



ANALYSIS AND OBSERVATION OF TEACHING-LEARNING: PRACTICE OF INTERACTIONIST THEORY IN THE CLASSROOM



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SUMMARY

The objective of this work is to know the reality of the practice of learning theories, where we observe the relationship between teacher-student and student-student promoted in the classroom environment, we analyze the teacher's commitment to promoting learning, and its intensity in instigating reasoning and reflective thinking in children. This activity is necessary for a deepening of our knowledge, where we observe in practice the reality coming from the interactionist theories of Jean Piaget and Lev Vygotsky, who study the learning process. To carry out this activity, the free and informed consent form (ICF) was used. This was carried out in a private school in the city of João Pessoa. This study was carried out over two days, in a class in 1st year of elementary school, we carried out classroom observation and semi-structured interviews with the teacher of the class, we observed that the institution had professionals and an adequate, healthy environment, which promoted an edifying education and learning, valuing the development of students. We conducted a literature review on these theories mentioned above and related the teacher's speech together with our observations. It was then possible to perceive an interactionist posture of the teacher. The active participating students demonstrated a healthy relationship of respect and affection among themselves and with the teacher, who proved to be a mediator.

Keywords: Teaching-Learning. Teacher-Student. Constructivism.

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INTRODUCTION

Finding a definition for learning is something very broad, the most varied studies define it in different ways, with different processes, mechanisms, and forms. But to stick to a basis of what learning would be, it is defined as: an integrated process that causes a qualitative transformation in the mental structure of the learner (Campos, 1987).

Human learning begins from birth and perpetuates until death. Therefore, learning accompanies the entire life of each person, where one is constantly learning in relationships, experiences, and information, as something constant and progressive. Therefore, when his innate functions are not sufficient, man starts to learn, and it is then a fundamental process of all life.

As learning is something fundamental and so important for the success in the survival of the being, means were instituted and organized that provide conditions for it, such as education and schools. To understand human behavior and its attitudes, and skills, it is necessary to understand the learning process, as this is a great influence on human behavior. A good part of who we are is constituted through learning (Campos, 1987).

Given this, the contribution of psychology to learning is indispensable. Through different theoretical approaches, it seeks to explain how individuals learn and express mental and physical development, the expansion of their rationality and personality, and how to structure institutional models, identifying the necessary conditions for learning to happen and also the role of the teacher in this process.

Likewise, in the educational environment, the psychology of learning must be present, clarifying problems and building effective methods for the educational objective. The teacher must know these theoretical approaches to improve the quality of teaching, as well as about the use of methods, techniques, and instructional resources. Each of these approaches presents a view of the teaching-learning process (Aposo & Vaz, 2002).

Several currents, from philosophy onwards, already deal with the question of how learning takes place. Such as empiricists who saw man as a *tabula rasa*, passive and devoid of knowledge. And innatists, where man already holds all knowledge, need only develop actively. However, the course of the current theories of learning is based on the interactionist current, where the being has an active role in the construction of his knowledge, through the interaction of the subject with the environment. The main guiding theorists are Piaget and Vygotsky.

Jean Piaget (1896 – 1980) was a theorist who studied children's intellectual development, concerned with the principle of learning. Piaget discovered that the child's mental process is different and that children progress from one stage of thought to another.

For him, intelligence is a basic process of life that helps in the adaptation of the individual to the environment (Shaffer, 2005).

In Piaget's theory, the main idea is that the functions of the individual are invariable, but the structures change, according to the development of each child. Development happens when structures are changed. Each thing is related to the other, and this relationship is called "structure." When Piaget speaks of structure, he is referring to the systematic properties of an event, encompassing all aspects of an act, both internal and external (Prass, 2012).

Piaget's theory described some categories that underlie the process of knowledge. According to Piaget, knowledge at first occurs with an imbalance that the individual has with the object because to acquire knowledge, it is necessary to have this relationship of subject and object.

Assimilation is the first process, it occurs when the individual acts on the object in an attempt to know it through his existing cognitive capacity, in this way the individual tries to know the object according to his references, called cognitive schemes, this process happens even if the individual does not master all the complexity of the object.

A child who can pick up something where the movement of his hand and his fingers have already been learned based on other experiences has a cognitive tool, little developed, which he uses to act on an object that can be picked up through the hand. In this way, the child can assimilate a new object, and this object will be able to surpass the child's ability to grasp it.

There are times when the assimilation schemes fail to assimilate the new object, so the individual's mind gives up or changes. In modification, accommodation occurs, which is a renewal of the cognitive structure, that is, a restructuring of existing schemas, and building new assimilation schemas. It is through accommodation that cognitive development takes place. If there is no problem or difficulty with the environment, the mind just assimilates, however, if there is a problem, the mind restructures and develops (Cabellero & Rodrigues, 1997).

