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KNOWLEDGE AND LEARNING MANAGEMENT: COGNITIVE AND EMOTIONAL PROCESSES IN LEARNING - PROPOSED SOLUTIONS FOR DIFFICULTY IN LEARNING

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Abstract. This part of the assumption that manager have difficulties on the cognitive process that are strictly related to the emotional aspect and affective, and that to remedy these difficulties promoting actions to support and raise the self-esteem of staff through motivation. The negative factors identified involving the difficulties of learning for staff and are brought from others organization. In There are employees in companies from socioeconomic classes, different stories and experiences that must be respected in their individuality. In psychological theories proposals such as Piaget and Vygotsky the concepts relevant to the development of skills indicate the need to work the emotional and cognitive processes affective as collateral for the formation of a human being as to be totally chances of success in their cooperative performance. In this context, this work is in attempt to shape the process in a cognitive-emotional located, recognizing in it the dynamics of interactions between body and environment, adding concepts of emotions and biological assessments of these events according to an emotional and psychological perspective psychopedagogic. Presenting reflections about the teaching and learning process, we also highlight discussions about the learning difficulty that leads to social and professional failure. The aim of this study is to present strategies for overcoming difficulties in the learning process within a psycho-pedagogical perspective, within a dialectic relationship between institution, individual and family, but for the construction and appropriation of knowledge, leading to understand and transform their reality, in the quest for their autonomy.

Keywords: processes, cognitive, emotional, affective, self-esteem.

GESTÃO DO CONHECIMENTO E APRENDIZAGEM: PROCESSOS COGNITIVOS E EMOCIONAIS NA APRENDIZAGEM. PROPOSTA DE SOLUÇÕES PARA DIFICULDADE EM APRENDIZAGEM

Resumo. Este trabalho parte do pressuposto que os gestores têm dificuldades relativas ao processo cognitivo que estão estritamente ligadas ao aspecto emocional e afetivo, e que para sanar estas dificuldades promovem ações de apoio e de elevação da autoestima do colaborador através da motivação. Os fatores negativos detectados que implicam nas dificuldades de aprendizagem para os colaboradores e que são trazidos de outras organizações. Nas empresas existem funcionários de classes socioeconômicas, histórias e experiências diferentes que devem ser respeitadas em sua individualidade. Nas teorias psicológicas propostas como as de Piaget e Vygotsky os conceitos pertinentes ao desenvolvimento de competências apontam a necessidade de trabalhar os processos cognitivos emocionais e afetivos como garantias para a formação de um ser humano como ser total, com possibilidades de sucesso no seu rendimento colaborativo. Neste contexto, este trabalho se insere na tentativa de modelar o processo cognitivo-emocional numa perspectiva situada, reconhecendo nele a dinâmica de interações entre organismo e ambiente, agregando conceitos de emoções biológicas e das avaliações destas manifestações emocionais segundo uma perspectiva psicológica e psicopedagógica. Apresentando reflexões a respeito do processo de ensino e aprendizagem, destacamos também discussões sobre a dificuldade de aprendizagem que leva ao fracasso social e profissional. Pretende-se com este estudo apresentar estratégias para a superação das dificuldades no processo de aprendizagem dentro de um olhar psicopedagógico, dentro de uma relação dialética entre instituição, indivíduo e a família, mas para a construção e apropriação de um conhecimento, levando-o a compreender e transformar sua realidade, na busca de sua autonomia.

Palavras-chave: processos, cognitivos, emocionais, afetivos, autoestima.

Introduction

The subject of cognition, emotion and affectivity has been addressed by many Psychology authors who reinterpret the two main theorists discussed in this article, in several countries, including Brazil, where specialization courses in psychologists, pedagogues, educators have proliferated and managers.

In recent years, we have heard a lot about a new way on working in the pedagogical area in the light of psychology. Countless authors have gained importance in the academies with works focused on this type of approach focused on the processes of psychological and behavioral development of individuals.

Studies in the area of human development have shown how affective and cognitive problems directly influence the teaching-learning process. Among the constructivist theorists emphasized in this article, Piaget and Vygotsky are prominent in the study, among others, acting dialectically, contributing to cognitive development.

In development, imitation and teaching play an important role. They demonstrate the specifically human qualities of the brain and lead the child to new levels of development. Tomorrow, the child will do only what he can cooperatively do today. Consequently, the only correct type of pedagogy is that which advances in relation to development and guidance; it should aim not at mature functions, but at maturing functions (Vygotsky, 1979, p. 138).

