

Faced with poor academic performance, schools are increasingly concerned about students who have learning difficulties, no longer know how to deal with children who can not learn according to the normal process and do not have an intervention policy capable of contributing to overcoming learning problems.

It is in this context that the institutional psychologist, as a qualified professional, is able to work in the educational field, assisting teachers and other professionals of the school institution to prevent problems and improve the conditions of the teaching-learning process. It identifies learning problems that can lead to sequenced repetition and school dropout, leading to identity, this professional holds a body of scientific knowledge from the articulation of various areas. According to Libâneo (2016, p. 90), "the school reflects the characteristics observed in the broader social life: hierarchical power relations, fragmentation and bureaucratization of pedagogical work".

The psychopedagogue must take care in bureaucratizing the work of the teacher, since its focus must be on developing positive conditions in the educational processes. Its objective should be to reinsert the individual, whether child, adolescent or adult in a satisfactory and healthy learning (LIBÂNEO, 2016).

It is observed that the psychopedagogue is the professional of action, whose praxis implies a broad set of attitudes, involving himself and others as human beings in the learning processes, the psychopedagogical procedure is in the attitude of the one who challenges the subject of learning, and his approach is found in the tacit teachings and in his worldview.

By reflecting a little on learning, it can be said that, from the moment we are born, we begin the learning process. Given this, the human being builds his personality structure in the fabric of social relations in which he is inserted. As he "transforms reality around himself, he constructs himself, weaving his network of knowledge, from which he will interact with the social milieu, determining his actions, his reactions, and finally his social practices" (BARBOSA, 2016, p. 87).

Learning occurs in the stimulation of the environment on the mature individual, where, in the face of a situation/problem, a behavior change is expressed, receiving interference from several factors: intellectual, psychomotor, physical, social and emotional.



Teachers elaborate their teaching plans, but will be asked if the didactics used is in accordance with the pedagogical proposal of the school, or simply ignore and/or do not adopt any criteria (SCOZ, 2013).

Within the institutions our knowledge network is forming, so it is necessary to insert the psychopedagogy to study how the interpersonal relationships occur in these environments. Besides school, psychopedagogy is increasingly present in hospitals and companies. Its role is to analyze and point out factors that favor, intervene or impair good learning in an institution.

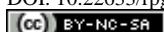
The psychopedagogue acts in a preventive manner and is indicated to advise and clarify the school about various aspects of the teaching-learning process. In the school context, this professional contributes to the clarification of learning difficulties that are not only caused by student's deficiencies, but are consequences of school problems, such as: organization of the institution, teaching methods, teacher/student relationship, teacher's language, among others. He/she can act preventively with the teachers.

The psychopedagogue must know the elements that make the subject learn, this will contribute to the advancement of those who have learning difficulties (BOSSA, 2016). However, according to Soares (2014), psychopedagogy makes it possible to study the characteristics of human learning, such as the learning process and the ability to recognize which factors influence learning by inserting appropriate treatment.

The psychopedagogue, in turn, has the function of observing and evaluating the true need of the school and meeting its wishes, as well as verifying, together with the political-pedagogical project, how the school conducts the teaching-learning process, how it guarantees the success of their students and how the family plays its part in partnership. Considering the school responsible for a great part of the formation of the human being, it provides a psychopedagogue through a preventive work to solve problems (ANDRADE, 2015).

The role of the school psychopedagogue is of paramount importance, since it can and should be thought from the institution, which fulfills a social function that is to socialize the available knowledge, promote cognitive development, that is, through learning, the subject is inserted, in a more organized way in the cultural and symbolic world that incorporates society.

Vygotsky (2012, p. 21), in considering learning as profoundly social, states that "when parents help and guide the child from the beginning of their life, they give it a mediated social attention, and thus develop a kind of voluntary and more independent attention, that it will use in the classification and organization of its environment".



Such a consideration is based on the ground that man becomes human, appropriating mankind produced historically. In this context, teaching has the function of transmitting the social-historical experiences that change over time.

