



The contributions of psych pedagogical follow-up in higher education

As contribuições do acompanhamento psicopedagógico na educação superior

Received: 08/17/2021 | Accepted: 11/09/2021 | Published: 12/20/2021

Eunice Nóbrega Portela¹

Lattes: <http://lattes.cnpq.br/4499951422512139>

Orcid: <https://orcid.org/0000-0003-2706-5448>

University of Brasilia, UnB, DF, Brazil

Email: eunicenp65@gmail.com

Dirce Maria da Silva²

Lattes: <http://lattes.cnpq.br/7836053563578154>

Orcid: <https://orcid.org/0000-0001-5714-1419>

Unieuro University Center, UNIEURO, Brazil

Email: dircem54@gmail.com

Abstract

Psychopedagogy in a higher education institution is characterized by work that allows mediating problems in the teaching process by seeking to improve learning relationships, helping in the process of adaptation and development of autonomy and other difficulties presented by students during their academic training. This paper aims to analyze the importance of psychopedagogical monitoring in higher education institutions to help students with adaptation problems and learning difficulties, understanding the historical context of psychopedagogy in Brazil and the contributions of psychopedagogy in the adaptation and learning process of academics. The problem we sought to investigate was: What are the contributions of psychopedagogy in the process of academic adaptation and learning with students in higher education? The methodology used was exploratory-descriptive and bibliographical, with a qualitative approach. The study showed that psychopedagogical care contributes to the process of learning, adaptation and permanence of the academic, which also contributes to strengthening the policy of inclusion and democratization in the successful access and permanence of those entering higher education.

Keywords: Higher Education. Psychopedagogy. Psychopedagogical Monitoring.

¹Doctor in Education with emphasis in Social Psychology from the University of Brasilia. University professor. Educational Administrator. Business Consultant. manager Researcher.

²Master in Human Rights, Citizenship and Violence with an emphasis on Public Policy from the Centro Universitário Euroamericano / DF. University professor. Bachelor's degree in business administration. Specialist in Public Management and Business. Researcher.



Resumo

A psicopedagogia em instituição de ensino superior caracteriza-se por trabalho que permite mediar problemas no processo de ensino ao buscar melhorar as relações de aprendizagem, auxiliando no processo de adaptação e desenvolvimento da autonomia e outras dificuldades apresentadas pelos discentes no decorrer de sua formação acadêmica. O presente trabalho tem como objetivo analisar a importância do acompanhamento psicopedagógico em instituições de ensino superior no auxílio a problemas de adaptação e dificuldades de aprendizagem dos acadêmicos, compreendendo o contexto histórico da psicopedagogia no Brasil e as contribuições da psicopedagogia no processo de adaptação e da aprendizagem dos acadêmicos. O problema que buscou-se investigar foi: Quais as contribuições da psicopedagogia no processo de adaptação acadêmica e da aprendizagem com discentes na educação superior? A metodologia utilizada foi exploratório-descritiva e bibliográfica, de abordagem qualitativa. O estudo evidenciou que o atendimento psicopedagógico contribui no processo de aprendizagem, adaptação e permanência do acadêmico, o que contribui também para fortalecer a política de inclusão e democratização no acesso e permanência, com sucesso, dos ingressantes na educação superior.

Palavras-Chave: Ensino Superior. Psicopedagogia. Acompanhamento Psicopedagógico.

I. INTRODUCTION

Psychopedagogy is the field that studies the relationship between learning and the human mind in its different processes. It deals with cognitive, emotional and psychosocial aspects that may be correlated with problems presented by students at different stages of learning to learn.

Its foundations come from Educational Psychology and in its field of activity, Psychopedagogy seeks to understand the human learning process, to identify solutions to problems that occur in this process, in order to assist the subject in overcoming it.

Psychopedagogy began in 1946 in Europe, with J. Boutonier and George Mauco, who created the first Psychopedagogical Centers, composed, at the time, of doctors and pedagogues. The Centers connected knowledge in the area of Psychology, Psychoanalysis and Pedagogy, seeking to readapt children with socially inappropriate behaviors and learning difficulties, regardless of whether they had any intellectual or motor, physical or sensory disabilities (BOSSA, 2000).