With this process in mind, some questions arose, such as: What contributions did Piaget and Vygotsky make to cognitive development in the human development process? How does affectivity affect the cognitive process? How can the organization act in this psychopedagogical perspective?

To answer the questions, the theory of Piaget and Vygotsky will first be analyzed separately, taking into account the contributions to the educational field, approaching the process of cognition and affectivity from the perspective of the two academics, thus concluding the psychopedagogical perspective and the organization. Vigotsky (1991, p. 37) concludes that the world is not seen simply in color and shape, but also as a world with meaning and meaning (Morassutti, 2005, p. 49).

The objective of this work is to understand the teaching - learning process and its difficulties in general. Therefore, the object of our study in this article is to guide various theorists who scientifically support the topic (learning difficulties) and to find strategies for prevention and overcoming it.

In this sense, learning difficulties can be considered one of the causes that can lead the individual to personal, professional, and even social failure.

Development

Human development and the teaching-learning process.

The study of applied psychology in education has been intense in recent years in the light of some theorists, including Piaget and Vygotsky, who will be addressed here separately. The organization is the third group on the most important social scale in people's lives.

Today, most of them enter institutions at 16 years of age. For the manager, understanding human development in the teaching and learning processes is of fundamental importance. This knowledge enables the manager, which allows him to understand the psychological, biological and behavioral characteristics of the employee at a specific stage of his growth, allowing the recognition of possible deficiencies in the process, as well as the appropriate intervention.

The cognitive/affective and emotional aspects begin to form social interaction and the manager or organizational psychologist must be prepared to act, knowing the stages that all people go through for the teaching-learning process to take place.

Through existing educational experiences in the United States and Europe, Brazil strove to find answers to educational problems that sought to emphasize humanistic pedagogy.

The individual learning processes were only of interest insofar as they facilitated a pedagogical task that aimed to develop human potential to the fullest ...

Scoz (2004) attributes the causes of learning problems only to individual physical or psychological factors. However, we must emphasize that it is not feasible in a class-divided society, governed by broader economic, political, and social determinants.

Only from the 1980s on, Psychopedagogy managed to be structured thanks to its functionality and efficiency in facing learning difficulties, acting directly in schools around the world.

The teaching-learning process goes beyond the didactic content. It is necessary to individually know and monitor the development of each individual during the collaboration period so that each employee has a methodology that facilitates their affective, cognitive and motor development.

There were several contributions by Piaget and Vygotsky to education based on their theories of human development.

Piaget (1982) in his work shows that by carefully observing the development of individual behavior, it is possible to understand the nature of human knowledge and its evolution. His theory was formulated based on the study that knowledge evolves progressively through reasoning structures that replace each other through stages, that is, the logic and way of thinking of a child differs from that of adults.

The researcher identified four stages of cognitive development that he classified as sensorimotor, preoperative, concrete operative, and formal operative. Each of these stages is a period in which children's behavior and thinking have a peculiar form of reasoning and knowledge.

According to Jean Piaget's theory, intellectual development has two components, which are cognitive and affective. Both take place in parallel and care with the affective aspect in the teaching-learning process is of fundamental importance, since it is the dimension that represents the difficulty in becoming aware of oneself and the other.

As for Vygotsky (1988), his theory is based on human development as a result of a sociohistorical process, of greater importance for the role of language and learning, with the acquisition of knowledge through the interaction of the subject with the environment.

For him, the formation of concepts occurs between the relationships between thought and language, cultural issues in the construction of meanings, the process of internalization and the role of the organization as a transmitter of knowledge. It proposes a vision of the formation of higher psychic functions, such as culture-mediated internalization.

According to the academic, there is the Proximal Development Zone, which refers to the distance between the current level of development and the potential level of development. The idea of Mediation emphasizes the construction of knowledge as an interaction mediated by various relationships. Language represents a great importance for human evolution. It is through it that we create concepts, forms of organization of the real, the mediation between the subject and the object of knowledge. It is in Culture that human beings have symbolic systems to represent reality, which are in constant progress of recreation and will reinterpret information, concepts and meanings.

For the functioning of the psychological, the development of the internalization process that implies an external activity that must be modified to become an internal activity, is interpersonal and becomes intrapersonal. Social interaction takes place in thought, memory, perception and attention. Motivation, need, drive, emotion, and affection, starts through thought.