Piaget stated that we always rely on assimilation and accommodation for our adaptation to the environment. In principle, we solve problems and understand new situations using the cognitive scheme (assimilation). However, sometimes we are unable to assimilate the problems and we review them through accommodation, thus making a fit with the child's reality (Shaffer, 2005).

Therefore, in the process of educating, it is up to the teacher to create unbalanced situations for the student to develop intellectually, he must emphasize activities that develop

the student's intelligence, proposing problems without giving the answers so that the student is the most independent, the teacher must give the necessary guidelines for the student to explore the object studied (Mizukami, 1986).

Lev Vygotsky (1896-1934), Piaget believed that the meaning of things was given through the child's action with the environment, while Vygotsky in his theory believed that the social context and culture guided the child in the process of knowledge. The child needed to act independently when interacting with the culture so that he could develop a higher mental state of development. It is alone or with the help of a mediator that he learns to think, he internalizes more appropriate forms of "intellectual" tools than taught or represented by the adults around him, and these interactions are favorable in the development and actively help the child.

When the interaction is done by a more experienced person, the construction of knowledge can be through clues, and advice, serving as models, and teaching strategies, thus teaching the child to do something he did not know how to do alone. For the child's independent development to happen and be concrete, he must be within the Zone of Proximal Development (ZPD), this zone is a hypothetical psychological region, which indicates the things that the child does alone or does with the help of a mediator. (Prass, 2012)

For Vygotsky, higher mental processes are characteristics of human thought, they are voluntary attention, abstract thoughts, active memorization, etc. These processes are mediated by symbolic systems. But for him, language with relations of thought and its development had a special place in his work, because language is a basic system of all human groups.

Instruments and signs are mediators in the learning process. The instrument is the mediator that is interposed between the worker and his work, mediating the relationship between man and object. The signs are guided by the subject himself, he is a kind of psychological instrument, and they are auxiliary tools in psychological processes.

Vygotsky studied two functions that are the basis of language. Social exchange; From the communication that man creates and uses the systems of language and generalized thought, which is the second function of language. Language brings together the events of a class of objectives, situations, or events, to arrive at a concept, becoming an instrument of thought. (Oliveira, 2002)

At school, teachers dialogue with children and use language to express what has been learned, and encourage children to express in writing and orally what they have learned, helping in the group dialogue (Prass, 2012).

The teacher who is based on Vygotsky's theory intervenes and mediates in the student's learning relationship. A Vygotskian professor is always looking to create Zones of Proximal Development (ZPD), always helping the individual in the ZPD, bringing about an advance in the individual that he could not achieve alone. In this way, Vygotsky rescues the importance of the teacher in the teaching-learning process, having an indispensable role.

Therefore, Vygotsky's approach to education is one of cultural transmission, as the teacher can mediate the student in the learning process, helping in the construction of knowledge that has been accumulated by humanity historically (Damiana & Neves, 2006).

OBJECTIVES

The realization of this activity aimed to know the reality of the origin in the classroom. Identifying how the theories seen in the discipline of Psychology of Learning take place in practice.

Observe the relationship between teacher-student and student-student promoted in the classroom environment. As well as observing the teacher's conduct in the face of the discourse of his theoretical approach, and his practice, the action in the classroom. And to verify the teacher's commitment to dealing with the necessary instruments to promote learning, and its intensity in instigating reasoning and reflective thinking in children.

RATIONALE

This activity is necessary for a deepening of knowledge since the practice demonstrates the reality coming from the theories (seen in the classroom) about the approaches that were concerned with studying how the learning process takes place, a deeper study, thus being able to check the application of the learning theories.

As psychology is a broad and influential field in education, it is important to help pedagogical practices. And so the relevance of the effectiveness of such a study, because with its realization it seeks to prove whether the institutions are providing what is available. If such is always updating, replacing traditional methods with socio-constructivist practices, basing and improving their methods in theoretical models of quality, bringing better development, structure, and well-being to the individual.

In this way, it becomes more palpable and visible when theory is observed in practice. Bringing experience to the observer, and contact with theories to identify what is happening in the given environment. Being able to prove the effectiveness, or even recognize the fragility of theoretical practice.

METHODOLOGY

To carry out this field activity, a document requesting permission to enter the school was used. This was carried out in a private school in the city of João Pessoa, where early childhood education and elementary school are offered, providing classrooms, dormitories, laboratories, a sports court, a swimming pool, a canteen, and space for recreation, as well as all the necessary administrative facilities.

