

Article

Teaching educational psychology in graduation of pedagogy: an analysis in state public universities of Paraná

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Abstract

Educational Psychology is one of the subjects that help Pedagogy, since it corresponds to a branch of Psychology that discusses principles and psychological theories directed to teaching methods. To do so, it composes the curriculum of the Pedagogy degree, addressing the numerous dimensions of psychological development as well as the teaching and learning process, with the purpose of employing them as necessary subsidies for teacher training, and their performance. Therefore, the pivotal aim of the research is to analyze the contents covered in the subjects of Psychology in the courses of Pedagogy of the State Public Universities of Paraná and the perception of the undergraduate students in Pedagogy of one of the researched universities about the mentioned subject. With the analysis of the School Summary, it was noticed that there is no standard between the universities regarding the time and the nomination of the subjects, as well as the contents referring to the teaching of Educational Psychology. Through the results, it was possible to identify that the academics understand the importance of the subject of Educational Psychology for teacher education, although the workload is considered insufficient to cover the psychological theories related to Education and, even more, it was evidenced the lack of articulation between theory and practice in the discipline.

Keywords: Pedagogy, Educational psychology, Psychology teaching.

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Introduction

Education comprises a set of processes and actions that intervene in the development of individuals and groups in their active relationship with the natural and social environment (LIBÂNEO, 2010). Because it is complex, it requires the contribution of several sciences for one individual to appropriate the knowledge historically accumulated by humanity. Therefore, the formation of the pedagogical teacher requires the articulation of "... knowledge of the development processes of children, teenagers, youth and adults, in the physical, cognitive, affective, aesthetic, cultural, playful, artistic, ethical and biopsychosocial dimensions "(BRAZIL / CNE / CP, 2015, p.10), besides the systematic knowledge of the forms, procedures, methods and techniques for the teaching and learning process.

Among the sciences that offer subsidies to Pedagogy, emphasis will be given to Psychology, specifically the Educational Psychology branch, which has been part of Pedagogic education since its inception, as of Decree-Law no. 1190 (BRAZIL, 1939). It comprises the "branch of Psychology dealing with the application of principles and theories of Psychology to teaching methods" (ASSOCIAÇÃO PSICOLÓGICA AMERICANA, 2010, page 759), with the intention of using them as subsidies to educational practices.

According to Veiga (2013, 34), "Educational Psychology has developed as a link between the knowledge produced by fundamental psychological research and the objectives of explanation and promotion of educational action." This area of knowledge has, as object of study, the processes of change concerning development, learning and socialization. Hence, the course presents curricular units with contents, objectives and specific investigations.

Among the many theoretical approaches related to school learning, which are usually studied in this discipline, we can highlight: Theory of behavioral learning; Significant verbal theory of learning; Cognitive theory based on information processing; Genetic theory of learning; Sociocultural theory of learning and teaching; Psychology of Henri Wallon; Gestalt; Psychoanalysis (SALA, GOÑI, 2000; BOCK et al., 2001; CARRARA, 2004).

In view of the above, the following question emerged: In which way has the teaching of the Educational Psychology discipline occurred in the Pedagogy course? This, in turn, determined the general objective of the research: to analyze which are the contents covered in the disciplines of Psychology in the courses of Pedagogy of the State Public Universities of Paraná. In order to contemplate this objective, the menu of the Pedagogy courses offered in State Public Universities of Paraná were analyzed in what concerns the discipline of Educational Psychology, as well as the documents that guide the formation of the pedagogue teacher in Brazil.

In addition, a qualitative investigation was performed by means of the survey of the students' perceptions of the Degree in Pedagogy course as far as the contents worked in that discipline, present in the curriculum of Pedagogy. The data were collected through the application of a questionnaire to the students of the 3rd and 4th grades, afternoon and night period of a state public university in the north of Paraná and analyzed from the assumptions of the Discursive Textual Analysis (DTA).

Methodological referrals

After reviewing the literature, the websites of the State Public Universities of Paraná were searched between September and October 2017, in order to identify which ones offer the Pedagogy course, identifying the following universities:

Table 1 –Psychology Teaching in the Pedagogy course of the State Public Universities of Paraná

Nº	UNIVERSITIES	CAMPUS/CAMPI
01	<i>Universidade Estadual de Londrina (UEL)</i> State University of Londrina	Londrina
02	<i>Universidade Estadual de Maringá (UEM)</i> State University of Maringá	Maringá Cianorte Distance Education
03	<i>Universidade Estadual do Norte do Paraná (UENP)</i> State University of Northern Paraná	Cornélio Procópio Jacarezinho
04	<i>Universidade Estadual de Ponta Grossa (UEPG)</i> State University of Ponta Grossa	Ponta Grossa
05	<i>Universidade Estadual do Paraná (UNESPAR)</i> State University of Paraná	Apucarana Campo Mourão* Paranaguá* Paranavaí* União da Vitória
06	<i>Universidade Estadual do Centro-Oeste (UNICENTRO)</i> State University of Midwest	Irati Guarapuava
07	<i>Universidade Estadual do Oeste do Paraná (UNIOESTE)</i> State University of Western Paraná	Cascavel Foz do Iguaçu Francisco Beltrão

* Unavailable access to searched content.

Source: organized by the authors in alphabetical order.

After this identification, it was searched for the curriculum of the Pedagogy courses, followed by the menu regarding the teaching of Psychology, specifically the discipline of Educational Psychology. With this, it was possible to highlight: the name of the course, the workload and its distribution in the course, the theories addressed, as well as whether there is a consensus among the ementaries analyzed.

Subsequently, the collection of empirical data counted on the participation of students attending the 3rd and 4th grade Pedagogy course of a public university in the north of Paraná, aiming to analyze the students' perceptions that have already performed the subjects of Educational psychology. It should be noted that all the participants signed the Informed Consent Form.