Psychopedagogy emerges with a subsidized action of Medicine and Psychology, which, according to Bossa (2000), over the years, gained autonomy and became an independent field of study called the learning process, diagnostic resources, correctors and own preventives.

Psychopedagogy arrived in Brazil in the 1970s, inspired by the Argentine model, as an alternative to solving learning difficulties, which were worrying and diagnosed as minimal brain dysfunction (MCD), a neurobehavioral disorder characterized by a learning disorder in children and teenagers.



Currently, it has been a difficulty that requires psychopedagogical intervention in situations where it is perceived difficulty in assimilating knowledge, not adapting to new learning contexts, or even, in which behavior and academic performance change is required.

In this sense, this article aims to analyze the importance of psychopedagogical monitoring in higher education institutions, as an aid for solving adaptation problems and learning difficulties of academics, starting from the historical path of development of the understanding of psychopedagogy in Brazil and the contributions of the area in the adaptation and learning process.

The problem that we sought to investigate was: What are the contributions of psychopedagogy in the process of academic adaptation and learning with students in higher education?

The importance of the study is mainly because, considering the significant growth in the number of students entering higher education institutions in the country, aged between 17 and 20, especially private ones, it is natural that a large part of these students enter the university. without the necessary maturity in the context of higher education, which requires greater autonomy on the part of the student, which can generate difficulties of order and various reasons, due to cognitive, emotional or affective problems, creating situations of inadaptation at this level of schooling, a subject not yet studied at this level of teaching and learning.

II. METHODOLOGY

According to Richardson et al (1999) the method is the way or way to reach a certain end.

In the conception of Demo (1987), the methodology is a way for science to approach the theoretical and practical reality and also a way to communicate about the logical procedures aimed at themes of reality.

Starting from this initial concept, the method chosen for the development of this study was the deductive one, which will help us to validate the assumptions to be confirmed (GIL, 1999; CERVO; BERVIAN, 2002; TRIVIÑOS, 1987).

Considering the objective to be achieved, this study was characterized as exploratory and descriptive. According to Gil (1999) exploratory research aims to investigate a problem for which we have little information.

The data collected are predominantly descriptive and were analyzed using a qualitative approach. According to Bogdan & Biklen (2003), qualitative research involves obtaining descriptive data, obtained from the researcher's direct contact with the studied situation and the researched sources.

This research is justified by the fact that the practice and contributions of psychopedagogy in higher education are still little known. According to Almeida e Silva (2005), for a long time it was thought that the problem of school failure was an exclusive issue of Basic Education, a school level always contemplated by Psychopedagogy. However, the literature points to a need to expand such research to the area of higher education, due to learning difficulties in this context of the schooling process, a context in which the presence of learning and adaptation difficulties are also reported.



This scientific article presents the following order: I. Introduction; II. Methodology; III. The Historical Context of Psychopedagogy in Brazil; IV. Contributions of Psychopedagogy in the Adaptation and Learning Process of Academics; V. Final Considerations and VI. References.

III. THE HISTORICAL CONTEXT OF PSYCHOPEDAGOGY IN BRAZIL

In the beginning, the work of the Psychopedagogue was basically related to interventions in the field of Early Childhood Education. The context of Higher Education is guided by the andragogical perspective, which requires autonomy and continuous learning throughout life. The word Andragogy, is of Greek origin - *andrós*, man and *gogos*, to guide or lead, and it refers to the education of adults, in opposition to Pedagogy, science of the education of children.

Alluding to studies by Cavalcante and Gayo (2005) on adult education, it is understood that most university students are entering adulthood and need challenges. However, more than passively listening or watching, they need to learn to manage their learning and professional development. They require methodologies that enhance learning and value their prior knowledge, because they are central subjects of their teaching - learning process.

