


SOCIAL PSYCHOLOGY IN HUMANIZED EDUCATION <https://doi.org/10.56238/sevened2025.018-042>**Dulcylene Barros de Assunção¹ and Rose Cléia Maria Barros Mendes²****ABSTRACT**

A model and observation are not enough for the behavior to be practiced; The model should be relevant and of interest to the person who is modeling. This occurs due to the ability to perceive our behaviors in others, for this it is necessary to verify: attention, memory, reproduction and motivation; according to Bandura's modeling for learning.

It is a fact that the corporate can influence us more or less according to the basic foundation made by the first nucleus: family; before the arrival of the coexistence of school, church, club and so on with the other groups that we can be part of throughout life. However, depending on how the base was built, all the others may enhance the abilities more than weaken them with some harmful or permissive behavior.

Keywords: Social psychology. Humanized education. Social bullying.

¹Master's student in Strategic Management with Specialization in Information Technologies - European University of the Atlantic

Specialist in Digital Forensics from Faculdade Impacta

Specialist in Cyber Threat Intelligence from the Daryus Institute of Higher Education Paulista Specialist in Computer Networks from the Federal University of Pará (UFPA)

Bachelor's student in Psychology (Estácio de Sá University)

Specializing in Neuroscience of Human Development: Neurofunctional, Cognitive, Emotional and Behavioral Aspects, from Childhood to Aging (CBI of Miami) Certified in EXIN Security Foundation based on ISO/IEC 27001

EXIN Privacy and Data Protection Foundation Certified

Certified EXIN Privacy and Data Protection Practitioner

Certified EXIN Data Protection Officer

Systems Analyst at Banco do Estado do Pará (PA)

Experience in the area of systems coordination, IT project manager, digital forensics, information security management and cybersecurity

Email: dulcylene@gmail.com

Orcid: <https://orcid.org/0000-0002-1821-2170>

² Doctorate student in Doctorate in Education - Universidad Internacional Iberoamericana (UNINI - MX)

Master in International Mastery in Coaching and in Child and Youth Emotional Intelligence - Esneca Business School

Master's Degree in International Master's Degree in Pedagogy and Clinical Psychopedagogy - Esneca Business School

Specialist in Clinical Psychopedagogy from Faculdade Integrada Brasil Amazônia (FIBRA) Specialist in ABA for Autism and Intellectual Disability

Specialist in Psychopedagogy Based on Applied Behavior Analysis - ABA Full Degree in Pedagogy from Universidade Paulista (UNIP); Bachelor's student in Psychology (Estácio de Sá University)

Specializing in Neuroscience of Human Development: Neurofunctional, Cognitive, Emotional, and Behavioral Aspects, from Childhood to Aging (CBI of Miami)

Literacy Pará Trainer at the State Department of Education (PA)

Experience in the area of Education, with emphasis on Education in Elementary School I and Clinical Psychopedagogy

Email: cleinhabm@gmail.com

Lattes: <http://lattes.cnpq.br/7307426784037701>



INTRODUCTION

Although clinical psychology is an area that deals with mental health and intervenes in the prevention, intervention and treatment of pathologies, in this present; However, it is necessary to look at social psychology as a study of patterns, signs, behaviors and conceptions of the societal.

For this bibliographic study that addresses social psychology in education, the learner must be taken into account in his universality, however, when studying the child being, it is necessary to keep in mind his totality of being that can resolve his total situation. (Corman, 1974)

The process of assimilation and accommodation to the individual's cognitive process is verified, influenced by his development milestones of his uniqueness, it is likely that depending on the person's awareness of his emotion/feeling and his cognitive, he does not perceive the decision-making or the reasons themselves in a chain of what is happening to him.

Covering the field of education for social psychology, it is necessary to consider the school community and its nuances, because among its relationships there is not only room for the student/educator or even between the students themselves and/or the technical staff. By being a participant in a school environment, one initially carries with them all the singularity from the previous one of the mother's womb, as well as the family configuration beyond the educators.

The phenomenological analysis and reflection of this work is also about how much the educator's view of the learner makes a huge difference not only in pedagogical learning, but also in social, emotional and psychological terms as Mendes says:

Regardless of the method adopted, the teacher/advisor must take care of and cultivate by offering an environment conducive to the interests and needs of the student so that learning occurs, valuing each new knowledge both culturally brought and acquired, in this way each new discovery and learning is valued, aiming to understand a little of the trajectory of the student for this teaching modality in order to guide him so that he knows how to act correctly and coherently to the those who present themselves in relation to learning that influences their school development. (2022)

SOCIAL PSYCHOLOGY

Psychology established as a science since 1942 by Wundt (BOCK, 2001) and which plays a fundamental role in the reestablishment of individual or group mental health, whether in moments of crisis or not, in a preventive, diagnostic and curative way (CFP, 2007).



