

## TEACHING WITH ADOLESCENTS UNDER THE TEACHER'S PERSPECTIVE: HISTORICAL-CULTURAL APPROACH<sup>1</sup>

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**ABSTRACT.** Considering the teaching-learning-development unit in the light of the historical-cultural approach, this work aimed to investigate how the teacher's understanding of the psychological characteristics of adolescent students influences their pedagogical practice. The methodological procedures used were a questionnaire with general data about the teachers, followed by semi-structured interviews with teachers from a public school in Minas Gerais. The teachers' understandings on the psychological characteristics of adolescent students and their influence on pedagogical practice were grouped into three dimensions: Communication systems, Study activity and Personal identity. The study points out that the main demands of adolescent students can be observed and taken as an important part of teaching planning, development and evaluation of pedagogical practices, so that teaching effectively promotes human development. In this sense, the organization of the classroom collective is considered major role, taking into account the impacts of this in the formation of the student's personality, whose intensive process of formation of personal identity makes him/her extremely sensitive to social opinions. We hope that the systematizations carried out in the present study contribute to the production of theoretical subsidies on the relationship between teaching and the development of adolescents, in the Historical-Cultural approach.

**Keywords:** Adolescence; teaching; human development.

## A DOCÊNCIA COM ADOLESCENTES SOB O OLHAR DO PROFESSOR: ENFOQUE HISTÓRICO-CULTURAL

**RESUMO.** Considerando a unidade ensino-aprendizagem-desenvolvimento à luz do enfoque histórico-cultural, este trabalho teve como objetivo investigar de que modo a compreensão do professor sobre as características psicológicas dos alunos adolescentes influencia sua prática pedagógica. Os procedimentos metodológicos utilizados foram um questionário com dados gerais sobre os professores, seguido da realização de entrevistas semidirigidas com docentes de uma escola pública de Minas Gerais. As compreensões dos professores sobre as características psicológicas dos alunos adolescentes e sua influência na prática pedagógica foram agrupadas em três dimensões: Sistemas de comunicação, Atividade de estudo e Identidade pessoal. O estudo aponta que as principais demandas de alunos adolescentes podem ser observadas e tomadas como parte importante do planejamento docente, do desenvolvimento e da avaliação das práticas pedagógicas, de forma que o ensino efetivamente promova o desenvolvimento humano. Nesse sentido, torna-se fundamental a organização do coletivo da sala de aula, tendo em vista os impactos deste na formação da personalidade do aluno, cujo processo intensivo de formação da identidade pessoal o torna extremamente sensível às opiniões sociais. Esperamos que as sistematizações realizadas no presente estudo contribuam para a produção de subsídios teóricos sobre as relações entre ensino e desenvolvimento de adolescentes, no Enfoque Histórico-Cultural.

**Palavras-chave:** Adolescência; ensino; desenvolvimento humano.

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## LA DOCENCIA CON ADOLESCENTES BAJO LA MIRADA DEL PROFESOR: ENFOQUE HISTÓRICO-CULTURAL

**RESUMEN.** Considerando la unidad enseñanza-aprendizaje-desarrollo a la luz del enfoque histórico-cultural, este trabajo tuvo como objetivo investigar de qué modo la comprensión del profesor sobre las características psicológicas de los alumnos adolescentes influye en su práctica pedagógica. Los procedimientos metodológicos utilizados fueron un cuestionario con datos generales sobre los profesores, seguido de la realización de entrevistas semidirigidas con docentes de una escuela pública de Minas Gerais. Las comprensiones de los profesores sobre las características psicológicas de los alumnos adolescentes y su influencia en la práctica pedagógica se agruparon en tres dimensiones: Sistemas de comunicación, Actividad de estudio e Identidad personal. El estudio apunta que las principales demandas de alumnos adolescentes pueden ser observadas y tomadas como parte importante de la planificación docente, del desarrollo y de la evaluación de las prácticas pedagógicas, de forma que la enseñanza efectivamente promueve el desarrollo humano. En este sentido, se vuelve fundamental la organización del colectivo del aula, teniendo en cuenta los impactos de éste en la formación de la personalidad del alumno, cuyo proceso intensivo de formación de la identidad personal lo hace extremadamente sensible a las opiniones sociales. En el marco del estudio, las sistematizaciones realizadas en el presente estudio contribuyen a la producción de subsidios teóricos sobre las relaciones entre enseñanza y desarrollo de adolescentes, en el enfoque Histórico-Cultural.