The psychopedagogue is being valued since, there has been a growth of scientific materials produced and published. In this way, preventive psychopedagogy with evidence, in an institutional dimension, when accepted and without prejudice is seen differently for the improvement of learning (GRASSI, 2013).

The presence of psychopedagogues in the educational institutions space is an interesting factor to build strategies, where it will be possible to make use of the different theoretical and practical articulations of the psychopedagogical field, proposing to improve the quality of interpersonal relationships in the experience of the objectives contained in the mission of each institution. "The educational manager conscious of the purposes of human improvement will perceive the essentiality of this work, because he knows how important it is to know other possibilities of interpretation and action before reality" (LIBÂNEO, 2016, 58).

According to Bossa (2016), the psychopedagogue can collaborate in the elaboration of the pedagogical project, that is, through its knowledge help the school to answer fundamental questions like: What to teach? How to teach? Why teach? It can perform the institutional diagnosis to detect pedagogical problems that are impairing the quality of the teaching-learning process; to help the teacher understand when his or her way of teaching is not appropriate to the student's learning; to guide the teacher in accompanying the student with learning difficulties; and also make referrals for speech therapists, psychologists, neurologists, psychiatrists and others.

The challenges of learning disorders under the psychopedagogical approach

The concept of learning disorders concerns broad problems in the manifestations of the most significant difficulties in acquiring and understanding learning abilities. In the studies of Soares (2014, p. 75)

In Brazil, it was Lefèvre in 1975 who introduced the term disorder as: "syndrome that refers to the child of average or above average intelligence, with learning problems and / or certain behavioral disorders of mild or severe degree, associated with discrete deviations from the functioning of the Central Nervous System (CNS), which can be characterized by various combinations



of deficits in perception, conceptualization, language, memory, attention and motor function".⁵

Thus, children who present learning disorders consequently "present difficulties of acquisition of theoretical matter, although they present intelligence considered normal. The main disorders are: dyslexia, failure to process reading and writing skills during development "(ANDRADE, 2015, p.45). According to Scoz (2014, p. 77), "dyslexia consists of alterations resulting from discreet sensorial limitations or abnormalities in the dynamic organization of the brain circuits responsible for visual-audio-motor coordination".

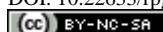
Individuals with dyslexia have specific learning differences, therefore, it is not a disease but a different way of thinking, not assigning an incapacity. Children, when they begin literacy, already master the oral language, being able to begin the learning of writing. In Scoz's thinking (2013, p. 132) he states that "there are more specific rules of writing, and there are greater difficulties in his learning".

The dyslexic presents a specific alteration of reading and writing, however, it requires more in-depth studies, since it is a complex subject. Learning to read and write is a milestone in the lives of children, however, many of them present difficulties in this process and require professionals to improve on this subject, so that the intervention is performed early. According to Bossa (2016, p. 75), "etymologically, it is a disorder of neurological origin, congenital and hereditary, being common to be present in close relatives".

When dyslexia is diagnosed and treated early, emotional and behavioral impacts are avoided and the child is able to overcome their difficulties and continue the literacy process. For Soares (2014), to diagnose this deficit should be used methods to determine the level of functionality of the reading, its potential and to verify the capacity, degree of disability, neuropsychological dysfunction, and recovery tactics in order to improve the process neuropsychological.

According to Scoz (2013, p.88) "dysgraphia is the lack of motor ability to transpose through writing what has been captured visually or mentally, the child presents slowness in the tracing and illegible letters. It is a disorder resulting from a visual-motor integration disorder".

⁵ No Brasil, foi Lefèvre em 1975 que introduziu o termo distúrbio como: "síndrome que se refere à criança de inteligência à média ou superior à média, com problemas de aprendizagem e/ou certos distúrbios do comportamento de grau leve ou severo, associados a discretos desvios do funcionamento do Sistema Nervoso Central (SNC), que podem ser caracterizados por várias combinações de déficit na percepção, conceituação, linguagem, memória, atenção e na função motora".