The profile of those involved was traced by the average performance in education, as well as the gender, graduations and post-graduation courses. The average performance corresponds to 0.904 years (minimum of 0.666 years or 8 months, maximum of 4 years). Only one (01) reported having completed specialization in Inclusive Special Education. It should be noted that there were fourteen (14) participants, nine (09) of the female gender and one (01) of the male gender. However, four (04) did not report the gender and only one (01) did not respond to any profile information.

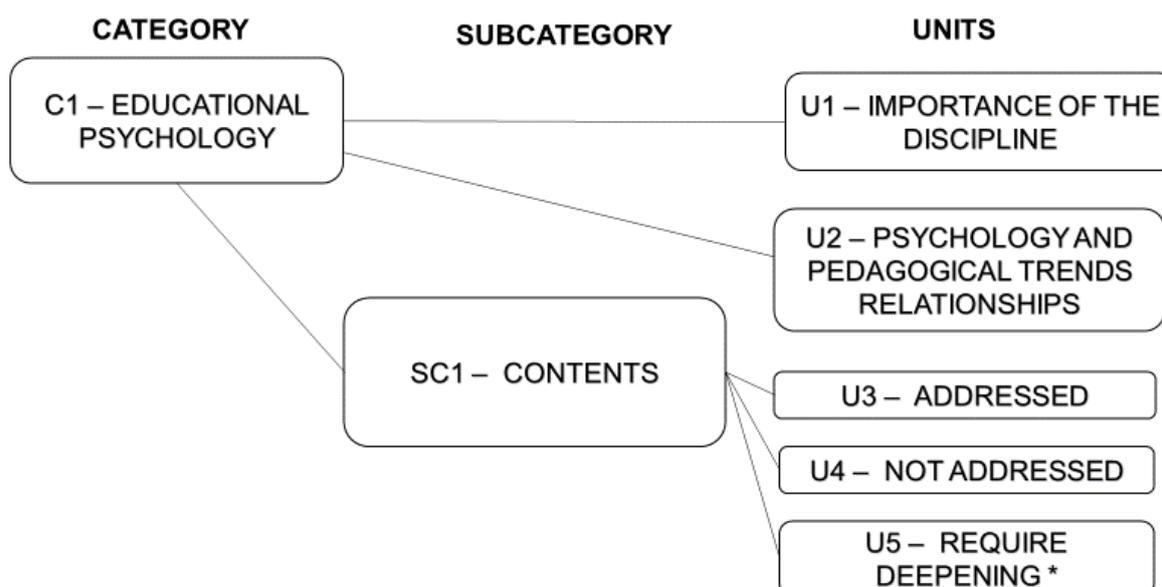
The data collection instrument was a questionnaire, distributed in October 2017 at the university locus of research, and this one was composed by four essay questions, presented in Table 2.

Table 2 – Questions

QUESTIONS	INTENT
Do you consider that the disciplines of Psychology are important for your training as a teacher? Justify your answer.	Students' Perception about the current subject considering whether it is important or not for the teacher training teacher.
Among the contents covered in the disciplines of Education Psychology I and II, which one do you consider the most important for your education?	List the contents considered important for teacher education.
What content(s) do you consider important and has/have not been addressed in the Psychology subjects in the Full Degree in Pedagogy course? Argue your answer.	Identify which content(s) were not covered in the Psychology subjects in the Pedagogy course.
Has the relationship between psychological theories and pedagogical tendencies been addressed during your formation? If so, in which discipline(s)? Make a brief comment on the discussion.	To analyze if the psychological theories were related to the pedagogical tendencies. If so, verify in which disciplines.

Source: Organized by the authors.

The process of reading the corpus was constituted by a coding system in which A is the code adopted for the student participant, C is the code adopted for category. In this same movement of identification of the reports, the units were coded in U and the subunits in S, and the questions were coded in Q. The assumptions of Discursive Textual Analysis were based on the results analysis, since this qualitative approach can be described as a cycle of operations, composed of three elements: "deconstruction of corpus texts, unitarization; establishing relationships between unit elements, categorization; the capture of the new emergent in which the new understanding is communicated and validated" (MORAES, 2003, 192). This self-organized process enables the researcher to intervene in reality, insofar as he interacts with the empirical interlocutors and with theorists, in order to reconstruct the existing discourses. For the data analysis, we list the priori category Psychology of Education, subdivided into subcategory and units, namely:

Figure 1 – Category, Subcategory and Analysis Units

Source: The authors.

Unit U5 - Require deepening, marked with an asterisk (*), emerged in the categorization process. Betimes, the subcategory and unmarked units were defined a priori.

Results and discussion

Analysis of the discipline Menu of Psychology of education in the Pedagogy courses of the public universities of the state of Paraná

When identifying the seven (07) State Public Universities of Paraná that offer the Pedagogy course, a search was made for the menu referring to the Psychology teaching, specifically the discipline of Educational Psychology. The description of the menus related to the teaching of Educational Psychology of the researched universities is given below.

Table 3 – Education Psychology Menus in the Pedagogy Course of the State Universities of Paraná

UNIVERSIDADE	CAMPUS	DISCIPLINA	EMENTA
01 – UEL	Londrina	Developmental Psychology B (2nd grade - 120 h)	Developmental psychology and its interfaces with education: themes, current perspectives and research in Brazil. Theoretical approaches in the study of human development: ecological, historical partner, psychoanalytic and genetic epistemology. Human development: contemporary issues and their social relevance (PARANÁ, 2010).
		Developmental Psychology B (3rd grade - 60 h)	Behavioral approaches to learning. Social Learning Theory. Meaningful Learning. Theory of Information Processing. Intelligence and Learning (PARANÁ, 2010).
02 – UEM	Maringá Cianorte	Educational Psychology: Humanist approaches and Genetic Epistemology (1st grade – 68h)	Contributions of the humanistic approach and the genetic epistemology for the understanding of the process of development and of learning for the pedagogical practice. (PARANÁ, 2009).
		Educational Psychology: neuropsychological and affective aspects (1st grade – 68h)	Neuropsychological and affective development as necessary knowledge for the formation of the educator (PARANÁ, 2009).
		Psychology of education: themes of contemporary life (semi-presence) (2nd grade – 34h)	Contemporary themes of educational psychology present in pedagogical practice. (PARANÁ, 2009).
		Educational Psychology: Behavioral and Historical-Cultural approaches (2nd grade – 68h)	Contributions of the behavioral and historical cultural approaches to the understanding of the process of development and learning and to the pedagogical practice. (PARANÁ, 2009).
		Educational Psychology: Wallonian approach (3rd grade – 34h)	Contributions of the Wallonian approach to the understanding of developmental and learning processes and pedagogical practice (PARANÁ, 2009).

