

Cognition and Affectivity: its influences in teacher-student relation and in the teaching-learning process

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Abstract

The paper shows a study that investigate teacher-student relationship in kindergarten and the extent to which teachers are clearly the presence of cognitive and affective aspects in this relationship. This work takes for granted the fact that it is necessary to professional education has made clear the true meaning of affection, and knowing that the cognitive and affective aspects are inseparable and that this inseparability it comes down to learning. The research discovered that the action of teaching approaches proposed by theorists, but apparently is directed more common sense than by knowledge on the subject, among so many aspects observed, one realizes that there is a need to work on comprehensive training of teachers.

1. Introduction

The school is an institution responsible for the formal education process, which based on principles and rules aims to education and formalization of knowledge built historically. In this sense, it is necessary to understand his way to reach the present day and realize that the relations between the subjects participating in this environment have been modified accordingly, to social change.

It can be assumed that the school is not a neutral place, influencing their students in thinking and acting in a reality where it is located. Then there is education involves not only questions of knowledge, but also human relations. Taking into account these factors and how they affect the training of teachers as well as the design of education, this research was to examine what has been the perception and practice of teachers regarding the teacher-student relationship and how they understand the presence of cognitive and affective aspects in the process of teaching and learning of children in early childhood education.

2. Early Learning and their evolution in Brazil

It is important to consider the social causes, political and economic have great influence on the

design of education and childhood, this in turn directly reflects the relationship between teacher and student. Therefore, to understand the current reality of early childhood education and how this relationship is formed over time, it must briefly examine its historical path to get here.

By 1854 there is the initiative that the children should attend school, as mothers entered the labor market and both needed some place to leave their children.

Showing these needs arise in day care and welfare assistance hygienist, whose main goal was to take care of children in the absence of the mother. Thus, the teachers, usually women, took on the role of "mother", offering nutritional care, hygiene and care. However, in mid-1932, there is the influence of a movement called "Manifesto of the Pioneers", bringing a new pedagogical proposal for teaching young children, emphasizing socialization, the development of mental abilities and the importance of the act of playing.

Between 1960 and 1985, education in Brazil is heavily dictatorial intervention period, and so the school went on to establish an educational project that gave greater emphasis to the rational apprehension of the contents, then it noticed the prevalence of cognitive dimension to the detriment of the size affective, preparing students to serve the interests of society.

In 1988 starts the process of conquest in favor of a more dignified and training quality, and can be considered that this struggle for educational rights continues today. However it is perceived that the school, especially in early childhood education, is every day receiving new responsibilities, which traditionally does not fit, it refers to the fact that today is becoming a "total school", or is receiving other obligations that go beyond working with the school knowledge.

It can be said that training and education in the broadest sense, as good manners and good habits, or even basic care to health and nutrition, which a priori were family responsibilities, shall be worked within the school environment. This requirement, which causes changes in the environment and the goals of early childhood education, arises due

to those changes that are occurring in society in the late twentieth and early twenty-first century. Faced with this reality comes the need to build a political-pedagogical posture that defends the need to question the desire to say 'no' to the welfare model. Thus, the early childhood education is a step in the conquest of their rights and respect of society (however that in many institutions this reality is not yet committed).

In this perspective the child will be valued, cared as much care and, most importantly, teaching. There is greater awareness that children aged between 0 to 5 years have needs and characteristics differentiating it from other age groups. It is important that the education of young children need to be designed and prepared, and clarity of the teaching objectives to be achieved. This is because, according Saviani [8] The school can not lose sight of their specificity, and it is essential that the educational proposals for early childhood education are guided not only simple care, even in an environment with activities to pass time it is necessary to take into account the nature of pedagogical work, which is to allow students to access knowledge and the development of their learning process. This is only possible when you draw a path you want to achieve.

Then the importance of checking how you're giving the relationship between care and teaching, so it is necessary to consider that there are two aspects in this process which is characterized by understanding the influence of affective and cognitive dimensions.

3. Learning, cognition and affective

To provide an educational project that takes into account the child as a whole, one must understand the relevance of affective and cognitive dimensions in the teaching-learning process, and how this is becoming today. As was becoming a function of school and not only teach content but also human values and citizenship. Thus Vygotsky [10] believes that in seeking the establishment of a complete person, it must analyze the factors that influence the cultural construction and socialization of individuals in a society, taking into account these elements, such as integrated aspects and determining development human.