In this way, difficulties identified in the construction of knowledge by higher education students, nowadays, need to raise more reflections about the students' learning problems and research concerning the need and importance of psychopedagogical advice in institutional and individualized clinical follow-up, by teachers and professionals of Higher Education, as the educational phenomenon is complex and multidimensional. In it, both the human, technical and cognitive dimension, as well as the emotional, socio-political, cultural dimension are present. Therefore, the need for Psychopedagogy, which can act in an interdisciplinary way, seeking to intervene on problems that must be treated or prevented.

Higher Education in Brazil is linked to the definition of objectives concerning the level, expressed in the Law of Directives and Bases of National Education (Law nº 9.394/1996), which presents in Chapter IV a set of purposes that govern Higher Education in the country, that must be ensured by quality assessment by the Ministry of Education, which, in agreement with Organs responsible bodies, created instruments and guiding parameters as a way of ensuring minimum quality standards for Brazilian Higher Education (CASTRO, 2011).

In 2004, the National Higher Education Assessment System – SINAES – was instituted with Law No. 10,861, bringing standardization parameters to promote improvements. According to Castro (2011), the orientation of the expansion of the offer is conditioned to the increase of institutional effectiveness and academic effectiveness, in addition to the expansion of social commitments and responsibilities. SINAES gathers information from the National Student Performance Examination - (ENADE), from Institutional Assessments and Undergraduate Courses, which are used for institutional guidance of Higher Education establishments and to support public policies. The data are useful to society and students, as they serve as a reference regarding the conditions of courses and institutions (SINAES, 2004).

It was established in Article 3 of the National Assessment System, which,



the form of evaluation of Higher Education Institutions will aim to identify the profile and meaning of the performance of such institutions, through their activities, courses, programs, projects and sectors, considering the different institutional dimensions, among them, necessarily, student service policies (SINAES, 2004, Art. 3)

In addition to the competence to execute regulations, adjusting to the determinations, the Higher Education institution must be able to go beyond the simple transmission of accumulated knowledge, as it needs to be able to critically and critically direct the undergraduates towards full and citizen training. .

According to Bissoto (2015), institutions must work beyond technical and professional disciplines, by encouraging autonomous and social training, in a productive and ethical way.

In this sense, Castro (2011) tells us that Higher Education includes education aimed at professional training whose students are adults capable of making decisions, making choices and directing their actions to pursue their goals. Linked to this are the discussions that must accompany the Curriculum Parameters for Higher Education, which signal the conception of an education that must seek excellence and from which the necessary skills and abilities are required on the part of Higher Education graduates from different areas. of knowledge.

However, in our country, when entering higher education, young people bring typical difficulties of students who go through the school years learning to answer only what the school asks and when they are challenged and asked to use mechanisms of reflection and not memorization and reproduction. , these students experience great difficulty, which is combined with the fact that the incoming academic is not granted a period of preparation for university life. In private institutions, it can be said that the first semester is the period that determines the adaptation, permanence, continuity, or withdrawal of the student entering the institution and chosen course.

Although we know that the accumulated encyclopedic knowledge is of indispensable importance and is linked to the issue of the development of individual cognitive abilities, it is necessary that in the process of understanding, acquisition and construction of knowledge during the school period, at any level, there is a correlation with the ability to feel, think, understand and reconstruct knowledge, with objectives aimed at the production of knowledge committed to improving the quality of life. Thus, teaching-learning must be supported both by policies and self-regulation capacities, as well as by motivational development.

According to Berbel ,

Education and self-development should be stimulated, making the student develop the ability to analyze different situations, emphasizing the ability to understand them, as well as emphasizing problem solving and the achievement of learning objectives, in line with the psychosocial profile of the community in which it is inserted (BERBEL, 2011, p. 4).



In this sense, it is essential that the student be able to see himself not only as a receptacle of pre-established contents and values, since such a mentality is no longer in line with the modern values required for higher education academic training.