	EAD	Educational Psychology: sharing knowledge (1st grade – 68h)	The process of child development in its cognitive, affective, social and psychomotor dimensions, with the consequent implications for education (Res. 128/2013 – CI-CCH).
		Educational Psychology and the processes of learning and development (1 st grade – 68h)	Concepts and fundamental principles of several theories of development and learning. Theories of learning in the school education process (Res. 128/2013 – CI-CCH).
03- UENP	Cornélio Procópio	Educational psychology I (1st grade - 60h)	Scientific psychology: definitions and objects of study. History of Educational Psychology and the main theories of human development (PARANÁ, 2011).
		Educational psychology II (2nd grade – 120h)	Neuropsychomotor, cognitive and emotional development and learning processes in the different theoretical approaches: Behaviorism, Cognitivism and Sociocultural Psychology. Factors that interfere in the teaching-learning process: problem identification and referral proposals. Contributions of the Educational psychology to the educational practice (PARANÁ, 2011).
	Jacarezinho	General Psychology (1st grade – 72h/a)	Main concepts and currents of psychology, as well as express the thoughts of some currents about development, personality, learning and motivation. Evidence of the understanding of psychomotricity for human development (PARANÁ, 2010).
		Educational psychology (2nd grade – 144h/y)	Conceptions about the development of intelligence. Genetic epistemology proposed by Piaget. Constructivism. Sociocultural Historical Approach. Currents on the development of learning. Cognitive theory and its application in the school context (PARANÁ, 2010).
04 – UEPG	Ponta Grossa	Educational psychology I (1st grade – 68h)	Psychology and Educational Psychology. Main theoretical approaches of Educational Psychology and its educational implications: behavioral analysis, genetic epistemology, historical cultural psychology and Wallonian genetic psychology (PARANÁ, 2013).
		Educational psychology II (2nd grade – 68h)	Relationship between development and learning. Cognitive and affective characteristics of child development. Thought and language. Perception, memory and attention. Formation of concepts. Meaningful learning and motivation. Evaluation, error, and school failure (PARANÁ, 2013).
		Educational psychology III (3rd grade – 68h)	Interactions in the educational process. Teacher-student relationship. School / family / community relationship. Group processes and building links at school. Rules construction, discipline, violence and power relations in the school institution. Sexuality, School and Sexual

			Education (PARANÁ, 2013).
		Psychology of adolescence I (4th grade – 68h)	Evolutionary significance of adolescence and its biopsychosocial and cultural character. Adolescence in the perspective of different theorists. Characteristics of the affective, cognitive and social development of adolescents. Adolescence and sexuality. Professional choice. Problems of drugs in adolescence and youth (PARANÁ, 2013).
05 – UNESPAR	Apucarana	Educational Psychology: learning (1st grade – 60h)	General aspects of the teaching-learning process, as well as the relations of strength in the educational context and the difficulties that present themselves. This will be sought theoretical support in theories of learning (PARANÁ, 2017).
		Educational Psychology: human development (2nd grade – 60h)	Human development and its peculiarities. Concepts of the development of the subject in Psychology and in different areas of knowledge. Dimensions and phases of development: environmental context and integral health promotion (PARANÁ, 2017).
	União da Vitória	Educational psychology I (1st grade – 144h)	Study of the different approaches in Psychology, highlighting the historical construction in its basic concepts and the nuclear issues related to the contexts of man's function. The relationship between psychology and education. Family and education (PARANÁ, 2008).
		Educational psychology II (2nd grade – 72h)	The teaching-learning process. Theories of learning: behaviorist, cognitive, humanist, sociocultural and psychoanalytic. Factors that interfere in the teaching-learning process: memory, readiness, maturation, motivation, intelligence, favorable previous experiences (PARANÁ, 2008).
06- UNICENTRO	Irati/ Guarapuava	Educational psychology I (1st grade – 102h)	Historical analysis of the relationship between Psychology and Education. Main approaches and focuses of Education / School Psychology used in Brazilian Education (PARANÁ, 2009).
		Educational Psychology II (2nd year – 102h)	Presentation of the psychological theories of learning and development: convergences and epistemological divergences (PARANÁ, 2009).
07 – UNIOESTE	Cascavel	Educational psychology I (1st grade – 120h)	The development of the Psychology discipline aims to evaluate the student within the complexity of the object of study of Psychology and the evolution of its approach, as well as the multidetermination of the Human Personality and the different theories that base its study, seeking to provide a psychological basis for the performance of the future educator (PARANÁ, 2002).
		Educational psychology	The development of the Psychology of