The classroom observation study was carried out in two days, in a class in the 1st year of elementary school I. It was a room that had 16 regular students (between 4 and 7 years old), so on the 1st day of observation there were 13 students, and on the 2nd day only 10 students. Explanations about the homework were observed on the first day in the respective classroom, around 90 minutes, in the second hour (after recess). And on the second day, a Portuguese class was observed for approximately 120 minutes, from the first schedule.

In addition to the classroom observation, a semi-structured interview was carried out, after the end of the class on the first day, directed to the class teacher, who also taught the classes. The teacher took a pedagogical course (formerly called Magisterium) and did a master's degree in school management. She has worked as a teacher for 27 years, and for 19 years at the institution, also teaching classes at an institution in the municipality.

The interview contains eight open questions about her performance and dynamics in the classroom, and also about the theory that guides her practice. The answers were successful, not limited to just them, but also giving general and edifying comments on the theme, where the teacher exposed her thoughts.

PRELIMINARY ANALYSIS

In this activity of observation of the teacher's conduct in the classroom, of the instruments used, the analysis was based on the interactionist theories of Jean Piaget and Lev Vygotsky presented in the introduction of this work regarding the learning process, as these are considered the current theoretical references for learning.

Upon entering the room, an environment was already noticeable where education of mutual respect and companionship relationships are valued. On the walls there are posters like the one with the magic words thank you, please, excuse me, sorry, and throughout the class, the teacher works focused on them. There is also a poster of the birthdays of the month, throughout the year.

Two classes were observed with children from a 1st-grade class of elementary I. On the first day, the observation was after recess, so the teacher was giving explanations about

the task that was being given at home. The science task would be to assemble the clothes of a firefighter, the child would have to cut out the clothes and glue them to the firefighter's body. The teacher was very detailed, she drew a square just like the one in the book and put the number of the pages, so the children could find the pages by themselves, promoting independence.

Soon after, the teacher did a brief review of the previous day's math class, explaining the homework. This shows an identification of the real developmental zone of children, leading to the conclusion of how to work with them to reach the zone of proximal development, a posture found in Vygotsky's theory. She drew on the board (for better observation) several dominoes where the numbers on one side of the stone were added to the number on the other side of the stone. The teacher always demonstrated to question the students, stimulating their answers, and also looking for a way for the students to reach the right answer, without having to answer for them.

All the time the students are very restless and disobedient and the teacher alters with them. He maintains a posture of leaving them alone by shouting and threatening to take away from them what they like, such as: "You will be without recess tomorrow", or "You will be without ballet tomorrow". At the end of the class, she stamps the students' agenda, and on two of them, she puts the stamp of "Converse Menos", reinforcing their behavior negatively.

On the second day of observation, the class was Portuguese, where the alphabet was studied, in the family of the letter D. Right at the beginning you can see the issue of the challenges that Piaget talks about, promoting interest in knowledge. The teacher brought a chest that contained several words for the children to draw and each one to pick a word. The challenge was to be able to read the word, and for some children, it was more difficult than for others. The teacher gave individual assistance to each one, and even with those who had more difficulty in reading she did not give the answer, she reminded the child of what she had already seen in class and was known by them.

After reading, each child went to the board to write his or her words. After writing, I needed to say how many letters, vowels, and consonants were in the word, as well as separate the syllables. Some recognized all the letters right away, but others needed a little more help from the teacher, she never answered for the child, she only asked questions like "Are you sure this is right?", "Count properly", "How many letters are there in this word? Not vowels, letters". The children showed some confusion regarding the differentiation between the letters, which made Piaget's process of assimilation, balance, and accommodation very clear.

All the words were with the family of the letter D, the letter that was being studied on the day. They were words like: DADO, DIA, CEDO, DONA. When the children said they did not know how to read, the teacher always stated that they did, reminding them of the syllabic families they had already seen. Thus demonstrating an interaction through which Vygotsky speaks, where the teacher has a very important role in this learning, that of mediator, bringing his previous knowledge to new learning. The teacher always gave importance to eye contact for the child's understanding.

After that, the teacher gave everyone a task, which contained a text that talked about the letter D, and below some exercises. At the time of reading the text, the teacher managed to make the class read the words with D, and in words such as dragon and delegate, some showed more difficulties in reading, because they were new words in reading. Thus, Piaget's schemes (known words and unknown words) are explicit where the new causes an imbalance. After reading, for some children, the exercise becomes quite exhausting, as it is a great challenge for their cognitive capacity. Many students need individual attention from the teacher, and she always helps without answering, she asks questions to the child so that he reaches the order of the words in the text.

The teacher provides a dynamic class, but is flawed in some points, according to the theories of Piaget and Vygotsky. The classes did not demonstrate an environment that values reflective thinking, making the students understand the reason for things that are happening. As an example, when students mess up and talk, she even switches places, but that's it. It does not make them in any way think and understand why they have been switched.