According to Corga (1998, p.70), social psychology consists of:

[...] a set of foundations, convictions and expressions that compose and dynamize a culture. This set is recognized by a community, such as what their marks, as well as the characteristics belonging to this group, and that, therefore, it differentiates it from the others

In accordance with the societal designation of subjectivity, a group, taking into account the psyche and collective, must be observed in detail so that a psychological portrait is made as close as possible, within the characterological type and psychopathological problem.

Ferreira (2010) highlights two modalities within Social Psychology: Social Psychological Psychology (seeks to explain the feelings, thoughts and behaviors of the individual in the real presence or not of people), and Social Sociological Psychology, focuses on the social experience that the individual acquires through his participation in the social groups he lives with.

In this context, the development of Social Psychology in our country has undergone major transformations, which is a [...] set of historical determinations, which culminated in the organization of ideas that grounded and enabled its scientific and systematic study, in addition to its unfolding to the present day (Gonçalves; Yamamoto, 2015, p.04)

Corroborating the above-mentioned thought about Social Psychological Psychology is essential within Bandura's theory, which states that observation allows people to serve as models for others about behavior. (Borges-Andrade, 1981). Still in this questioning, the social influence through the affection that one has over a certain person, becomes a significant model within the maturation of the individual's subjectivity, regardless of whether the paradigm of behavior is pernicious or benign.

HISTORY x EDUCATION

It should be noted that the history of education has not always been limited to a delimited physical environment "school" and standardized as we currently know it, since initially learning was passed on at home and in an "informal" way. In some countries, learning outside the school environment is legal and depends on the validation of the student's legal guardian.

In addition to the interaction with the school for education issues, there is also a Social Assistance Reference Center (CRAS), Psychosocial Care Center (CAPS) and teaching inside a detention house. CRAS/CAPS users may or may not have had a long history of psychiatric hospitalizations, as well as they may have already been treated in

other health services or may have been referred from the nearby school community, while CAPs users may be sent to SEA for specialized educational care, the opposite also occurs.

According to article 1 of Law 13,935 (Brasil, 2019) it provides for the obligation of "psychology and social work services to meet the needs and priorities defined by education policies, through multiprofessional teams" in public schools.

Therefore, the school psychologist can even help the school community in psychopathological problems with training for students, educators, specific lectures on conflicts that are in need or awareness of atypical students, etc. Remembering that the multidisciplinary interaction of the school community would be as follows: seed (student), sower (responsible who guides), harvest (student), psychologist (threshing); but only gathered in favor of the difference in the life of the student that he will pass through his relationship with the State, by increasing the hope of change, improvement solidified in his own knowledge, the result of his effort.

SOCIAL PSYCHOLOGY IN EDUCATION

Psychology and Social Work in school contribute to the development of strategies that ensure quality learning for all students, in a plural and inclusive perspective, considering their differences, inequalities and difficulties. (CFP, 2021)

The main need is the integration between Social Psychological Psychology and Social Sociological Psychology in the school environment so that dysfunctions in dealing with it are not conceived, which instead generate knowledge, whether in the child, young or elderly, in the role of the student. Since the teacher/student relationship is no longer as Rodrigues, Santos and Cavalcanti demonstrate:

[...] When thinking about the relationships between teacher and student, most of them have horizontal relationships, in which the teacher is the holder of all knowledge and the student, considered a tabula rasa. This view is still found in many educational institutions that have traditional pedagogical practices (2020)

Synergy has always been significant, especially in the school field, so that it influences the emotional and leaves marks in forms of permanent memories. After all, who doesn't remember that teacher, whether from kindergarten or elementary school, who made the student like the subject? It is through psychological social psychology when the individual is able to experience a feeling of connection, security and closeness in relation to others or to himself, in addition it is important to ratify the need as Mendes approaches:

[...] that it is up to multidisciplinary education professionals to investigate, monitor and diagnose the difficulties of students so that there is a better development of them through a different look of knowledge and construction of new knowledge that

will help them in their intellectual and social development as well as professionally throughout their life history and training. (2022)

The contribution to train all professions, as is widely disseminated in common sense annually on Teachers' Day, it is also necessary that teaching is not only in pedagogical standard to create dehumanized professionals with patterns of children with dysfunctions. After all, within a school/university, the emotional is raised or slaughtered, so it is essential that also within the field of education, professionals do not generate trauma or bully students.