		II (2nd+ 6th grade – 90h)	Education discipline aims to analyze the basic concepts of the main lines of psychological thinking, articulating them with their respective epistemological matrices, thus providing subsidies and theoretical and methodological support for the future professional educator (PARANÁ, 2002).
Foz do Iguaçu		Educational psychology I (1st grade – 68h – 1st semester)	Main theoretical currents present in the field of Psychology: inatism, behaviorism, genetic epistemology and analytical psychology (PARANÁ, 2015).
		Educational psychology II (1st grade – 68h – 2nd semester)	Theoretical fundamentals and pedagogical implications of developmental psychology and learning in a historical-cultural perspective (PARANÁ, 2015).
		Educational psychology III (4th grade – 68h – 1st semester)	Theoretical assumptions of psychosexual development. Sexuality and gender in contemporaneity. Study of psychopathologies in school (PARANÁ, 2015).
Francisco Beltrão		Educational psychology I (1st grade – 68h)	The evolution of the concepts and purposes of Psychology and Educational Psychology. Main theoretical currents of developmental psychology: Psychoanalysis, Behaviorism, Historical-cultural Theory, Genetic Epistemology and its contributions to the educational process (PARANÁ, 2016).
		Educational psychology II (2nd grade – 68h)	Biological, historical, social and cultural aspects of psychological development. The contributions of the Educational Psychology to the understanding of human development: psychomotor, emotional, cognitive, psychosexual and social in the different stages of development and the implications for the teacher's performance in early childhood education and early years of Elementary School (PARANÁ, 2016).
		Educational psychology III (3º ano – 68h)	The relationship between development and learning of knowledge. Analysis of individual and contextual factors that interfere in the learning process. Difficulties / disorders / learning disorders: definitions, differentiations and educational referrals. Medicalization in education. Conflicts in the school context, violence, bullying, prejudices, etc. (PARANÁ, 2016).

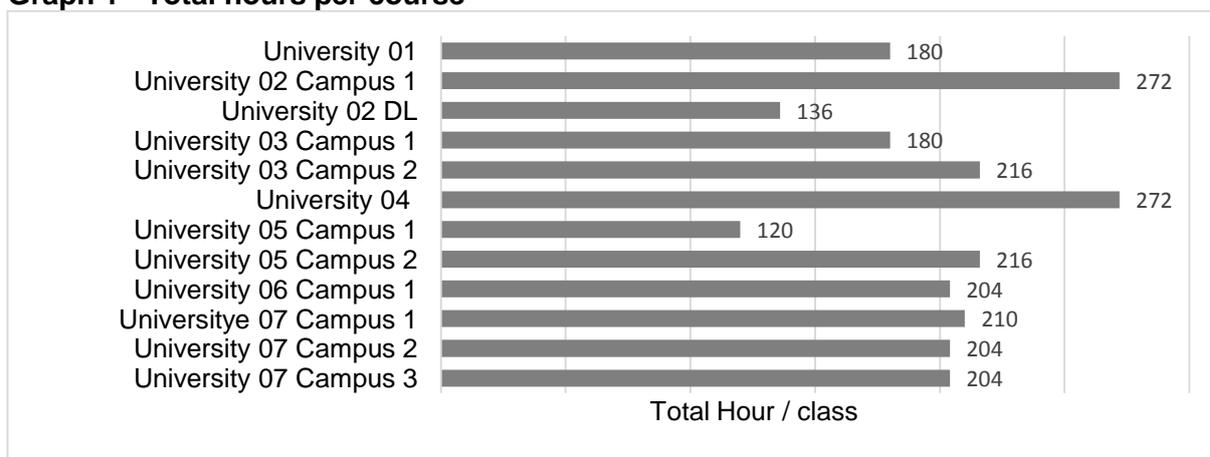
Source: Organized by the authors.

In Table 3, it is noticed that 85% of the researched universities present the discipline of Educational Psychology in the Pedagogy menu, being observed such nomination in 93% of the courses.

It is noteworthy that there are institutions that distribute the content of Psychology during the four grades/years of the course; others concentrate it in the 1st and 2nd grades or in the 3rd and 4th grades.

Regarding the workload, it is observed that:

Graph 1 - Total hours per course

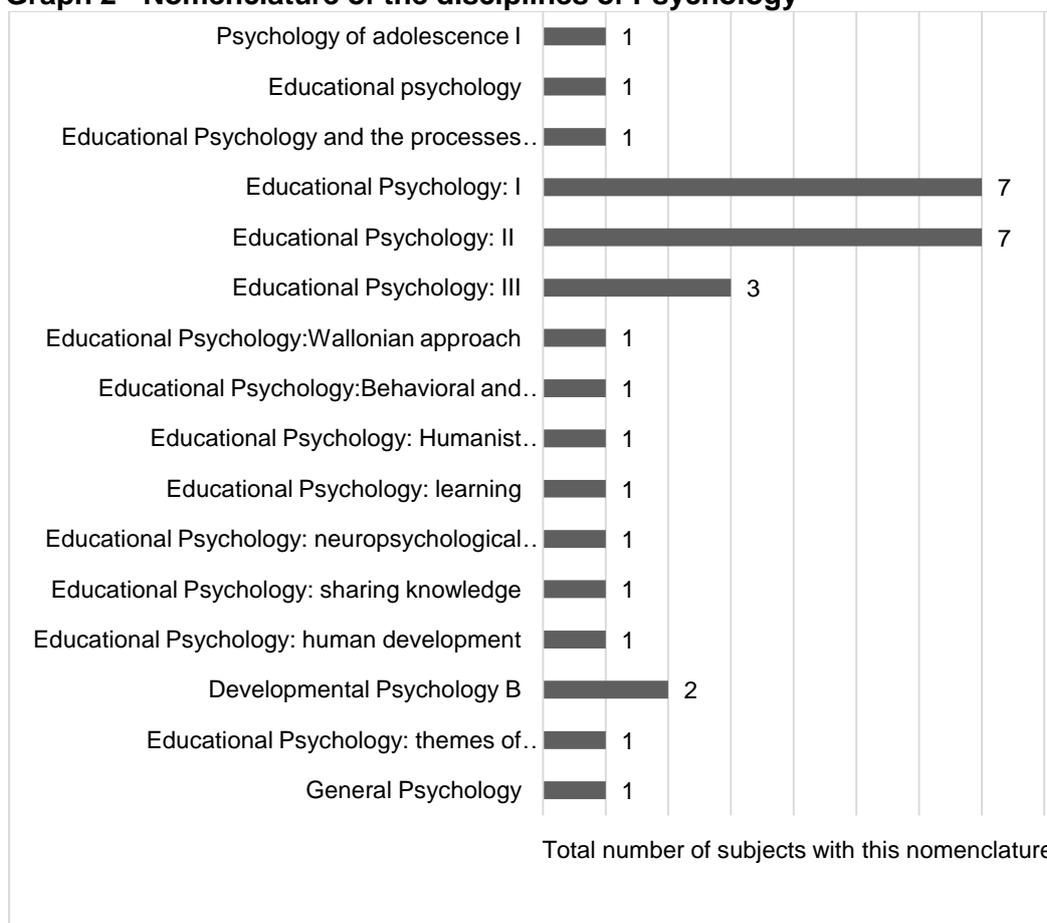


Source: Organized by the authors.

According to Tonus and Rodrigues (2009), most of the teacher training courses make it possible to teach Psychology focused on Education through a discipline called Educational Psychology.

However, it has been observed that the disciplines that work the psychological contents, which belong to the specific foundations of the Educational Sciences, can present other nomenclatures, depending on the main content to be approached:

Graph 2 - Nomenclature of the disciplines of Psychology



Source: The authors.

At University 01, the teaching of Psychology occurs in the 2nd and 3rd grades, totaling 180 hours, through the discipline "Developmental Psychology B", which addresses the theories of human development and its interfaces with education, in such a way that the social relevance of contemporary issues can be discussed. In addition, it presents the following approaches: Behaviorists / The Theory of Social Learning; Significant Learning, Theory of Information Processing; Intelligence and Learning.

At University 02 there are two campuses with presential and / or semi-presential classes, in which Psychology is taught through five disciplines, totaling 272 hours. There is also the Distant Learning (DL) modality with two disciplines, totaling 136 hours. The higher concentration of contents in classroom and / or semi-presential education is perceptible, due to the distribution of the subjects by theoretical themes, while in DL such approaches are presented in a general way.

At University 03, there are two campuses that present disciplines, with nominal and workload differences. Thus, in the first campus, the teaching of Psychology occurs in two disciplines that total 180 hours, and in the second campus, 216 hours are distributed in two disciplines.

At University 04, the teaching of Psychology is performed uniformly over the four grades, in four disciplines, totaling 272 hours. It is notorious the delineation of the psychological theories, their relations and influences in the educational area through the contents present in the menu.

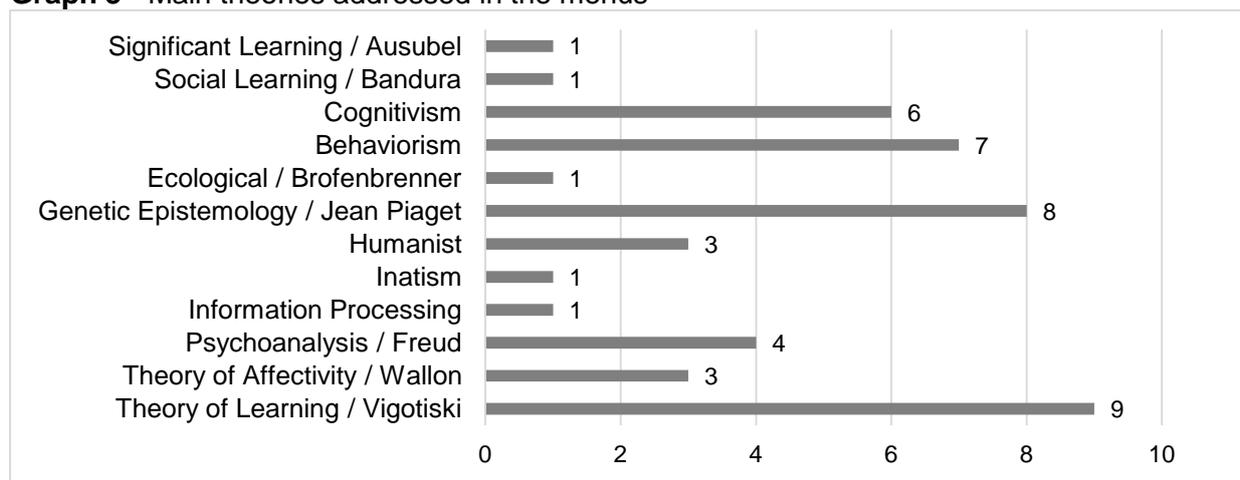
At University 05, two campuses offer the Pedagogy course, and in the first one, the teaching of Educational Psychology is realized in 120 hours, through two disciplines. In the second campus, there are two disciplines totaling 216 hours, evidencing, also, difference of content from one campus to the other.

At University 06 there are 204 hours of teaching of Psychology, two disciplines that deal with the historical analysis of the relationship between Psychology and Education. In addition, they present the psychological theories of learning and development.

At University 07 there are three campuses that offer the course of Pedagogy. In the first one, there are 210 hours of teaching Psychology, through two disciplines. In the second one, there are three subjects that total 204 hours. And in the third one, there are three disciplines on the teaching of Psychology with a total of 204 hours. It is worth noting that there is no homogeneity in relation to the curriculum and the contents worked.

Analyzing the menus, it is understood that there is no standardization as to the denomination of the disciplines and the workload, as well as the contents referring to the teaching of Educational Psychology, either in the campuses or between one university and another.

Regarding to the main theoretical currents of psychology related to Educational Psychology, the following configuration was identified:

Graph 3 - Main theories addressed in the menus

Source: The authors.