According to Vygotsky (1991), the domain of the instruments of mediation, including their transformation by a mental activity, is the activity of the subject, which is not only active, but interactive, since it forms and constitutes knowledge based on intra and interpersonal relationships. He believes that in the exchange with other themes, knowledge, roles and social unions are internalized, allowing the formation of knowledge

and consciousness itself. Organizations is where interactive pedagogical intervention triggers the teaching-learning process.

By focusing these theorists on the psycho-pedagogical perspective, both Piaget and Vygotsky and others contributed their theories in a meaningful and effective way to understand human development in the teaching-learning process.

Jean Piaget (1996) offers teachers, managers and psychologists a didactic theory so that they can develop cognitive and affective capacities and abilities in individuals through stimuli. It is extremely important to define the periods of intelligence development to help the manager understand the phase her subordinates are going through and establish a specific didactics for the group.

Based on Vygotsky's theory (1991), the instructor is the mediator between the subject and the object of study, interfering in the learning process, taking into account aspects of language, culture, the internalization process, mental function and next development area. The subject learns from another what the social group produces, be it in language, values or knowledge.

Wallon (2000) proposes a pedagogical theory with the "environment" as a set of circumstances in which people develop by interacting with each other. Organizations must consider themselves indissoluble in the relationship of the individual with society and maintain a balance between them, promoting the self-esteem of the individual.

In this way, the manager needs to understand the theories of human development and have an attitude of investigating employees and their practice through investigations that describe the affective relationship to compromise the formation of self-esteem and, consequently, the performance of the employee. in teaching-learning process.

Social influence on the initial formation of the self-concept.

According to Piaget, Vygotsky and Wallon, human development is based not only on cognitive aspects, but also and mainly on affective aspects. Therefore, companies can and are a great laboratory to observe and question the reasons that lead the company and employees to live together, many times, exhausted and without stimulation.

It is known that human beings have a great need to be listened to, welcomed and valued, thus contributing to a good image of themselves. In this sense, affectivity is closely linked to the construction of self-esteem. Thus, its importance in each relationship is essential for the subjects involved. Thus, the relationship between the organization and employees should be as close as possible, based on the exchange of feelings and mutual respect for different ideas.

It is worth mentioning that the task of educating should be as natural a function as breathing or walking. However, educating presents in its family and educational actions, and within the theories considered ideal, a complex task to be carried out.

Contact with different social groups allows the construction of the person's self-concept. The family and other people living with the child are part of their first social group that represents, at this time, their affective contact, which can be positive or negative, influencing the child's future. The self-concept that this child will have will be reflected in her actions and in the way she will be treated or even perceived by others.

When the child enters school and has a negative view of himself, he demonstrates a behavior different from that of other classmates, such as aggressiveness or apathy and, in most cases, he is considered lazy, inattentive, irresponsible, is say "problem student"

and automatically sent by the teacher to a professional because their school performance is compromised. However, the problem is related to numerous factors, including this student's self-concept, when she does not believe in her potential to solve challenging situations and is discouraged at the first obstacle she encounters.

Therefore, collaborative life in a company, as a segment of the social group also builds different relationships, should provide better learning conditions, select necessary activities and positions, that promote the recovery of the individual's self-esteem.

For Oliveira (1998), the affective aspect has a profound influence on intellectual development. It can speed up or slow down the rate of development and determine what content intellectual activity will focus on, and in Piaget's theory, intellectual development is considered to have two components: one cognitive and the other affective, which develop in parallel. Affection includes general feelings, interests, desires, tendencies, values, and emotions.

Affection has several dimensions, including subjective feelings (love, anger, sadness ...) and expressive aspects (smiles, screams, tears ...). For Seber (1997), within Piaget's theory, affect develops in the same sense as cognition or intelligence and is responsible for intellectual activation. With their affective and cognitive capacities expanded through continuous construction, children become capable of investing affect and having validated feelings in themselves. In this sense, self-esteem is closely related to the individual's motivation or interest in learning. Affection is the guiding principle of self-esteem.

Once the bond is developed, learning, motivation, and discipline become significant achievements for the student's self-control and professional well-being. A strong relationship is perceived between the manager and the employee, which influences the formation of self-esteem, because the manager who does not love the profession and presents different reactions to an indifferent or aggressive employee, can compromise the development of the company that loses the labor, work, time and money.