**Palabras-clave:** Adolescencia; de la enseñanza; desarrollo humano.

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### Introduction

The productions in School Psychology have given more emphasis to the educational process of children, especially in the First Cycle of Primary Education, with little focus on schooling in adolescence, which justifies the importance of intensifying studies on this theme (Cecchia, 2010). We agree with Cecchia (2006), who stresses the importance of considering the condition of adolescents without referring to the category of students, in an abstract way, an aspect also emphasized by Dayrell (2002), who analyzed academic productions on youth in the field of Education and showed the shortage of researches directed to the condition of being young of the students, so as not to restrict the condition of the student in a homogeneous or abstract way, paying attention to the specificities of the youth experience in the schooling process.

Until the eighteenth century, adolescence was not considered a phase of human development, confusing itself with childhood. It was the process of schooling and the gradual distance from the child in relation to the working world that gave recognition to this other stage of human development (Ariès, 1981). Since then, biological and individual factors have been associated with adolescence and it has been seen as a universal phenomenon. Nowadays, there are still predominant conceptions of naturalization about adolescence, that universalizing and pathologizes this period of human development, leading it to be considered as naturally conflictual, turbulent, difficult, full of crises and instabilities that are attributed to the adolescent psyche (Cecchia, 2006; Et al., 2014 não está nas referências).

In a bibliographical research, Alves and Leal (2015) investigated the conceptions of adolescence present in scientific articles in the area of Psychology and Education, they noted that most articles found (47%) conceive the adolescence in a naturalizing and universalizing perspective, as a transition to the adult world is full of crises, while only 29% consider it as a historical construction in which socio-historical conditions are its constituents.

The historical-cultural perspective has questioned the hegemonic view that restricts the concept of adolescence to a homogeneous or abstract category, since the historical and social constitution considers that "(...) representations, significations, attributes and roles socially linked to adolescents show variations in the same society throughout history, as well as between different conjunctures or social contexts" (Cecchia, 2006, 131). Under this approach, it is necessary to understand the singularities present in different adolescents, since there are different ways of experiencing the condition of being adolescent, varying according to social class, gender, ethnicity, and the socio-historical context in which adolescents are constituted.

We observe, daily, whether in informal conversations or even in media presentations, negative references in relation to adolescence. It is common to hear terms like "annoying", "difficult phase", "crisis",

among other expressions that contribute to reiterate some stigmas referring to adolescence. However, it is necessary to appreciate the relevance of this period, paying attention to the uniqueness of adolescence, without limiting it to a middle stage between childhood and adulthood, describing it as something missing, that is, making references to the which is no longer what it will still be (Cecchia, 2006).

The conceptions that dominate present-day society are present in adolescents' own discourse about themselves (Leal & Facci, 2014). Mascagna (2009), in a research based on interviews with adolescents, identified that the discourse of these is permeated by postmodern ideals, reflecting the dominant conceptions of the current society. The adolescents' own conception of adolescence is related to biologic model theories that justify behaviors like rebelliousness through explanations of hormonal character.

Such conceptions that naturalize adolescence may have very serious repercussions in society, for example, the fact that adolescence has been a focus of news in the media and of Law Projects, in which there is an interest on the part of segments of the society to modify The Statute of the Child and Adolescent (ECA), so that the age of criminal responsibility for crimes committed is reduced. Such movement is due, among other factors, to the indignation of many for the participation of adolescents in heinous crimes. In this sense, social accountability for the state of things is not considered, focusing the responsibility on the individual for social problems, without understanding the totality of the facts. Thus, criminal and violent behaviors become naturalized (Mascagna, 2009, Roman & Proença, 2014).

Although the conceptions of universalization and biological maturation still exert a strong influence in the understanding of human development processes, the totality of these processes is not limited to biological factors. Adolescence is a stage of human development that, like any other, has characteristics, peculiarities, psychological tendencies and regularities. However, in the Historical-Cultural approach, the social situation of development is a central theoretical construct to understand all the transformations that occur at this stage, since it concerns the great restructuring that operates in the subject's relations with his environment, through changes which he/she presents, above all, a qualitative character, resulting in new formations in the personality. In this sense, considering the teaching-learning-development unit, this study aimed to investigate how the teacher's understanding of the psychological characteristics of their students influences their pedagogical practice, in a historical-cultural perspective.