In general, in the initial discipline are presented the concepts and evolution of Educational Psychology. Subsequently, most disseminate the main psychological theories of learning and development, as well as discusses contributions to the school context. The theories found in the menus converge with the words of Sala and Goñi (2000), who argue that the most relevant theoretical explanations about school learning are:

[...] significant verbal learning theory; cognitive theories of learning based on the psychology of information processing; the genetic theory of learning; and the sociocultural theory of learning and teaching (SALA; GOÑI, 2000, p. 111).

Carrara (2004) supplements this list with "Behaviorism" (p.109), Psychoanalysis (p.13) and "Psychology by Henri Wallon" (p.47), also contemplated in the analyzed menus. In addition to the theories presented, other subjects were present in the courses: adolescents, drugs, professional choice, school failure, medicalization, neuropsychology, neuropsychomotor development and integral health promotion were each present in 3% of the proposals; the subjects bullying, family and social development were presented in 6% of the menus and motivation, personality, psychopathology and sexuality were mentioned in 8% of the menus. Emotional / emotional development was mentioned in 11% of the menus, while cognitive development was present in 17% of the proposals.

The teaching of Educational Psychology, thus, is present in the curriculum of the future pedagogue teachers as a mandatory discipline of fundamentals. This is due to the need to understand the process of learning and development of the human being, since it is the teacher who teaches. However, there is no organization regarding the curriculum of that discipline among the menus of campuses that belong to the same university. For, howsoever they present the introduction of concepts, as well as the psychological theories of learning and development, it is possible to identify different psychological approaches worked on campuses. However, the issue is not to standardize the curriculum concerning the teaching of Psychology, but to ensure that future teachers of pedagogy, from different universities, can have access to the different theoretical currents of Psychology. On the other hand, it is necessary that such teachers, because they receive a general education, do not misappropriate the psychological knowledge addressed in the courses of Pedagogy.

The students' perception about the teaching of Psychology in Pedagogy

The importance of the teaching of Psychology for the formation of the pedagogue teacher is undeniable. And although there is theoretical plurality, this does not exclude the possibility of prioritizing the foundations that can instrumentalize the teaching practice (GUERRA, 2003). This fact can be evidenced through the analysis of the theoretical presuppositions that compose the menus of the discipline of Educational Psychology in the courses of Pedagogy in the public universities of Paraná.

According to Larocca (2002), the contribution of this science to educational practice permeates the different psychological approaches, as well as the theoretical dialogue of this field of knowledge with the teaching practice. However, in an interview, Ana Mercês Bahia Bock (2010) points out that a profession requires both the appropriation of knowledge and a critical positioning face to the vision of the world, man and society that one wishes to form.

Still, continuing the analysis of the discipline of Educational Psychology, it was necessary to capture the perceptions of academics of the Pedagogy course of one of the researched universities, situated in the north of the state of Paraná, regarding the mentioned discipline and the contents approached.

After reading and interpreting the answers collected through the questionnaire, some expressions of analysis were organized according to the category, units and subunits, already shown in Figure 1.

Next, we present the category, units and subunits listed, with excerpts from the most significant responses.

Table 4 - Unit Importance of the discipline

CATEGORY	UNITY	EXCERPTS
C1 EDUCATIONAL PSYCHOLOGY	U1 - IMPORTANCE OF THE DISCIPLINE	"Yes, very important for the teacher's formation by the teaching that studies the man, his thoughts and the parts of the brain as they function in each area and interconnected with the learning in the development" (A1, Q1). "Yes, it allows us to know the aspects of human development and also the main bookish [...]" (A3, Q1). "I think so, because you have to understand how the student learns, so you can prepare the best way to teach" (A9, Q1). "Yes, because with them we can better understand the specificities of each student, to better teach and help them in their difficulties" (A13, Q1).

Source: organized by the authors.

Table 5 - Unit Relationship Psychology and Pedagogical Tendency

CATEGORY	UNITY	EXCERPTS
EDUCATIONAL PSYCHOLOGY	U2 - PSYCHOLOGY AND PEDAGOGICAL TREND RELATIONSHIPS	"No" (A3, Q4). "Yes. In the disciplines of Early Childhood Education and methodologies There was [sic] the resumption of content studied in Psychology I and II and brief complements "(A7, Q4). "Yes. In the disciplines of Educational psychology, history of education, school management. I remember [sic] to study pedagogical tendencies in these disciplines, and in some the relationship with psychology was made "(A11, Q4).

		"[...] such relations were worked on, but with little deepening, much is discussed in the course about the theories of Piaget and Vygotsky, but the others are left out, the psychological tendencies are summarized to those that deal with education as the environmentalist, constructivist, empiricist and behaviorist tendency "(A14, Q4).
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Source: Organized by the authors.

Table 6 - Subcategory Contents and their respective units

CATEGORIA	UNIDADE	SUBUNIDADE	EXCEROTOS
C1 EDUCATIONAL PSYCHOLOGY	SC1 – CONTENTS	U3 – ADDRESSED	"Deficiencies, of learning disorders" (A2, Q2). "[...] the Theories of Learning [...], because we know several theories from the perspective of each author, such as: Piaget, Vygotsky; Skinner, Bruner, among others "(A5, Q2). "Neuropsychomotor development. The role of parents in development, training and limits in children; nervous system and learning; maturation, perception, language, behavior, attention "(A12, Q2).
		U4 – NOT ADDRESSED	"How to work with difficulties and disorders in school spaces" (A3, Q3). "[...] special education, because it is a subject that is not widely spoken in colleges, or has no teacher acting in this discipline" (A8, Q3). "I believe that all were necessary and that there was no lack of content" (A10, Q3). "History of psychology, approaches. I felt a gap in Educational Psychology I by not specifically addressing the psychology of education "(A11, Q3).
		U5 – REQUIRE DEEPENING	"The content about [sic] of Psychomotricity [...] lacked deepening in it [...]" (A4, Q3). "The deepening of the learning difficulties and the pathologies that influence them, and consequently the medicalization of education" (A13, Q3). "Although much discussed the contents about Education are little explored, and I believe it is necessary that the teacher understands the specifics about deficiencies and disorders [...]" (A14, Q3).