However, learning and difficulties may not occur, or not manifest themselves in such an evident way, and for this reason, we bring in this work reflections on the need for Psychopedagogy to the academic environment, as well as the importance of specialized psychopedagogical work in monitoring students, in the to help promote learning.

As for the emergence of Psychopedagogy, the first psychopedagogical centers with pedagogical and medical direction in Europe date back to the 1940s, founded by J. Boutonier , a psychologist and psychoanalyst, and George Mauco , a psychoanalyst, both French. Psychopedagogy took place through the junction of Psychology, Medicine and Pedagogy and aimed at the rehabilitation of children with inappropriate behaviors at school or at home (ALMEIDA, 2010).

A few decades ago, according to Almeida (2010), learning disorders were seen as a result of only organic problems, a statement based on theoretical studies by Doris J. Johnson (1983) on learning disorders, who attributed such problems to neurological dysfunctions, only, causing socio-pedagogical occurrences to end up being covered up, with difficulties attributed solely to the student's inability.

Currently, the area deals with the understanding and treatment of learning problems, expanding the focus through the contribution of several other areas of knowledge such as Didactics, Linguistics, Psychoanalysis, Psychology, Philosophy, Sociology, Neurology, Anthropology, among others, projecting the The term Psychopedagogy goes beyond the mere word junction, denoting a more complex meaning than the simple agglomeration of words, for being multidisciplinary in the area of training, but having an independent view regarding the object of study, which is the human being and the construction of knowledge.

IV. CONTRIBUTIONS OF PSYCHOPEDAGOGY IN THE ADAPTATION AND LEARNING PROCESS OF ACADEMICS

In our country, taking as a guideline the ontological conception of learning problems, from 1970 onwards, training courses for specialists in Psychopedagogy began at the Medical-Pedagogical Clinic of Porto Alegre, with a duration of two years. At the beginning, learning difficulties were associated only with neurological dysfunction, called minimal brain dysfunction (MCD), a factor that helped to camouflage socio-pedagogical problems (BOSSA , 2000).

Sampaio (2006) states that our country received American and European influences through the contribution of Argentine professionals such as Sara Paín , Jacob Feldmann, Ana Maria Muniz and Jorge Visca , for the development of the psychopedagogical area, the latter being one of the biggest contributors to the diffusion of psychopedagogy in Brazil.

Visca is the creator of Convergent Epistemology, a theoretical line that uses the integration of three lines of Psychology: the Geneva School with Piaget's Psychogenetics, the Psychoanalytic School of Freud, and the School of Social



Psychology of Enrique Pichon . Rivière , more socio- interactionist , with a learning perspective determined by the influences that one suffers from socio-cultural environments.

Psychopedagogy has two main areas of activity: clinical and institutional. The clinical psychopedagogue assists patients individually, whether they are children, adolescents or adults, to diagnose situations and processes that may be hindering learning, whether cognitive, emotional or pedagogical. Clinical work consists of developing strategies and actions with the aim of promoting behavioral changes and facilitating content assimilation processes.

The work of the clinical psychopedagogue can be preventive or interventional (assessment, diagnosis and intervention), and can use different methods to try to lead to learning. According to Barbosa (2001), the psychopedagogical clinical method can use different theoretical approaches, the most common being the “pedagogical diagnosis”, aimed at teaching-learning-assessment. Other approaches would be the “learning potential approach”, which identifies strengths and skills used to conduct mediation; the “conducting approach”, which studies learning through behaviors measured by stimulus-response; in addition to the “psychometric or psychotechnical” approach, used to quantify intelligence factors as a predictor of future performance.

The professional will strive to identify the causes of learning problems using instruments specific to Psychopedagogy through diagnosis, made by instruments such as operative tests (Piaget's), projective tests (drawings), stories, pedagogical material or dialogue, which will identify the causes of the problems. The diagnosis may or may not confirm the psychopedagogue's suspicions, identifying learning difficulties, but may also identify other problems. Depending on what is identified, he may indicate a psychologist, a speech therapist, a neurologist, or another professional, depending on the case (BARBOSA, 2001).