## Method

The historical-cultural approach, theoretical-methodological foundation from which we set out to carry out our studies, seeks to understand dialectically the relations between individual and society, highlighting the historical dimension of its constitution. It also starts from an essential premise, according to which "through others we are constituted" (Vigotski, 2000, p.24). The analysis of the constructed material was based on authors such as Vigotski (2006, 2000, 1995, 1935), Bozhovich (2003, 1976), Domínguez García (2007, 2003a, 2003b, 2003c), González Rey 1985, 1983) and Dragunova (1980), among others.

The research was carried out in a public school in Minas Gerais, which serves about 800 students in Early Childhood Education and Elementary Education and has a staff of 82 teachers. The methodological procedures used were a questionnaire with general data about the teachers, followed by semi-structured interviews with the teachers. The invitation to the participants of the research was made in the school, from the researcher's contact with the teachers. The questionnaire was used to establish a general database of teacher identification data, including gender, age, time and institution of training, years of teaching experience and subjects taught. The interviews were audiotaped, and they were consisted of questions that sought to investigate the adolescents teacher's understanding of the psychological characteristics of their students in teaching, encompassing the communication processes between themselves and with adults, the motivational dimension of the adolescents before the study and the main demands of these students. We seek to know how the teacher organizes his practice from such aspects. Finally, the questions dealt with initial and continuing education and we sought to investigate what themes, contents and other aspects that the teacher of adolescents considers important to know in order to contribute significantly in their pedagogical practice.

We interviewed, in the school itself, nine teachers, three being female and six male. According to the questionnaire data, we identified that five are between 31 and 40 years of age, three are between 41 and

50 years old and one of them is less than 30 years old. The contents taught are: Mathematics, History, Physical Education, Philosophy, Geography, Arts and Portuguese Language.

After transcribing the interviews, we carried out a careful and thorough reading of the transcripts, in light of the Historical-Cultural approach and the research objective, and highlighted some thematic axes, which were highlighted in the interviewees' reports. In this article, we made a clipping and highlight the axis: teachers' understanding of the psychological characteristics of adolescent students and their influence on pedagogical practice, which, in turn, was grouped into three dimensions: Communication systems, Study activity and Personal identity, analyzed in the following section.

## Results and discussion

The relations between teacher and adolescent in the perspective of that are permeated, among other aspects, by their understandings on the characteristics of the adolescents, by their conceptions of school, education, teaching role and world view. The way in which the teacher perceives adolescence implies certain ways of conducting the pedagogical process. In this sense, the teacher who understands adolescence as a stage of transition to adult life and perceives himself as a trainer of citizens, identifies in his work dimensions that exceed the teaching of conceptual elements of the discipline that he/she teaches, extending to a more which includes the affective and moral-evaluative dimension in the formation of students.

We have identified that teachers' perceptions about the relationships between them and their students vary greatly, influencing the approach that outlines their practices. Thus, *The teachers' understandings on the psychological characteristics of adolescent students and their influence on pedagogical practice* were grouped into three dimensions: Communication systems, Study activity and Personal identity.

In "Communication Systems" we present teachers' understandings about the relational aspects of teaching with adolescents, as factors that stand out in the relationship between teacher and adolescent and in the relationships among the adolescents themselves, influencing the pedagogical practice. In "Study activity", we reported on the understanding of the psychological characteristics of the adolescent student presented during the study activity and its practical implications, especially in the classroom and in the dimension "Personal identity or self-understanding", we list the teachers' understandings to the process of formation of the Personal identity of the adolescent that focuses on the teaching-learning context, provoking the need for changes in pedagogical practices. We emphasize that, despite having opted for the grouping of themes in our process of data analysis and construction, the mentioned dimensions are all interconnected, making connections with each other.

### The Communication systems: interpersonal relationships as a highlight in teaching

*The communication systems* are configured in the most outstanding dimension by the teachers in their pedagogical practice, making great impact in their professional performance the interpersonal relations, especially in relation to the *teacher-student relationship*. This aspect points to the need for professional preparation to deal with the nuances that the relational characteristics of adolescents confer on the teaching-learning process. We would say that these relationships also require certain personal dispositions of the teacher, as an opening for dialogue and dynamicity to modify their practices from the student demands.