Source: Organized by the authors.

Regarding U1 - **Importance of the discipline**, all the participating students (100%) affirmed how important is the discipline of Educational Psychology for the teacher education, since the teaching of Psychology makes possible the knowledge of different psychological approaches, contribute to the understanding of educational phenomena.

In this sense, the students corroborate Libano's (2004: 157) thought, according to which the Educational Psychology has the responsibility "to provide to the teacher principles of human behavior, especially those related to learning school [...]", so that it can transform the methods into concrete pedagogical situations.

The importance, therefore, is in providing the teaching on ways to understand the specificities of learning and development, to better act in the classroom, in order

to meet the needs of the students. Since the applied nature of the discipline of Educational Psychology has as its object the study of educational phenomena and processes, to enable them to be understood through a theory (SALVADOR, 2004).

Regarding U2 - **Psychology and Pedagogical Trends Relationship**, we emphasize that only one student participant revealed that the psychological theories were not related to the pedagogical tendencies. According to Almeida (2000: 105), "[...] the lack of integration of Psychology with other pedagogical and specific disciplines [...]", becomes an obstacle for teacher training.

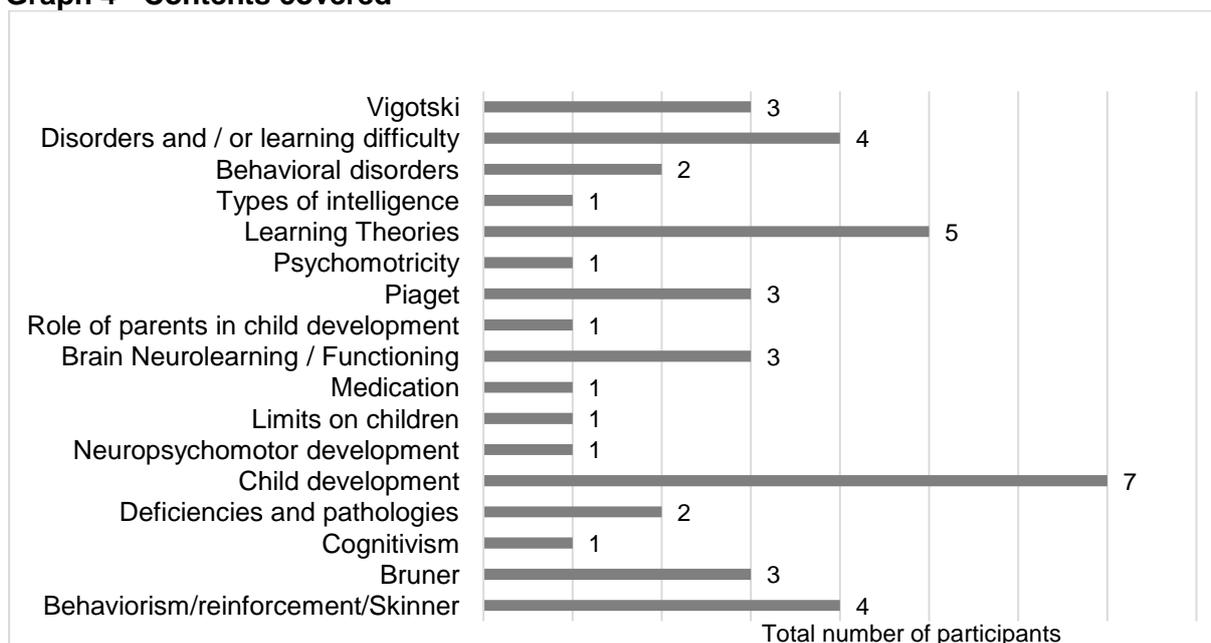
On the other hand, 12 participants (85.7%) remember having studied, in other disciplines, content related to psychological theories as well as pedagogical tendencies. However, they do not explain this relation, since they only mention that some disciplines take back certain psychological and / or pedagogical contents. A14 emphasizes that:

[...] such relations were worked out, but with little deepening, much is discussed in the course about the theories of Piaget and Vygotsky, but the others are left aside, the psychological tendencies are summarized those that deal with education as the environmentalist, constructivist, empiricist and behaviorist tendency (A14, Q4).

In fact, Psychology develops studies and research related to numerous subjects, such as: learning, language, reasoning, memory, perception and thinking (CARRAHER, 1997), which are relevant to Education. However, "teachers do not properly appropriate the theories presented in such discipline, theories that should subsidize educational work" (TONUS; RODRIGUES, 2009, p.161), this, due to the fact that theories are presented superficially or by the absence of articulation with the teaching practice.

About **SC1 – Contents**, in relation to **U3 – Addressed**, the participants commented on the contents listed in the menu of the courses, such as: the main theories of human development, as well as neuropsychomotor, cognitive and emotional development and learning processes. Besides identifying the problems and possible referrals, namely:

Graph 4 - Contents covered



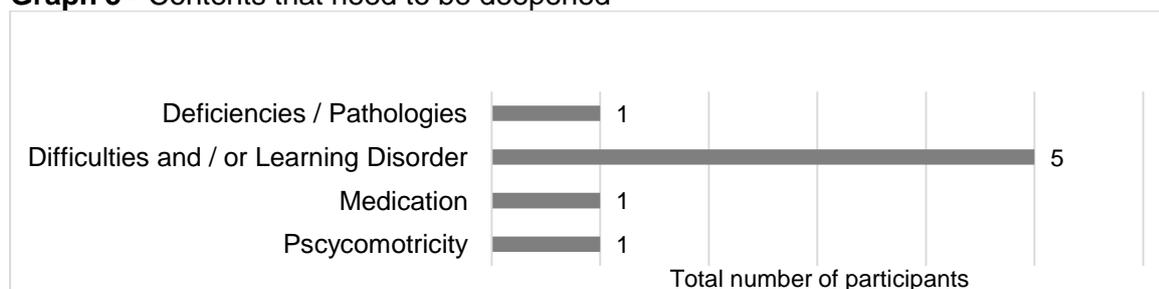
Source: Organized by the authors.