Thus, education professionals are also lacking in training or training for a delicate look to identify the subjectivity of their students, especially the atypical ones, so they need to strive to look differently to be able to capture the different nuances of each being, taking into account their maturation process, their human development and their stages as well as their emotions/feelings. A typical case is "like stars on earth" in which the student in the standard student/teacher relationship, dyslexic student was the one who did not learn and was "labeled" as a donkey as well as being misunderstood by the family.

Let me in without scolding me
Let me in, I have a question
Let me in without scolding me
There are more, so many others
So many others like me? (Shankar-Ehsaan-Loy *apud* Mendes, 2022, p. 74)

The theme song of the film demonstrates how a dyslexic child feels and his significant change when he is treated differently by a teacher who understands him in his "gift of dyslexia", this influences not only the student, but also his entire school community, that is, his other classmates, his parents, his older brother, his other teachers, other students. Therefore, in line with Mendes, the professional in education has an integrative social task:

to trace routes that concern in the areas of knowledge discoveries, of new knowledge from strategies that broaden the vision both in the scientific and in the individual, producing concerns that make us reflect in relation to a way of thinking and acting through new experiences that are proposed during the professional journey in the vision of society and the school in its educational task of integration, strengthening the understanding of the social insertion of individuals as citizens participating in the society in which they are inserted. (2022, p. 74)

In agreement with Bandura *apud* Borges-Andrade there are four steps to an archetype in the modeling process in his theory:

- Attention: the attention of the modeler or learner must be focused on the model, otherwise learning will be interrupted.
- Memory: the individual must retain what he observed and then execute it.

- Reproduction: the behavior is initiated and the person must be able to imitate it, not necessarily the same, but must perform it.
- Motivation: in this part it is necessary to know what led the person to perform the behavior. What do you want to achieve with imitation? Maybe you want to get to the same state as your model. (1981)

In the family nucleus, it is expressly noticeable how the behavioral influence stands out in the articulation of a certain subject for children's teaching, this pattern is also exposed in the school community.

According to this theory, the societal improves or degrades learning as well as the evolution of its cognitive abilities when the human being imitates a model, which is why it is so necessary to generate benign patterns when there is a learning of fairness, right, ethics, morals or implement adjustments when harmful patterns are found, such as bullying, whether from teachers or students.

Nota SAEB - 2021			IDEB 2021 (N x P)
Matemática	Língua Portuguesa	Nota Média Padronizada (N)	
▼	▼	▼	▼
203,69	196,02	5,42	4,5

Source: MEC/Inep

The effectiveness of the teaching that the students retain is totally different, if we take as a basis that in three years there was a change in the Basic Education Development Index (Ideb) of 2021 from 4.5 to 5.6 in 2023, at the Professora Leonor Nogueira State School in Belém-Pa, mainly due to the distinction and transformation that the technical staff, as a whole, who cares, coexists, develops, explains and teaches in a differentiated way, really looking at the student with a different look that makes them not only treat their atypical colleagues, who are around 30%, with the same type of look in which it is poured out to them. Thus, corroborating the aforementioned theory, there is an improvement in the cognitive that generates this distinction in learning, which constitutes for future generations the fruits of these principles.

FINAL CONSIDERATIONS

It is legitimate to understand that the uniqueness of the person in its particularities and that one must have a different look to be able to capture the different nuances of each being. Each person is distinct and unique, as are their advisees, whether they are educators, school psychologists, parents or guardians; and influence maturation as a human being in their individuality.

All these are factors for the construction of the human being and the person himself, how he situates himself in society, understands himself (understands) and how he deals with the world and its dimensions. That is, your individual being, your behavior, your life, from your essence and from living with the other. However, according to Wallon, the ability of the being to have control over his emotions, to know the context in which he is inserted, being worked through glimpsing and good guidance so that the process of assimilation and accommodation are done autonomously and appropriate to his process of human development within its stages and not as informed by Sass:

the transformations of the State and its relations with society, and the growing technological progress – the father of the increase in the mechanisms of social exclusion and misery – which have led entire populations, social groups and individuals to hopelessness and regression. (2000)

It is corroborated that the immediacy of the generations from the V.U.C.A generation (Volatility, Uncertainty, Complexity and Ambiguity), constituted profusely dehumanized professionals. This social characteristic begins in the school environment, where a dysfunctional pattern can be perpetuated through physical or emotional trauma in the students/educators and thus be permeated by other human beings.