Ibarra (2007) points out that, in the process of communication between teacher and student, the teacher's perception about the personal characteristics of students condition the effect of expectations on their behavior, often generating the fulfillment of self-fulfilling prophecies. Thus, when teachers' expectations communicate with their behavior, they take direct action on more dependent students. The author also points out the existence of manifestations of "halo effect", which occur through the attribution of characteristics from the perception of certain qualities, in the teacher-student interaction. "Thus, the student who is perceived with ease of expression by the teacher is valued as more capable and extrapolates that impression to other spheres" (Ibarra, 2007, p.17).

In general, teachers value dialogue in relationships with adolescents and point out the need to promote more listening and knowledge of the other in these relationships. They perceive the importance of the teacher establishing close relations with his students and, in this sense, there are reports that demonstrate the movement of some teachers to understand the universe of adolescents and even to share this world.

The importance of the affective bonds in the teacher-student relationship is highlighted in the interviewees' reports and, in this approach, some teachers point to the value of listening and welcoming adolescents in their anxieties, doubts and questions. In the search to establish good links with the students, the need to understand the evolutionary moment by which the adolescent passes, as well as to approach the youth culture perceived in their social context is mentioned.

The relations between the teacher and the adolescent student also go through the problem of the exercise of authority, the imposition of limits and the mediation of conflicts. In this sense, the existence of a tenuous line between being authoritarian and having authority in the classroom is highlighted, as well as the importance of transforming conflict situations into learning situations, with the understanding that conflicts are part of adolescence - and life. In addition, establishing limits, elaborating and reflecting on the rules of coexistence and ongoing dialogue are indicated as fundamental procedures in building good relationships in the classroom. Finally, the teachers emphasize the importance of collaboration processes in the establishment of relationships with adolescents, which demands the use of postures and pedagogical resources capable of involving the student, co-responsible in the teaching-learning process.

In general, the teachers' reports emphasize the importance of looking at the relationship among the students themselves, in the formation of the classroom collective, corroborating notes by authors such as Bozhovich (2003), Dragunova (1980) and Domínguez García (2007), according to which it is an essential part of the teaching function to organize the classroom collective so that students benefit in the relations established between them.

According to Bozhovich (2003), the opinions and values of his/ her colleagues are very important to the adolescent, and any observation or dislike expressed requires him/her to think about the causes of this and to turn his/her attention to himself/herself, helping him/her to see and understand their own shortcomings. Thus there is the development of a type of orientation directed to the demands of the companions, indispensable for the relations with each other and in this case, the main reason for the relations between them do not go well is the self-valorization of the adolescent, impermeable to the critic and the demands of colleagues.

In this sense, a new system of requirements and new criteria of evaluation in adolescence arises, whose moral requirements are higher. It is emphasized that, while the young child had his emotional well-being determined essentially by the attitude of the adults, in adolescence this well-being is determined mainly by the attitude and opinion of his/her colleagues (Bozhovich, 2003).

Thus, the teaching interventions in the class collective, such as the teacher's help in situations of conflict among students, the realization of group dynamics to increase the relationships of trust among adolescents, the use of recreational resources and the qualities appreciation of each student in the group are practices directly related to teachers' understanding of relational characteristics of adolescents in the classroom, such as the great susceptibility to criticism and the need for social approval of the adolescent.

We found that in this study many references were made to the psychological characteristics of adolescents in the context of their relationships, pointing out their relational difficulties and the suffering of many students arising from their acceptance needs in the group, in the classroom collective. However, few practices have been quoted from such observations, which may indicate a difficulty for teachers in managing the collective, which requires a greater investment in teacher training that embraces group theories associated with the psychological development of adolescents in the school context.

### **When interest decreases: study activity in teachers' view**

We call the study activity the processes related to the student's actions in the appropriation of knowledge, which encompasses the affective and cognitive dimensions, in the dialectical base. In the reports of the participants of this research, we consider all their understandings about the psychological aspects that are more directly related to the study as a fundamental activity in the life of the adolescent,

especially in the school context. The teachers' statements point to their role in shaping the students' motivation to study. However, they also highlight the role of family and society, in general, in the formation of such motivation. Some teachers pointed out that many students do not value the study because they did not have relevant social experiences that would lead them to assign meaning to the study and, in this perspective, they point out that family and society often have not fulfilled their role in the formation of the motivation to study.