The aspects to be understand that the emotional are intrinsically linked to the cognitive aspects as well as the relationships established between the individual and the environment in which it is inserted, and a significant learning occurs only when both are mobilized by the subject that learns.

According to Oliveira [7] can be said that the affection is directly related to the choices,

expressions and emotional states of externalities, which in turn are socially constituted in accordance with a culture, which allows the individual to assign values on people, objects and situations.

The Cognition can be understood in a comprehensive, covering aspects of social reality that are reflected in practice and experience of the subjects. Thus knowledge expands and is refined according to the learning and the development of intellectual capacities, which established through social interactions. You can use the example of a small child who does not have the space-time concept fully developed: the same is difficult to understand or even remember the activities it has done in past situations, beginning in the coexistence and relationship with the environment and the people, these concepts are internalized, allowing you to use resources that were previously not accessible to you.

For Campbell [3] the function of cognition is to allow students the ability to plan, monitor and evaluate the process of developing the knowledge, can improve and apply the acquired knowledge in new situations.

According to Arantes [1] there is no purely rational learning, because in reality our school, it can be seen that students do not enter the classrooms with no personality, or leave your own feelings aside while thinking, and it is also that learning is connected to the experience and practice of individuals, which in turn relate to the social environment in their entirety and can not now use the cognitive and affective aspects now, because at all times the subjects are acting emotionally and cognitively.

In this sense Freire [4] says that "In the end, no one gets there, and from there, but one right here," reach the domain of knowledge produced is not automatic or leaving them alone and yes, getting what learners already know and bring about the topics discussed in school. In this sense a teacher-student relationship positive, an environment of mutual respect are essential to promote learning.

4. Teacher-student relationships in the teaching-learning

In the school there have to be means to instigate the students to have the desire to learn and, of course, that among these various forms, the teacher's role is essential as regards the possibilities to be presented to students as well put Fleury [5] to emphasize that a good teacher is one who encourages the child to say

what he thinks, that allows students to relate new knowledge with those who already own and accepting the "error" as a path for research.

When entering a classroom, the teacher does not relate to the students so apathetic. Contrary to what many people think, no matter how severe or mild it is a relationship, this is accompanied by affective, cognitive and social. However, you can see is that the friendly relationship and partnership between teacher and student should not be the only motivation for students to learn and says Snyders [9] to refer to three types of relationships that occur within the school environment:

1. The student learns with the help of colleagues, through their relationships with their peers;
2. Students learn the relationship with the teachers and all others who contribute to the functioning of the establishment;
3. The student learns through links with similar high: the great works and their creators, to which teachers serve as intermediaries.

Taking the teacher as a key facilitator between students and knowledge, and proposes several possible routes that must be crossed so that we can build systematic knowledge, it is assumed that the teacher has a social character very important in the formation of their students, as stated by Abreu and Masetto [2] to say that the attitudes of teachers and their way of teaching directly influence learning, as the attitude of the master patterns and reflects society's values.

In personal relationships that are established in school, it is important that must turn our gaze to the child, trying to understand that students are human beings and have ideas and concepts that have been brought with them from the moment they begin to interrelate with the world, so, the teacher build on these prior knowledge and show the possibilities that the student can and should seek, for it is the educator, as well as adults who are around them, they will instigate a child to seek the new, the unknown.

As well Marchand stresses [6] to make that happen, it must be very careful to avoid labeling the students, or make negative statements, which do not serve as an incentive for learning, ignoring the possibility of change.

These interactions established by the child with the other environment in which lives cause changes in people and their own relationships. That is, a movement in two directions: child development occurs in interrelation with the environment, but also affects the changes. Therefore, Wallon [10] believes that this correlation occurs what is called by conflict, are themselves the nature of the subject. Such conflicts occur during interaction between people who share experiences, knowledge, ideas and thoughts.

The teacher must therefore observe their students, their reactions, fears and anxieties, so that can know each student as a whole, leading them to exceed their requirements, so constructive criticism. Thus, the teacher will establish a relationship of trust and respect, but also authority and demand, breaking with the model that emphasizes an interpersonal relationship and superficial.

5. A look at the reality

In this study it is observed a piece of reality, so it can be said that these same things happen at other institutions, yet allows us to draw some considerations of what is possible and practical aspects that must be overcome.