The institutional Psychopedagogue should act as a mediator with the various groups and segments of the institution, identifying symptoms and difficulties, organizing prevention projects, mediating between groups, transforming complaints into reconstructive thinking, creating spaces for listening, making referrals, always with a focus in the teaching-learning process (QUINTANA, 2004).

The professional Psychopedagogue can also help in the elaboration of projects to support and guide teachers. According to Bossa (2000), in addition to carrying out an institutional diagnosis to identify whether the problem is in the institution, the Institutional Psychopedagogue must observe and assess whether the institution's objectives are in line with sectoral policies, with the Institutional Development Plan (PDI) and the Pedagogical Political Project (PPP), in helping to conduct the teaching-learning process and guaranteeing the success of its students.

As for professional legislation, in Brazil, only those who hold a certificate of completion in a postgraduate specialization course in psychopedagogy issued by duly authorized or accredited institutions under the terms of the current law - Resolution 12/83 , of 10/06/1983 - that forms the specialists, in this case, the "specialists in psicopedagogia" or psicopedagogos.

For a long time it was thought that the problem of school failure was an exclusive issue of Basic Education, as Psychopedagogy had been studying. However, the



literature points to a need to change points of view, when reporting the presence of learning difficulties at all educational levels.

According to Almeida and Silva (2005) ,

literature indicates the psychopedagogical action aimed primarily at the childhood stage, which is desirable considering a preventive approach. However, little progress has been made in the creation of alternative intervention proposals for adolescents and young adults, people who, somehow, managed to continue their academic career, despite the obstacles encountered along the way, but who at a given moment feel incapable of continue without help (ALMEIDA & SILVA, 2005, p. 46).

The search for an education of excellence in Higher Education presupposes, in addition to investments in infrastructure, library and laboratories, investments in teacher training and actions aimed at the development of the students' learning process, a field of action of the Psychopedagogue (CASTRO, 2011).

Unfortunately, many institutions are still unaware of the real functions of an Institutional Psychopedagogue. In order to clarify them, Quintana (2004) states that:

An institutional psychopedagogue would have the following functions: working with teachers, groups, teams, directors, managing anxieties and conflicts related to the teaching-learning activity; identifying symptoms and difficulties; organizing prevention and development projects; clarifying tasks and roles; creating strategies for exercising autonomy; mediating between groups, subgroups; transforming grievances into transformative and reconstructive thinking; creating listening spaces; making significant structuring referrals, always having the teaching-learning process as the main goal (QUINTANA, 2004, p. 4).

Entering the academic world causes a radical change in a young person's life, as it requires adaptive responses to a set of challenging situations related to managing one's own life, according to Gottlieb , Still & Newby -Clark (2007), but it is also perceived as something that produces personal growth.

Ferrari and Candi (2005), in a study entitled "Psychopedagogical Investigation of Learning Difficulties in Higher Education", when researching adversities at this level of education, observed that the following factors can interfere positively or negatively in learning: (1) Motivation that the academic has to study, (2) Structure of the academic's personality, (3) Adaptability to the university world, (4) Action of relating theory and practice, (5) Teacher-student relationship, (6) Socio-economic conditions of the academic and a (7) Option for the course.

According to the authors, these elements should be part of the conceptual and pragmatic framework of the psychopedagogical activities of higher education institutions in order to maximize the construction of learning, increasing the chances of



academic success, which can avoid stress due to possible initial frustrations, feelings of disappointment and even abandonment of the course.

In their research in the area of School Psychology, Teixeira *et al* (2008) also analyzes some of these same factors in the study "Adaptation to University in Young Freshmen". His research highlights the item "motivation", it comes along with the joy of entering Higher Education, but it also brings a certain helplessness generated by the experience of losing previous references. Having to deal with a large volume of academic and administrative demands on your own is an experience that can cause feelings of being lost, generating demotivation.

Thus, the involvement in the institution with non-mandatory academic activities such as projects, research groups, scientific initiation and even academic weeks and student unions, can be integrative, because, in addition to demanding responsibility, they provide opportunities for contact with other academics and other professors, improving the ability to understand and tolerate any initial frustrations.