According to Bean (1995), self-esteem affects learning. Research on self-image and school performance shows the strong relationship between self-esteem and the ability to learn. High self-esteem fosters learning. The employee who enjoys high self-esteem learns with more joy and ease. Take on new learning tasks with confidence and enthusiasm. His performance tends to be a success, since reflection and feeling precede action, showing "firmness" and positive expectations, unlike one who feels incompetent, a failure.

Successful performance reinforces your good feelings. With each success achieved, he considers himself more competent. His ability to face challenges is greater and psychologically healthier than that of someone who has a negative vision of himself, because he is defeated and fears situations that can expose his thoughts and feelings.

Education theorists, educators, and authors treat affectivity as a preponderant factor for the construction of the learning self-concept. It has been addressed with more intensity, because the violence, aggressiveness and lack of respect that most people experience today can have root causes, due to the lack of appreciation of the person as a human being. In this way, inevitably, your self-concept is altered.

Oliveira (1998) addresses the ideas of Vygotsky, who has always been concerned with learning embedded in the sociohistorical development of the person as a process that presents different phases that are interconnected with each other. Regardless of the stage

in which they are, the human being lives with various groups of people who, at all times, contribute to building their self-esteem.

In an attempt to change pedagogical practices, some organizations begin to invest in manager training, looking for theoretical references that help the performance of employees in the teaching-learning process, based on affectivity as a rescue of self-esteem, seeking to mitigate difficulties. learning and interpersonal relationships found by the organization's employees.

The role of the organization in the formation of self-esteem.

The role of companies, as a relationship between the manager and the employee, is of utmost importance so that the formation of self-esteem is guided by security, the autonomy of ideas, the concepts that the employee has of himself/herself and that they contribute to school performance and your life as a whole.

The issue of affectivity and self-esteem is a worldwide concern. All segments of society have these approaches in their discourses and look for practices that can coincide with what they really believe. Affection in dealing with people is a presupposition of what the authors call the rescue of human values forgotten by us who are involved in the hustle and bustle of everyday life.

Believing this, Antunes (1996, p.56) affirms that this relationship should be based on affection and sincerity, because:

If a teacher teaches a class and thinks that it will not learn, then it is correct and this class will have enormous difficulties. If, instead, you believe in class performance, you will make a change, because the human brain is very sensitive to this expectation about performance (Antunes, 1996, p. 56).

As you can see, school, family or any other organization are integral and fundamental parts of a society, and this quest cannot ignore it. However, it appropriates the thoughts of theorists such as Wallon, Piaget and Vygotsky, to base their pedagogical actions and transform the relationships in these organizations in a richer moment in the teaching-learning process.

Such knowledge loses its validity when managers and technicians are not committed to changes in their traditional ideas or attitudes, leading to stale practices that only explore the capabilities of employees, without taking affectivity into account in the teaching-learning process.

More than a job, role, or service, people often turn to companies as a means of seeking answers that clarify their true role in society.

In this sense, emotion will be understood depending on the activation or reduction of affectivity, however, self-control is not a skill that develops "naturally" given the temporary maturation of the human being. They all need specific learning, because a relationship is something that is built day by day, in understanding oneself and the other.

Therefore, it is necessary to be careful with the words chosen for communication, taking into account the tone of voice that must be firm and not accusative, and language patterns that promote self-evaluation and self-control by the own person, making that she/he learns to love herself/himself, knowing her/his limits asking for help when necessary.

Teaching and learning is the establishment of a cause and effect relationship, it is the product of the exchange of information and personal experiences between the learner and the teacher. In this exchange, no one is unscathed and the results will be remarkable and special, insofar as the commitment, responsibility and mutual influences of those who teach learning and those who learn through education are marked and special.

In this relationship, the educator-student manager establishes an emotional bond that is a great facilitator in the teaching-learning process, because by creating a strong emotional bond, the collaborator will not feel alone, thus facilitating their learning. Certainly, the atmosphere created will be one of pleasure, welcome, joy, company, that is, the content will be presented pleasantly, difficulties will be perceived and received as part of the process, helping to overcome difficulties.

Motivation in the teaching-learning process.

In the cognitive emotional process, in addition to the formation of self-concept and the elevation of self-esteem, a greater commitment on the part of managers with motivation is necessary. This statement is based on the assumption that learning is personal, as it is the result of construction and past experiences that influence future learning by solving existing difficulties or that may arise.

In this way, learning from a cognitive perspective is like a personal construction resulting from an experimental process, internal to the person and manifested through a change in behavior.