Regarding **U4 - Not addressed**, Almeida (2000, p.105) argues that "[...] normally the time allocated to Educational Psychology is very small, and it raises questions about what to prioritize [...] ". This fact is confirmed in this excerpt: "[...] the time was not enough because the content is too long" (A9, Q4). We show, therefore, that the workload of 180 hours distributed in two disciplines over two years is insufficient. Therefore, it may be that some content is worked superficially. The emptying of content in graduations and precarious skills reflect the devaluation of scientific knowledge by our society (LEONARDO, SILVA, 2013). This reflects both the teacher education and the quality of Brazilian education.

It is worth mentioning that the contents related to Special Education and the difficulties and / or learning difficulties, due to the range of concepts, public policies and knowledge regarding the person with the disability, are approached with a greater focus on specializations. We emphasize, however, that due to the growing social demand, such as inclusion and new family patterns, such themes should be the foundation of teacher education.

As for **U5 - Require deepening**, from the answers analyzed, we have:

Graph 5 - Contents that need to be deepened



Source: Organized by the authors.

With this, it is understood that the students recognize the contribution of psychological knowledge to their teaching performance, because they lack more knowledge that can subsidize their actions in the teaching and learning process of their students. Gatti (1995, p.16), stresses the need to "construct the bridges between explanatory models and concrete reality", since training courses should not continue to teach psychology in an abstract way, without relating it to the school reality.

According to Guerra (2000: 88), "despite the criticisms regarding the implications of Psychology as an area of knowledge in Education and the serious difficulties of implementations of the contributions that should reach the formation of teachers through the discipline Educational Psychology [...]", The research reveals the indispensability of psychological knowledge to the educational process.

Thus, it is corroborated with this point, since from the movement of analysis of the perceptions of Pedagogy students, it is understood that these students recognize the contributions of the discipline of Educational Psychology for their formation, in view of their professional performance. However, they emphasize the need for a greater deepening of the theoretical psychological currents linked to Education, with the purpose of attending to the infinity of situations that occur in the classroom every day. For, given the uniqueness of each human being, there are innumerable strategies that can be used to mobilize the student to expand and develop their knowledge.

Some considerations

The pedagogue teacher is the educational professional with training in Pedagogy, who can act as: Teacher of Early Childhood Education; Teacher in the initial years of Elementary School; Teacher of the pedagogical disciplines - course of teacher's formation in High School level Normal Mode; School Manager. Likewise, it may provide pedagogical advice in the formal and non-formal areas. Thus, its formation involves a constant mobilization of unified knowledge and reflexive processes. This requires an articulation between the theoretical knowledge, methodological and the experiences of the teaching practice.

Given the multiple facets of this training, knowledge about psychological theories as well as their relationship with pedagogical knowledge are relevant. In this sense, the present research sought to answer the following question: In which way has the teaching of the discipline of Educational Psychology occurred in the course of Pedagogy? In order to answer it, we analyzed the menus of Pedagogy courses offered at State Public Universities of Paraná in relation to the discipline of Educational Psychology, as well as the documents that guide the formation of the pedagogue teacher in Brazil.

When analyzing the menus, it is confirmed that the Educational Psychology belongs to the curriculum of Pedagogy. However, it is possible to notice that there is no standard among universities regarding the teaching workload and the naming of the disciplines, as well as the content taught. It is noticeable that, initially, the concepts and the trajectory of Psychology in the educational field are exposed. Subsequently, the main psychological theories of learning and development and their contributions in the school context are presented. In addition to these, we verified themes related to: sexuality; personality; neuropsychology; family; medicalization; bullying; adolescence; neuropsychomotor, cognitive and emotional development and psychopathology.

It is understood that the mentioned discipline is fundamental for the development of a work that articulates theory and practice, in such a way as to foster a dialogue between the pedagogical and specific disciplines, through the reflection of the psychological perspectives and pedagogical tendencies, with the aim of understanding educational phenomena in their different dimensions.

From the qualitative research executed with Pedagogy students of a state public university in the north of Paraná, their perceptions about the discipline of Educational Psychology were captured. After analyzing the data collected through the previously presented questionnaire, it is noticed that all the participants see the importance of this discipline in their training, since it provides access to knowledge related to development and learning.

In relation to the content addressed, the participants cited theories of human development, learning processes and possible directions. Regarding the contents not addressed, the participants reported that the identification of difficulties and / or disorders of learning and development, as well as the way to work with such difficulties could be given with greater focus. However, we know that the workload is short, given the diversity and extent of content. It should be noted that there have been reports about the need to deepening the content, which reaffirms the fact that academics recognize the psychological knowledge as a contribution to act effectively as professionals in education.

Regarding the relationship between Psychology and Education, most of the participants reported that the Didactics and Methodology disciplines, among others, deal with psychological theories and pedagogical tendencies. Although there are implications regarding the workload, the lack of articulation between theory and practice and the superficial presentation of some contents, the Pedagogy students' perceptions confirm the contribution of Psychology teaching to their professional training and performance, since it makes possible access to different approaches. In addition to enabling the understanding of educational phenomena from the perspective of the relationship between psychological and pedagogical knowledge.

Yet, there is much to debate, in order to overcome the misunderstandings arising from a misappropriation of theories both psychological and pedagogical by future pedagogue teachers. In addition, it is pertinent to mention that curricular matrices and placements must be proposed according to the social contexts in which universities are inserted, so that the preparation of future teachers is based on existing demands. As well, it is necessary to reflect on the formation of the pedagogue teacher, specifically regarding the teaching of Educational Psychology, in order to promote the improvement of this teaching in the degree courses in Pedagogy.

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