According to teachers' understanding, in adolescence there is a general decrease in students' interest in the study and this seems to be related to the direction of their interest in other aspects of life, such as social networks, which is in line with what Domínguez García (2007), according to which adolescents choose and develop various activities in their free time, and some of these may be highly motivating for them, in detriment of those linked to the school.

In this sense, we agree with Mészáros (2005) when he affirms that, as it has been constituted, education legitimates certain values responsible for the internalization of positions given to individuals in the social hierarchy, providing the necessary knowledge and labor force for the expanding market. Such an approach highlights the ideological aspects present in the educational structure, taking education as an element that is generally used to maintain the prospects of a commercialized society and not a society whose study practice, which leads to knowledge, is capable of generating freedom and autonomy of the subjects.

Added to other factors, we consider that such ideological effects can also generate students' lack of interest in studies, which affects the classroom by their unwillingness to perform some tasks proposed by the teacher or even to seek the meaning of what is proposed for. Nonetheless, understanding students' lack of interest in studies leads teachers to seek out procedures and pedagogical resources that spark their interests, such as activities based on student input and topics they consider relevant. In addition, the teaching reports express the interest of the school to expand its role as a fundamental formative space in society, adding new elements, constructing and deconstructing practices. Somehow, these teachers seem to feel a little trapped in the walls of this current school model and, therefore, point to the existence of difficulties that require structural, spatial, relational, organizational and systemic changes.

### **Who we are and who I am: the impact of the formation of Personal Identity in the classroom**

There are indicators of teacher understanding about the formation of the Personal Identity of the adolescent, since the teachers perceive significant relationships between some psychological characteristics presented by the students and the formation of their identity, which end up focusing on the teaching-learning context, provoking the need for changes in pedagogical practices that meet the demands of this process.

As a teacher reports, adolescents demand a lot from the teacher because they are in a phase of greater disorganization in all or in various senses of life, such as the emotional disorganization that is directly related to the process of knowing oneself, perceiving oneself in the world, "*Who I am, who I was, who I am becoming, and this reflects in the study.*" The teacher stresses the existence of processes in the subjectivity of the adolescent student that have implications in the classroom, such as the student's interest in focusing on vital issues, beyond the study, and this requires attitudes such as reception and appropriation of unpublished themes that erupt in the classroom, requesting attention and pedagogical unfolding during and after class.

Another teacher understands adolescence as a process in human development and positions itself as a mediator, as it implied in the direction of this development. Like other teachers, it identifies the personality of each student in the context of their development, since subjectivity appears in the daily school life, often demanding a care, a special look that is capable of accepting the singularity and identifying the potentialities of each one. While some teachers consider themselves able to act from the demands of their age, especially with regard to the affective-emotional aspects presented in the classroom, others express their difficulties in dealing with some situations and prefer to refer them to specialized professionals.

Some teachers have focused on their understandings more general aspects of adolescence, as expressed in the statement that adolescence is "*a time when the young person begins to manifest a*

certain rebelliousness, that critical sense, a certain cynicism. Also, it is a time when personality begins to establish itself. There is also the comprehension that the adolescent is in a period of transition and confusion that creates difficulties for the adult to approach and guide him. In this sense, one of the teachers says that the teenager is in the middle stage, *"he is not an adult and he is not a child, he wants to be an adult, he wants to be heard as an adult, but he has attitudes as children sometimes"*. These aspects pointed out by the teachers indicate that, although they work with large groups, in which they identify general characteristics about the adolescent being, there is also a look at the singularity of the student, in his condition of subject, with a unique and unrepeatable life history.

Although less intense compared to the other dimensions of this study, teachers direct their understandings to the *adolescent's personal identity*. In this sense, the fundamental aspect in teaching adolescents is the understanding of the human singularity, that is, of the personality that is in development and, as such, requires the teacher sensitivity to perceive the extent to which the general characteristics of adolescents affect the collective of the class and request a general management of the teacher in the classroom, appropriate to this stage of life, and at what moment specific demands are presented for the formation process of the personality of each student, requiring a more attentive look at such singularities.