When learning, the subject adds to the knowledge that he/she has new knowledge, making connections with those that already exist. And during your educational journey you have the possibility of acquiring a clear, stable and properly organized cognitive structure, with the advantage of being able to somehow consolidate new, complementary and related knowledge.

The main objective of education is to bring the student to a certain initial level to reach a certain final level. If you can get the student to move from one level to another, then you have registered a learning process.

It is up to educators to provide interaction situations that awaken in students the motivation to interact with the object of knowledge, with their colleagues and with the teachers themselves.

Because, even if learning takes place in the intimacy of the subject, the process of building knowledge takes place in the diversity and quality of their interactions. For this reason, the educational action of the school must provide the student with opportunities to be induced to an intentional effort, with the objective of obtaining expected and understood results.

It can be said that learning occurs through a cognitive process imbued with affectivity, relationship and motivation. Therefore, to learn it is essential to "be able" to do it, which refers to the necessary skills, knowledge, strategies and abilities, for that it is necessary to "want" to do it, to have sufficient disposition, intention and motivation.

To have good productivity results, employees must put as much disposition as skill, leading to the need to integrate cognitive and motivational aspects.

Motivation is a process that takes place within the topic, however, it is closely related to the exchange relationships that it establishes with the environment, mainly with

its managers and colleagues. In corporate situations, interest is essential for the student to have reasons to act to appropriate knowledge.

Bock (1999) points out that motivation remains a complex issue for psychology and, in particular, for theories of learning and teaching. Motivation is a factor that must be considered in the context of education, science and technology, and is of great importance in the analysis of the educational process. Motivation is presented as the dynamic aspect of the action: it is what drives the subject to act, that is, what drives him/her to initiate an action, guide him/her according to certain objectives, decide his/her search and its end.

According to the author, motivation is, therefore, the process that mobilizes the organism for action, based on an established relationship between the environment, the need and the object of satisfaction. This means that, based on motivation, there is always an organism that presents a need, a desire, an intention, an interest, a will or a predisposition to act. Motivation also includes the environment that stimulates the body and offers the object of satisfaction. And finally, motivation includes the object that appears as the possibility of satisfying the need.

One of the great virtues of motivation is to improve attention and concentration, in this perspective it can be said that motivation is the force that moves the subject to perform activities.

When motivated, the individual wants to do something and can maintain the effort necessary for the time necessary to achieve the proposed objective.

Finally, the manager must discover and model strategies, resources within the cognitive emotional and affective process so that the employee wants to learn, providing stimuli so that he feels motivated to learn.

By encouraging him, the manager always challenges him. For him, learning is also motivation, where the reasons provoke interest in what will be learned.

It is essential that the employee wants to master some competition. The desire for achievement is motivation in itself, so the manager should always provide the employee with knowledge of their progress, capturing the employee's attention and solving learning difficulties.

Methodology

The methodology used is bibliographic research, with a survey of works available in print and digital media. The approach is qualitative.

Bibliographic research is that carried out on the basis of material published in books, magazines, newspapers, electronic networks, that is, material accessible to the general public. Bibliographic research has eight phases: choice of topic; elaboration of the work plan; ID; location, compilation; archive; analysis and interpretation; and writing. Its main advantage in relation to other types of research is that it allows the researcher to cover a greater extent of phenomena than those that could be investigated directly.

In research with a qualitative approach, the existence of a dynamic relationship between the subject and the real world is considered, which cannot be expressed in number. The natural environment is the direct source for data collection and the

researcher is the key instrument. The process and its meaning are the main focus of the approach.

Psychopedagogical intervention in learning difficulties.

The educational psychologist is the professional who helps identify and solve problems in the learning process. Is trained to deal with different learning difficulties

In this sense, learning difficulties can cause social problems, which lead to marginalization and social exclusion. When learning problems are identified, a new look at school and family institutions is necessary.

The psycho-pedagogue has specific scientific knowledge derived from the articulation of various areas involved in learning processes and pathways. By intervening in learning problems, your goal is to solve them and focus on the individual and their socialization in the environment around them. Whether school, social, emotional or professional.

When the diagnosis and psychopedagogical intervention is carried out, it is an attitude that can be carried out through methods, instruments and specific techniques of Psychopedagogy, with issues related to prevention that are relevant. It is essential for the educational psychologist's work to participate in scientific research and studies related to learning problems and processes, since it is from these approaches that learning considerations can be achieved.