When it comes to the activities, they are stimulating and challenging, but they do not promote the student's interest much, to the point of retaining their attention. He does not answer them but sticks to paths that do not stimulate so much reasoning and interest in the subject, demonstrating a method similar to the traditional one. She emphasizes the importance of error, something characteristic of Piaget's theory, in the construction of knowledge, worrying only about the student reaching the correct answer. An example of this is when the student makes a mistake or gets it right, she does not question him how he came to that conclusion, worrying only that he gives the correct answer, where this may have been an even without thinking, of "pure luck".

After the end of the class, on the first day, the interview with the teacher was held. When she was asked about the activities developed in the classroom, she reported that she works a lot with playfulness and, the formation of words, starting with the basics. With dynamics, and short texts. The planning takes place every 15 days, where each teacher is

responsible for the weekly discipline, bringing development objectives and concern for the student. After that, the coordination observes and gives its opinion on the planning done.

The classes also promote group activities, with the objective of interaction between students, and depending on the content they can take place two or three times a week. The teacher reports that these works are always done in the classroom because as they are still children, it is complicated to develop an activity like this outside of school. The selection of the group always happens by a dynamic of choosing colors or letters, and those who choose them stay together, "if it is up to the children to choose, the groups will be disproportionate, and they will always join with those who already have a friendship", says the teacher.

For the teacher, her role is important in the intervention of the activities, where she first makes them feel free to become familiar with each other. And then the teacher hits on what they are working on and makes the correction, showing what is wrong. 'I believe that we learn a lot by looking', the teacher says, emphasizing the student seeing and reproducing what was seen.

About the theories that underlie and guide the teacher's practices, she says, "I like Paulo Freire, it's been a long time; since when he worked with the booklet". He values very much what already comes from the student, working with texts, and from that he takes a key word, to work on something from everyday life, something that is already known. "From a single word, one can already work with two syllabic families", for example, mouth.

When it was talked about its updating in this theoretical foundation, the professor reported that the institution proposes to have activities and mini-courses for qualification and updating on pedagogical practices. "I finished Letters, and we see this a lot in the Letters course", so she is always putting it into practice, as well as recycling her knowledge. But when it comes to Piaget's and Vygotsky's theoretical knowledge, the teacher shows a lack of mastery over it, reporting only, "Piaget talks a lot about children's learning, but I like Paulo Freire. Daily we see something, the development, the maturity of the child".

Regarding the individual needs of the students, the teacher considers the family-school partnership very important, because without the support of the family, there is a difficulty, a barrier, and the work is broken, but when this support exists it is easier. "If I work with the student in the classroom, but at home, there is no continuity, everything I do will be in vain." For her, it is necessary to know how to deal with individual differences and work on inappropriate behaviors in the classroom. She also considers that learning will depend on the maturity of each one, something well emphasized in Piaget's theory.

CONCLUSION

The motivation of this activity aimed at greater knowledge, and visible the theoretical approach(s) of learning and how they happen in practice. As well as finding confirmations or refutations in the face of the theoretical bases that guided the teacher's position in the classroom, as well as his discourse about his pedagogical practice.

Therefore, this study of observation of the pedagogical dynamics in the classroom, of a class in the first year of elementary school I of a private school (which claims to be socio-constructivist) in the city of João Pessoa, was of paramount importance. It is important to emphasize that the institution had an adequate, healthy environment, with facilities that promote education and edifying learning, valuing the development of students. And valuing better teacher training.

This activity made it possible to observe that the posture adopted by the teacher who taught was interactionist, appearing in her practice both in the actions based on Piaget's theory and even more in those of Vygotsky. However, numerous significant failures in learning were demonstrated, and the cause may be the work with children of a very young age group being very complicated to follow the theory to the letter, or due to the teacher's negligence.

It was possible then We noticed the fruits of an interactionist posture of the teacher. The students had active participation, and the teacher was a mediator, a relevant commitment and interest, where they could build their knowledge, relate, and express themselves. Always showing a certain independence preparing them for life. And despite restless behavior, the students demonstrated a healthy relationship of respect and affection among themselves, and also with the teacher.

Given what has been presented, it can be noted that the teacher's discourse and pedagogical practice are interconnected, based on interactionist theories of learning. This makes it clear that it is possible to put into practice the learning process presented in such theories, depending only on the dedication and commitment and necessary conditions that the teacher and the school will give to it. Always bringing an update of the means, instruments, and quality methods, so that the environment and the professionals enable learning with effectiveness and competence since such learning will affect the individual in all ways.



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