There are few studies that deal with reasons for choosing courses. Nogueira (2007), tells us that it is necessary to investigate in more detail the variations in individual behavior when choosing higher courses, but it is seen that the vast majority of students anticipate the selection of the entrance exam and select themselves, adapting its ambition to its objective possibilities.

The teacher-student relationship in higher education is of fundamental importance, however, it should be noted that it is subject to norms, pedagogical choices, objectives of students, teachers and the course, evaluation criteria and conventions that are not always established only by the teachers and students, but also by the management of the course, and, some of them, by the legislation in force in the country (RONCAGLIO, 2004).

This "didactic contract" reaffirms the conception of higher education institutions as social institutions, which are responsible for the formation of the subject not only through teaching, research and extension, but also through cultural transmission, a vision that meets the purpose of higher education expressed in the Law of Directives and Bases for Education, especially in its Art. 43.

The constructivist conception, according to Carrara (2004), tells us that teaching does not consist of transmitting finished knowledge, but offering help so that each student can build the basic learning established in the school curriculum. Thus, the centrality of learning is in the student, the active subject of learning, with the educator acting as a mediator.

It is a consensus that learning involves the production of changes in previous concepts and such learning serves to continue learning. For learning to take place, the student must be willing to learn, because the simple arbitrary and literal memorization will be considered mechanical. According to Maluf (2008), the content must be learned in a logical and psychologically significant way, a relevant factor for higher education, given the need to develop autonomy in students at this level of education.

In higher education, there is a preponderance of Active Teaching-Learning Methodologies, didactics focused on a process that involves more reflection and participation in training on the part of the university student, privileging the constructivism of the learning process. One of the most used Active Methodologies is



problematization, which aims to instigate the student through problems, so that he has the possibility to examine, reflect and critically position himself (BORGES & ALENCAR, 2014).

In Higher Education, the binomial theory and practice takes into account the concept of meaningful learning by Rogers (1988), emphasizing that learning is more than the accumulation of knowledge, as it causes a change in the subject's behavior, reordering actions determined by new ones. elements of experience.

The young person's maturation is gradual, characteristic and intense, and entering the university is the moment when he realizes that the difficult phase has not yet been overcome, he is just starting over, in a new circumstance (AZEVEDO & FARIA, 2006). In this sense, Psychopedagogy, whose object of research is the human being and the construction of knowledge, should help the subject to overcome it, and it is necessary that educational institutions, at different levels of education, have a professional with the competence to work together. to teachers and students, mediating the problems that may occur in the teaching/learning situation.

The Psychopedagogue can help beginners make the most of their studies, help them understand institutional dynamics and adjust to new teaching and learning conditions. It can also identify deficiencies in the training of the incoming student and provide activities to promote this student's leveling consistent with the proposal of the institution and the undergraduate course (CASTRO, 2011).

The psychopedagogical diagnosis and approach in Higher Education provide permanent measures of assistance to students, including academic guidance with regard to their school life and learning, and can also, according to Castro (2011), contribute to methodological guidance. and didactic with the professors and the academic approach, mainly for the students of the first and second periods. The works must be carried out in a personalized way, ensuring absolute secrecy as a way of preserving the identity of the participant.

V. FINAL CONSIDERATIONS

Education, in general, deals with yearnings and expectations as well; with aspirations, fantasies, and with individuality, which can cause a shock of adaptation to new values and the uncontrollable character of the future can cause anxieties.

When performing psychopedagogical care in higher education institutions, the academic is given a space for support, sensitive listening and individual or collective reflection, thus encouraging the use of their potential and the search for solutions to the learning problems and adaptation to the new level of education. schooling entered.

We understand that there are genetic factors that can determine the individual's potential, which may or may not develop, according to the means and conditions, since the environment, understood as a set of environmental influences and stimuli, requires a change in behavior patterns. Thus, the Psychopedagogue is required to intervene in order to facilitate the interrelationship between the subjects and the volume of new skills that students have to deal with in the process of learning and adapting within the new academic environments in which they find themselves.