That said, what for clinical psychology is verified in the relational individual who is configured at each moment, at each experience and at each event, man must be understood in a global way so that there is an understanding of the parts, including himself and the environment in which he finds himself, even in which he relates. In Educational Social Psychology all aspects are considered, the emotions, sensations, health, growth and memories of the individual, everything is the basis for the societal which he is part of and makes up the group.

To this end, it is necessary to take into account the formulation of the identification of the cognitive pattern of individuals involving vulnerabilities and habitual behavioral strategies, sometimes being a premise at the origin of childhood to verify an initial maladaptive schema or any harmful belief, permissive behavior or dysfunction.

In any case, it is a psychotherapeutic process of reflection and feedback that requires careful treatment to provide change in the elements of the system, as it is challenging.

REFERENCES

1. Alana, P. R., Santos, F., & Cavalcanti, A. L. L. A. (2020). Reflexões sobre a psicologia social no contexto escolar. *Revista Epistemologia e Práxis Educativa*, 2(1), 1–3. ISSN 2674-757X.
2. Bock, A. M. B. (2001). *Psicologias: Uma introdução ao estudo da psicologia* (13th ed.). Saraiva Editora.
3. Borges-Andrade, J. E. (1981). Aprendizagem por observação: Perspectivas teóricas e contribuições para o planejamento instrucional - uma revisão. *Psicologia: Ciência e Profissão*, 1(2), 2–68.
http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-98931981000200001&lng=pt&nrm=iso
4. Conselho Federal de Psicologia. (2005). Código de ética profissional do psicólogo. CFP.
5. Conselho Federal de Psicologia. (2022). Referências técnicas para atuação de psicólogas(os) no CAPS (Ed. rev.). CFP.
6. Conselho Federal de Psicologia. (2007). Resolução CFP nº 003/2007: Institui a consolidação das resoluções do Conselho Federal de Psicologia. https://site.cfp.org.br/wp-content/uploads/2007/02/resolucao2007_3.pdf
7. Conselho Federal de Psicologia. (n.d.). 10 razões para a presença da Psicologia e do Serviço Social nas escolas. <https://site.cfp.org.br/10-razoes-para-a-presenca-da-psicologia-e-do-servico-social-nas-escolas/>
8. Corman, L. (1974). *Exame psicológico de uma criança*. Loyola.
9. Goleman, D. (2012). *Inteligência emocional: A teoria revolucionária que redefine o que é ser inteligente* (2nd ed.). Objetiva.
10. Gonçalves, R. M. P., & Yamamoto, O. H. (2015). Fundamentos teórico-práticos da psicologia social: Um debate histórico e necessário. *Psicologia Política*, 15(32), 17–31. <http://pepsic.bvsalud.org/pdf/rpp/v15n32/v15n32a02.pdf>
11. Lisboa, C. S. M., Broilo, P. L., & Verzoni, A. (Eds.). (2021). *Psicologia clínica: Práticas contemporâneas*. Vetor Editora.
12. Mendes, R. C. M. B. (2022a). Construindo novos saberes através de um olhar disléxico. In G. E. Machado & A. M. de Lima Junior (Eds.), *Escritas e pesquisas em temas multidisciplinares* (pp. 63–77). TerriED. <https://doi.org/10.48209/978-65-84959-5-6>
13. Mendes, R. C. M. B. (2022b). Tecnologias digitais na educação. In E. A. de Souza, E. R. Gonçalves, J. A. do Nascimento de Moraes, & K. S. D'Oliveira (Eds.), *Diálogos pedagógicos – compartilhando saberes* (pp. 119–128). Autografia.
14. Sass, O. (2000). Educação e psicologia social: Uma perspectiva crítica. *Perspectiva*. <https://www.scielo.br/j/spp/a/fWT9ngBjnHf5pmDbfTGQGQJ/?format=pdf&lang=pt>

15. SASS, Odair. EDUCATION AND SOCIAL PSYCHOLOGY a critical perspective. SÃO PAULO: Perspectiva, 2000. Available at: <https://www.scielo.br/j/spp/a/fWT9ngBjnHf5pmDbfTGQGQJ/?format=pdf&lang=pt> Accessed on: 14 May. 2024.