## Final considerations

In this work, we highlight teacher understanding as a significant aspect in the development of the adolescent personality. Such understanding does not require the teacher only to have general knowledge about adolescence as an evolutionary stage, but requires the observation of the singularity of each student. In addition, multiple factors must be considered, such as social representations about adolescence, knowledge of the social situation of student development, laws governing human development, regularities and trends of each age along this development, understanding about the singularity of each adolescent, among other aspects raised in this work.

Among the various dimensions that constitute the social development situation, the relationship between teacher and student was highlighted in this study, since the teachers' understandings about the characteristics of adolescents were predominantly related to this aspect. It is important to emphasize that the social position of the adolescent, that is, the new role that he/she occupies in the groups of which he/she is the part of, is the basis for his new social development situation, which directly affects the classroom, since the adolescent student is especially sensitive to the relationships he/she establishes with his/her peers, demanding from the teacher a special care in the management of this collective.

One of the greatest challenges in the study of human psychological development is perhaps to perceive some regularities and tendencies of development and at the same time to recognize the particular expression of each subject, active in its constitution. Therefore, for adults who live with the adolescent, accompanying him/her in his/her process of change is a complex task, considering the need to understand the educational process in adolescence articulated to the development of the personality of the subject.

Therefore, the complexity of teaching with adolescents is unquestionable. According to Menezes (2004), work in this level of education, which specializes in specific content, comes from a degree course that is often focused on the contents of a particular subject and does not go deep into the pedagogical issues that Primary Education demands. Under this approach, as identified in interviews with teachers, most teachers did not have the opportunity to study human development in adolescence, nor did they systematically relate it to pedagogical practice. This reality is related to the importance of the content of Developmental Psychology and Educational Psychology in the undergraduate courses, a theme approached by the thesis of Checchia (2015) on the discipline Psychology of Education in undergraduate degrees.

We believe that the professional experience offers the teacher varied experiences that make his knowledge a solid referential that is gradually being redefined from the school life in the classroom. The teacher's look at his students does not bring a naive perspective, but full of meanings and meanings. They are looks that are found, because, when contemplating their students, teachers are also noticed and this exchange of looks and constant understandings also determines the way in which they will

develop their professional performance. This is the sense of the neologism "dodiscência" created by the master Paulo Freire (1996) to emphasize the dialectical relation of this unit.

The teacher comes across in the daily school life, with students who demand forms of action very peculiar to the stage in which they are, demanding certain knowledge and skills that go beyond the content domain and point to the importance of knowing how to conduct interpersonal relations, considering the psychological characteristics of this public. We reiterate that for the teacher, the organization of the classroom collective is fundamental, taking into account the impacts of this in the formation of the student's personality, whose process of personal identity makes him/her extremely sensitive to social opinions.

All the factors mentioned in this study are part of a complex set of aspects, in which the teacher understands and produces his / her daily practice. Thus, we recognize the importance of the knowledge accumulated by teachers throughout their professional trajectory so that they could be shared collectively without losing sight of the dynamics of the teaching process. However, we emphasize the importance of continuing education to help teachers understand their daily lives at school, based on theoretical knowledge, through which they can develop new ways of thinking and doing their professional work. In this perspective, the field of School and Educational Psychology can provide an important and fruitful partnership, based on the theoretical-practical elements already elaborated in the last decades (Souza, Silva & Yamamoto, 2014; Lopes, 2016).

The axis of communication systems was the most mentioned in teaching with adolescents, which reaches the main change in the social situation that occurs in adolescence: the change in the system of relationships. This finding is in line with studies by Menezes (2004), who emphasized the importance of availability and listening in the work of teachers of adolescents, since these demand a lot of such attitude from the teacher. The author noted that their teaching goes beyond teaching a discipline, since it also develops values, trust and affection with students.

We perceive that the main demands of adolescent students should be observed and taken as an important part of teaching planning, development and evaluation of pedagogical practices. Thus, our findings indicate that for the teacher of adolescents to promote development, it is important to include communication systems as a foundation in the development of their methodologies. We argue that knowledge about adolescence and the relationship between teaching and development can significantly contribute to teaching adolescents better able to promote human development.

Teaching is not limited to the knowledge of content and technical-methodological competence, but it assumes the teacher's sensitivity towards the subjects of learning, subjects who live stages of life whose conditions and needs that shouldn't be ignored, under the risk of not having a truly transformative learning. Thus, we believe that this work may constitute postulates for a Developmental Teaching, when valuing the adolescence-teaching unit in the teaching-learning process with adolescents.

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