Today, a good part of higher education students enter higher education as teenagers and the psychological dependence on parents can have an impact on the



process of adapting to higher education, because it demands a greater degree of autonomy and maturity on the part of the young entrant. Psychopedagogy can contribute in an interventional way, becoming part of the support network for family and friends, and guiding the way the student deals with the stock of new information and feelings at the new school level.

The way in which the university student interacts in the academic environment is crucial, therefore, it is necessary that there is the construction of shared meaning, which helps to develop adjustment strategies, being the formation of affective and academic support networks, essential in the learning process and adaptation to the educational environment.

Learning in Higher Education requires practices, research and interactions that require an effort of adaptation on the part of the incoming student, which requires, for some, psychopedagogical support in proposing ways aimed at learning throughout the course and life, linked to an interaction in which it is possible to understand, in fact, learning as a process of human emancipation, as it must seek to break the paradigm of unilateral transmission of knowledge.

Psychopedagogy is a specialized support service for those academics with greater difficulties in adapting, either because they are unable to make friends, because they are unable to organize themselves to meet academic demands or even because they have other personal problems that may interfere with daily academic functioning, such as depression, loneliness, stress; or even, problems of specific aspects, personal or contextual, and for a higher education with more quality, more inclusion and more democratic, insofar as it contributes to the quality and permanence of the student in this teaching stage.

In this way, Psychopedagogical support can also contribute, through improvements in the learning potential of students, to their performance in the National Student Performance Examination (ENADE), which aims to measure the performance of students in undergraduate courses. degree in relation to the syllabus, their skills and competences.

One cannot forget about the adaptations in terms of accessibility and curriculum that the inclusion of People with Special Needs (PNE's), who attend the Institution, which can help to reduce academic dropout and failure problems, among other contributions that justify the importance of the Psychopedagogue in Higher Education.

Although the literature brings many contributions from psychopedagogy in the learning process, we do not have many publications focused on this practice in higher education. From this study, it was possible to verify the numerous contributions that Psychopedagogy can bring to higher education students. In the end, we found that the psychopedagogical service contributes to the learning process, to the academic adaptation, in addition to strengthening the policy of inclusion and democratization in the access and successful permanence of admissions to higher education.



REFERENCES

ALMEIDA, Franciele de; SILVA, Marita Bertassoni . **Psychopedagogy for adults - psychoandragogy : a proposal for psychopedagogical care for adolescents and young adults** . RUBS, Curitiba, v.1, n.4, sup.1, p.46-48, Oct./Dec. 2005.

ALMEIDA, Isabella Santos de. **The importance of a psychopedagogue in a school institution. Candido Mendes University** . Rio de Janeiro, 2010.

AZEVEDO, AS & FARIA, L. **Motivation, success and transition to higher education** . Psychology, v.20, n.2, p.69-93, 2006.

BARBOSA, LMS **Psychopedagogy in the Scope of the School Institution** . In: The Emerging and Latent Reading in the School Institution. Curitiba: Exponent, 2001.

BERBEL, NAN **Active methodologies and the promotion of student autonomy**. Semina : Social and Human Sciences, 2011. In: MELO, Renata dos Anjos. "Higher Education and Active Teaching-Learning Methodologies: an analysis based on socio-community education" . Americana: Centro Universitário Salesiano de São Paulo SP, 2017.

BISSOTO, Maria L. **Active methodologies and their correlations with human cognitive processes: implications for adult education** ; In: Anais..., IX EPEMM (Military High School Pedagogical Meeting, 9). Campinas-SP, 2015 Available at: http://www.lo.unisal.br/sistemas/conise2015/anais/31_13500233_ID.pdf Accessed on: 11/01/2021.

BOSSA, Nadia Aparecida. **Psychopedagogy in Brazil: contributions from practice**. Porto Alegre; Medical Arts, 2000.