The educational psychologist needs to observe the individual as a whole: broad motor coordination, sensorimotor aspect, lateral dominance, rhythmic development, fine motor development, creativity, evolution of design and design, spatial and visual-motor perception, orientation and spatial-temporal relationship, acquisition and articulation of sounds, acquisition of new words, elaboration and mental organization, attention and coordination, as well as expressions, acquisition of concepts and, even, development of logical-mathematical reasoning.

Because it is through observation that you will understand the learning process according to the Vygotskian approach, based on the assumption that there are several reasons that determine the success or failure of a child in school. Within this approach, psychopedagogical practice is understood as the knowledge of learning processes in their most diverse aspects: cognitive, emotional or corporal.

Based on this assumption, psychopedagogical work is inserted in the teaching-learning process, acting mainly with professionals involved in school institutions in a preventive way, detecting moments of difficulties and anticipating problems that would be a reason for future treatment in educational life of the students, as well as interacting with the school organization chart when the learning difficulties problems are already installed, working on the diagnosis.

The specificity of psychopedagogical treatment consists in the fact that there is an objective to be achieved, the elimination of symptoms. Therefore, the psycho-pedagogue / student relationship is measured by well-defined activities aimed at solving the harmful effects of symptoms.

Starting from the idea that we are endowed with the ability to learn, the professional in the psycho-pedagogical area will have to find among the various educational theories the one that best suits each diagnosed case. One cannot speak of

learning without, therefore, considering all the relevant aspects in the life of this subject who is related and exchanged, from the creation of links.

In this sense, it is up to the education professional to provide their students with opportunities for knowledge to make life happen.

Since knowledge will never be taken for granted, the role of the educational psychologist will have a wide area of expertise, making his students discover the best way to recognize and develop their intellectual abilities.

Therefore, it is not just the role of school teaching to illustrate the mission of educating/teaching. Nor can it be seen in isolation from society, since the educational system, whether public or private, always reflects the society in which it is inserted. It is necessary to work together to facilitate educational and social exclusion.

In this way, the main focus on teaching starts from the principle of various aspects involved, such as: aptitudes, personal qualities, culture, communication, in short, the valuation of the knowledge that the student already has and, from his world view, Development of a pedagogical practice that encourages thought, creation, dialogue and active participation in the construction of new knowledge.

Discussion and Results.

Learning is an extremely complex phenomenon, involving cognitive, emotional, organic, psychosocial and cultural aspects. Learning results from the development of skills and knowledge, as well as the transfer of these to new situations.

In this perspective, all these aspects are intrinsically linked to learning. Emotional cognitive processes significantly influence the way in which humans resolve moral conflicts. The organization of thought prevails over feeling, and feeling also shapes the way of thinking.

By highlighting the autonomous moral capacity to resolve daily conflicts, we seek to think of a company/organization that works in the emotional state of all professionals in a positive way, based on trust, respect, internal satisfaction, to efficiently perform your role.

Conclusions

Businesses and governments must work together to help human beings develop all their parts, to be free to learn and create. Only respect for her total originality allows the individual to develop her own individual capacity.

It is important to note that human psychic functioning is not only made up of cognitive aspects, but feelings and emotions also shape thinking.

Finally, educating also means worrying about the construction and organization of the affective dimension of people, after all, the company, to fulfill its function, must be a place of life and, above all, of success and personal fulfillment for managers and employees. The experience between the two promotes being, reduces anxiety, facilitates

life's successes, leading them to overcome the challenges of learning difficulties with affection, motivation, self-esteem, education will achieve significant learning.

Man through memory can imagine future situations and form other images. Thus, the action of creating and imagining new situations according to Vygotsky (1989) is in the fact of the non-adaptation of the being, that is, of not being accommodated and conformed to a situation, thus seeking, through imagination and fantasy, a balance, in addition to building something new.

In this sense, according to Vygotsky (1989), the activity of creating is an exclusive manifestation of the human being, since only he has the ability to do something new from what already exists. It is under this assumption that psycho-pedagogical work is carried out by discovering in the student his abilities and skills, developing activities that help him to order and coordinate his ideas and intellectual manifestations.

It is within this Vygotskian perspective, which provides subsidies for a practice based on the construction of the individual as a person, it is essential that he insert himself in a certain cultural environment, which can be formed from his family group, as well as from school, religion, sports, folkloric manifestations, etc., because it is this group that provides instruments that will allow their intellectual maturity.

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