This is due to an inability to remember lyrics. When this factor occurs, it means that the child has no visual, motor and intellectual or neurological impairment. However, it cannot transmit visual information to the motor system.

There are several studies that mention that dysgraphia, that is, any other difficulty that is linked to teaching-learning should be social, emotional, even psychomotor (GRASSI, 2013).

The child may present one or two types of dysgraphia: Motor dysgraphia (dis-calligraphy), where the child can speak and read, but finds difficulties in fine motor coordination to write letters, words and numbers, ie see the graphic figure, but can not make the moves to write. And the perceptive dysgraphia in which it cannot make the relation between the symbolic system and the spellings that represent the sounds, the words and phrases. It has the characteristics of dyslexia being that it is associated with reading and writing dysgraphia.

The treatment requires an individualized intervention of the professional complementary to the school. Parents and teachers should avoid reprimanding the child and seek to stimulate them in their difficulties and highlight their progress. At the time of evaluation, the educator should avoid correcting the activities of the students using red pens and make the student aware of the problem he presents and assist him in his difficulties. (ANDRADE, 2015).

The lack of ability to understand and the ability with the symbols of mathematical processes is called dyscalculia being considered a learning disorder in the area of mathematics. According to Barbosa (2016, p. 43) "The word dyscalculia comes from Greek (*dis*, bad) and from Latin (*calculare*, count) forming: counting badly. This word by *calculare* comes, in turn, from calculation, which means the pebble or one of the counters in an abacus."

This disorder is not caused by mental deficiency, nor visual or auditory deficit, or by poor schooling. The one with dyscalculia makes several errors in verbal problem solving, counting skills, computational skills, numeracy. Any disorder diagnosed by the psychopedagogue should be performed as soon as possible, with a multidisciplinary team involving the family and the school, especially at the beginning of the identification for a more effective treatment (BOSSA, 2016).

These characteristics may lead to emotional distress, resulting in low levels of self-esteem, as well as poor school performance, given the real difficulties in learning. In many cases, the patient has a lack of motivation, a greater difficult to work memory, difficulties in processing speed activities, lack of self-confidence, poor performance in reading and understanding texts; presents internalizing symptoms such as depression, anxiety and difficulties and fluctuation in learning.



These symptoms appear clearly, especially within the classroom. Attention Deficit Hyperactivity Disorder (ADHD) patients, who are under drug treatment, are required to be monitored, and the school must be fully complicit throughout the process. At first, it is the school, based on the difficulties observed, the competence for the first referral to the diagnosis/psychopedagogical evaluation, which may differentiate factors of the student that lead to other referrals, more specialized.

The psychopedagogue that accompanies the child with ADHD must carry out tasks over their difficulties using games, instigating reading and writing, manual work together with playfulness not forgetting the organization of routine and execution in tasks (SOARES, 2014).

The professional trained in the field of psychopedagogy must also perform a reflection work with parents, teachers, adapt the child to their own reality, expanding the possibilities of learning and knowledge. Thus, learning-related disorders have been used to indicate a disturbance or failure in the acquisition and use of information or in the ability to solve problems.

Interventions and strategies of psychopedagogy for school success

The function of the psychopedagogue is to intervene as a mediator. Thus, this intervention must be at first preventive. This preventive work aims to prevent possible learning problems and should be investigative. However, when the child already has disorders, intervention is necessary. Therefore, after an appropriate diagnosis that points to the types of disturbances and the way the child functions, an interventional action should be programmed.

This programming should occur from the moment that the psychopedagogue perceives some abnormality in the learning process of the child or adolescent facilitating an integration and conducting guidelines (GRASSI, 2015).

It is necessary to investigate the problems encountered, the real motives of the disorders and difficulties that, in some possible cases will be lack of attention and/or disinterest. However, when evaluating these questions, they will find some that require psychopedagogical intervention and, in some cases, psychological intervention. Therefore, if it is necessary to evaluate alternatives and diagnoses.