BORGES, Tiago Silva. ALENCAR, Gildelia . **Active Methodologies in the Promotion of Critical Student Education: the use of active methodologies as a didactic resource in the critical education of higher education students** . Fall in Magazine. Jul / Aug 2014, Year 03, No. 04, p. 119-143.

BOGDAN, RS; BIKEN, S. **Qualitative research in education: an introduction to theory and methods** . 12.ed. Porto: Porto, 2003.

CAVALCANTE & GAYO . **Andragogy in education: Education in Debate** , Fortaleza, Year 16, n° 27 and 28, p 31-50, 2005.

CARRARA, Joao Alfredo. **Development and Learning: A review according to Ausubel , Piaget and Vygotsky** . 2004.



CASTRO, Emerson Luiz. AMORIM, Elaine Soares de. **Psychopedagogy in Higher Education: possibility or necessity?** Belo Horizonte: Newton Paiva University Center, 2011. 64 p.

CERVO, AL BERVIAN, P. **A. Scientific methodology** . 5.ed. Sao Paulo: Prentice Hall, 2002.

DEMO, P. **Introduction to the teaching of science methodology** . 2nd ed. Sao Paulo: Atlas, 1987.

FERRARI, Rosane de Fatima. CANCI, Adriana. **Learning Difficulties in Higher Education** . URI – Frederico Westphalen Campus – RS, 2005.

GIL, AC **Methods and Techniques of Social Research** . 5.ed. Sao Paulo: Atlas, 1999.

GOTTLIEB, BH, Still, E., & Newby-Clark, IR (2007). **Types and precipitants of growth and decline in emerging adulthood** . Journal of adolescent Research , 22, 132-155.

JOHNSON, Doris J. and MYKLEBUST, Helmer R. Learning Disorders. 3. Ed. São Paulo: Pioneer, 198.

LAKATOS, EM; MARCONI, MA **Methodology of scientific work** . 4.ed. Sao Paulo: Atlas, 1992.

MALUF, Angela Cristina Munhoz . **Psychopedagogical Assistance in Higher Education: Seeking Conditions for Meaningful Learning** . 2008. *IN*: PINTO, Suelem . Psychopedagogy in Higher Education: Contributions to the Development of Meaningful Learning. João Pessoa: 2012.

NOGUEIRA, Cláudio Marques Martins. **The Higher Course Choice process: sociological analysis of a crucial moment in school trajectories** . GT: Sociology of Education / nº 14 - UFMG, 2007.

QUINTANA, Mabel Sala. **Psychopedagogy at the university, a necessity** , 2004. *IN* : PINTO, Suelem . Psychopedagogy in Higher Education: Contributions to the Development of Meaningful Learning. João Pessoa: 2012.

RICHARDSON, RJ **Social Research: Methods and Techniques** . 3. ed. Sao Paulo: Atlas, 1999

ROGERS, Carl. In: **Becoming a Person** . São Paulo: Martins Fontes, 1988.

RONCAGLIO, Sonia Maria. **The Teacher-Student Relationship in Higher Education: The Influence of Educational Management** . Evangelical Faculty of



Paraná – FEPAR - Psychology, Science and Profession Journal, 2004, 24 (2), 100-111.

SAMPAIO, Simaia . **A little bit of the history of psychopedagogy** . Available at <https://www.portaleducacao.com.br/conteudo/artigos/pedagogia/ponto-devista-psicopedagogia-contexto-conceito-e-atuacao/4382> Accessed: November 2021.

SINAES – **National Higher Education Assessment System: from conception to regulation** . 2nd ed., ampl . Brasília: National Institute of Educational Studies and Research Anísio Teixeira, 2004.

TEIXEIRA, Marco Antônio Pereira et al . **Adaptation to university in young freshmen** . Brazilian Journal of the Brazilian Association of School and Educational Psychology (ABRAPEE). Volume 12, Number 1 – January /June, 2008. P. 185-202.

TRIVINOS, AW S. **Introduction to research in the social sciences** . Sao Paulo: Atlas, 1987.