When asked about the importance of emotion in education, mostly educators say that children of early childhood education are very small, so they need a lot of the affective side of the teacher, even for him to feel in a cozy and friendly place. However, it is known that affection does not just refer to small children. Perhaps at this stage as well put Wallon [11], emotions are more intense, but this does not mean that other series do not need the presence of an educator affective, as this warm relationship is not restricted to the care, which is a characteristic of affection.

In remarks that were made in this study, it is noticed that in times of conflict between the children themselves, the attitude of the teacher was calling to talk to those involved. However, this happened a few times, since in most cases the teacher ended up telling them not to fight and stop causing trouble colleague or friend, without trying to understand why this was happening.

It is likewise important that the child can express themselves, so they will refer to reality they are inserted, the relationships where it is involved, however that does not have organization in their thinking, but there is a meaning. Therefore, the language that drives can be though, is full of meanings and senses, as the experiences of each individual.

Use the speech is a way to express emotions in order to favor its transformation into feelings. This process allows the child to resolve conflicts that will live, controlling their impulses more purely physical and bodily, without crying, playing on the floor, screaming, hitting, but, using their verbal thinking which in turn has a clear intention.

One of the teachers to start class established a time to talk with students, asking everyone to attend what was being proposed and always encouraged students to speak, even for a few times they missed them, it motivated them to

try again, without letting inhibited them. It can be assumed that this attitude is very conducive to learning by allowing students to develop their thinking and broaden their knowledge, however, when asked the teacher had no idea that this also be affective.

It was possible to see that the teacher also considered aspects brought from home and experiencing each kid outside the school environment, always seeking to articulate with the contents being worked on.

Another relevant aspect to be analyzed corresponds to teacher satisfaction in being accepted by a group of students, and it refers to his own affection, because just giving the students the role of loving you. At one point the teacher in his speech show be happy for the fact that children who were his students to flee the room to be with her. It is considered that this attitude does not encourage a child's learn, it will hinder the work of another teacher who needs to continue activities of the class. You can analyze that the teacher must help students to develop and not be dependent on the educator.

Taking into account these considerations one can see that it is necessary to analyze the life history of each teacher letting you take your training, subsidies that lead him to reflect on a relationship that promotes learning.

6. Teacher Education

It is important that the educator has clarity of the proposal and the goals of education in early childhood education, providing various resources to acquire knowledge and be aware about the affective aspect of this relationship, as by interfering in the process, the teacher feeds children's thinking with his ideas, information, and thus increasing their chances.

The teacher's and other health education, should always be seeking to renew their educational practice. Thus, continuing education is an important means of updating, exchange, and expansion of professional and cultural universe, linking the issues and demands of teachers about their work, making it truly meaningful. Therefore, it is possible to understand that the educational process is not to just work school content, but is above all an environment rich in social experiences.

The important role of the teacher in the teaching-learning, then it come the question: will the teachers know these important elements to this relationship happen?

In this work it was observed that teachers demonstrate knowledge of the contents and proposals for education level, and recognize that the elements of affect and cognition are intertwined. However, it was noted that the design

of which will be affected is still very much guided by common sense, it does not have much clarity of its importance and how these factors influence the process of teaching and learning. For the still prevalent idea that being emotional is caring, hugging and kissing, but it is known that these characteristics are an aspect of emotion but not the only ones, because our actions can affect others in a positive or negative.

7. Conclusion

The socio-historical conception of guiding this research, it is that knowledge is in constant development, however, each new knowledge acquired is also a further level of complexity and understanding therefore it can not be fully depleted content, whereas in a new research concepts are being formed and the principle which was a starting point guided by common sense, is now in a new starting point, but more elaborate, ethnic new questions.

It is understood that the teacher's role as mediator in teaching and learning is fundamental to the organization of content will be worked go out, it is through student participation in activities that they will assimilate knowledge and to assign values to what is being taught. This interaction contribute and long before they can actually interfere with and relate to other human beings in order to build culture and intervene in order to participate in making decisions instead of merely accepting what is offered to them. Therefore, it is perceived that there is a need to work in setting up full professor, examining whether their training has been emphasized in the cognitive over the affective.

Moreover, common sense tends to recognize and capitalize on cognition as a superior to affection, the result of the view that "man is a rational being," so often repeated in the school situation and non-school. It can point to the need for other studies which take the constitution of the individual focus, understanding that learning occurs through cognitive-affective processes, seeking to break with the dichotomy between the elements of affection and reason, still present in the design and action of teachers.

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