After the diagnosis will occur the intervention, linked to the teaching-learning process, as well as the relationship between teachers and students. Both disorder and indiscipline are factors in which psychopedagogy will intervene and help solve problems (DROUET, 2015).



Another important factor that must be mentioned, in order to make a pertinent intervention, is the need for the professional to know the teaching-learning process, how they interfere in the educational systems and methods, in the structural problems that intervene. This knowledge requires the psychopedagogue to resort to theories based on the learning process and affective influences (BOSSA, 2016). Within the school institution, learning is considered among all those involved a movement of interaction that results in the discovery and construction of knowledge (BARBOSA, 2016).

Psychopedagogy contributes a lot in educational institutions, however, the qualified professional has a challenging role requiring a view of seeing the subject as a whole (SCOZ, 2013). Therefore, the action of the psychopedagogue is very important enabling an intervention and reorganization of the learning process of the individuals, they use of workshops as support to the intervention.

Students who are insecure and afraid of failures in the learning process and teachers being judged and feeling responsible for the students' disapproval, their lack of interest and even feeling unmotivated in the act of teaching has been one of the important factors, in that the psychopedagogue may think of applying workshops with the purpose of mitigating or solving the problem. According to Grassi (2013, p. 95), "the perspective created from this proposal with Psychopedagogical Workshops should be aimed at rediscovering, for creation and recreation, for the permanent construction of other ways to coexist in the teaching process."

Making use of psychopedagogical workshops as a support for institutional intervention helps the professional to know the subject, his relationship with himself, with others and with the knowledge, which can help in understanding his difficulties. According to Grassi (2013, p. 64), in the schools, the psychopedagogical workshop is carried out with the teaching staff and the directive/pedagogical team, saying "it allows the analysis of several factors and the observation of a series aspects needed for psychopedagogical diagnosis".

Thus, the possibility of overcoming difficulties becomes closer, enables the improvement of interpersonal relationships, promotes the elaboration and organization of feelings and thoughts, increases self-esteem and facilitates self-knowledge, allowing the awareness of its possibilities and limits.

The role of the psychopedagogue in the school is to help the pedagogical coordinator by developing strategies and guide the faculty in relation to the difficulties experienced by the teacher and the students (GRASSI, 2013).



As a practical example, one can work with the proposal of Psychopedagogical Workshop that presents four steps to be followed: sensitization, development with games and dynamics, closing reflections and evaluating experiences in a critical way (GRASSI, 2013).

The workshops are moments of diagnosis, knowledge, interaction, overcoming and planning of actions that will enable the psychopedagogue to elaborate strategies that reduce learning difficulties and facilitate the teaching-learning process. There are several strategies to be used, but none more effective than effectively inserting the family in school actions and when detecting disorders, that immediate measures are taken to reduce the harmful outcomes of these disorders through the interventions of the psychopedagogue in partnership with school community.

Final considerations

This work proposed a discussion of how the Psychopedagogy could contribute to facilitate the learning through strategies and actions directed to the attendance of the needs of the students and, consequently, of the improvement of the educational process itself.

In the school institution the psychopedagogue has the perception of detecting failure in the functional area, where those involved in the process cannot commit to the school due to several factors such as: the relationship of students, teachers and managers with the school itself, where both are not felt valued, stimulated, recognized, characterizing a lack of interest in the school and a high degree of requirement of participation of all. With this, the figure of the psychopedagogue is of fundamental importance, because through the intervention made will be possible to rescue the student inside the school and make it rethink about its performance.

The work can be started with the typologies of strategies to be used by psychopedagogues, using the psychopedagogical workshop as a partner of the institutional psychopedagogy in the process of teaching and learning, leading the teacher to reflect on the valuation of his profession in partnership with the psychopedagogue.

After analyzing the ones that the authors researched about the performance of the psychopedagogue in the school context as an important instrument for the facilitation of the learning process. Teachers and learners feel more important in the process, having the opportunity to create, recreate, learn and teach, because everyone starts to produce better results in their knowledge and do. The strategies that Psychopedagogy offers through its professionals are undoubtedly a way to be explored for success in the learning process.



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