Integrative Review on the Teaching of Psychology in Initial Teacher Education in Brazil

Revisão Integrativa sobre Ensino de Psicologia na Formação Inicial Docente no Brasil

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Revisión Integrativa sobre la Enseñanza de la Psicología en la Formación Inicial Docente en Brasil

Pablo Mateus dos Santos Jacinto[1]
Hellen Mara Moreira Cardoso[2]

Abstract: Educational psychology has influenced teacher education in Brazil since the Normal Schools, through professional regulation in 1962, and the curricula of current teaching degrees. This study aims to understand the contributions of psychology to initial teacher training by analyzing psychological disciplines and content in teaching programs. A qualitative integrative review was conducted, including studies published between 2013 and 2023 in the Periódicos Capes and Scielo databases. After applying inclusion and exclusion criteria, 10 studies were selected, with thematic analysis performed using the Parsifal and MaxQDA software. The results highlight psychology's contributions to theoretical and methodological aspects, with theories such as those of Vygotsky, Piaget, and Rogers enriching the understanding of human development, learning, and cultural diversity. Topics such as bullying and giftedness illustrate psychology's relevance in addressing educational challenges. Despite progress, debates persist about its role as an emancipatory or utilitarian tool in education.
Keywords: Psychology. Education. Teacher education.

Resumo: A psicologia educacional influenciou a formação docente no Brasil desde as Escolas Normais, passando pela regulamentação profissional em 1962 e os currículos das licenciaturas atuais. Este estudo busca compreender as contribuições da psicologia na formação inicial docente, analisando disciplinas e conteúdos psicológicos nas licenciaturas. Utilizou-se uma revisão integrativa qualitativa, com estudos publicados entre 2013 e 2023 nas bases Periódicos Capes e Scielo. Após critérios de inclusão e exclusão, foram selecionados 10 estudos, com análise temática realizada nos softwares Parsifal e MaxQDA. Os resultados destacam as contribuições da psicologia em aspectos teóricos e metodológicos, com teorias como Vigotski, Piaget e Rogers, que aprofundam a compreensão do desenvolvimento humano, aprendizagem e diversidade cultural. Questões como bullying e altas habilidades ilustram a relevância psicológica nos desafios educacionais. Apesar de avanços, persiste o debate sobre seu papel emancipatório ou utilitarista na educação.
Palavras-chave: Psicologia. Educação. Formação docente.

[1]Graduado em Psicologia pela UNEB. Mestre e doutor em Psicologia pela UFBA. Coordenador do Grupo de Pesquisa registrado no CNPQ: Observatório Psicologia e Desenvolvimento Humano. Professor auxiliar na UESB. http://orcid.org/0000-0002-4894-5893 E-mail: pablo.jacinto@Uesb.edu.br
[2]Graduanda em Psicologia na modalidade do Bacharelado e Licenciatura pela UESB, Bolsista de Iniciação Científica (FAPESB): Psicologia na formação docente. UESB. https://orcid.org/0009-0002-2316-2216. E-mail: 201920504@uesb.edu.br

Resumen: La psicología educacional ha influido en la formación docente en Brasil desde las Escuelas Normales, pasando por la reglamentación profesional en 1962 y los currículos de las licenciaturas actuales. Este estudio busca comprender las contribuciones de la psicología en la formación inicial docente, analizando las disciplinas y contenidos psicológicos en las licenciaturas. Se utilizó una revisión integrativa cualitativa con estudios publicados entre 2013 y 2023 en las bases de datos Periódicos Capes y Scielo. Tras aplicar los criterios de inclusión y exclusión, se seleccionaron 10 estudios, con análisis temático realizado mediante los softwares Parsifal y MaxQDA. Los resultados destacan las contribuciones de la psicología en aspectos teóricos y metodológicos, con teorías como las de Vigotski, Piaget y Rogers, que profundizan la comprensión del desarrollo humano, el aprendizaje y la diversidad cultural. Temas como el bullying y las altas capacidades ilustran la relevancia de la psicología ante los desafíos educativos. A pesar de los avances, persiste el debate sobre su papel emancipador o utilitarista en la educación.

Palabras-clave: Psicología. Educación. Formación docente.

Introduction

This study addresses the research question: how has the inclusion of psychology in teacher education curricula been portrayed in national scientific literature? To explore this, an integrative review was conducted to map and describe how psychology contributes to initial teacher education. The results revealed a set of theoretical contributions (introduction of concepts and classical authors in the field of human development) and methodological contributions (guidelines for teaching practices based on these theories).

One way to categorize the relationship between psychology and education is by defining the target of intervention. While certain practices and approaches emphasize the institutional context (Marinho-Araujo; Almeida, 2014), others focus on students (Meireles; Guzzo, 2020), their families (Guzzo *et al.,* 2020), the community to which the school belongs (Guzzo; Mezzalira; Moreira; Sant'ana, 2020), or staff members (Abel; Burke, 1985). A classic approach in educational psychology involves providing support to teachers in their practice and professional development.

In Brazil, scientific psychology began to gain prominence in the early 20th century. In healthcare, it was integrated into psychiatric contexts and mental hygiene strategies. In education, it gained traction in Normal Schools, becoming part of the curriculum for teacher training. In both contexts, psychology represented a means of knowledge production (marked by the establishment of the first laboratories during this period) but also served as a tool to uphold the interests of the emerging republic. This included the selection of supposedly more capable individuals, grounded in eugenics, social Darwinism, social hygiene, and the construction of a positivist national progress ideology (Antunes, 2008).

In Normal Schools, teachers with a background in psychology taught subjects related to childhood, human development, differential psychology, and topics associated with learning. Beyond fostering interdisciplinarity, the incorporation of psychology into teacher education also reflected an optimism in conferring scientific status to educational practices (Magalhães; Martins, 2020). Patto (2022) further notes that, with the rise and increased prominence of clinical psychology and psychometrics, there was an expectation that this science would ensure greater success in educational practices and address the challenges observed in the field.

Thus, Normal Schools provided fertile ground for the development of psychological science. Evidence of this includes the scientific works produced to support this practice, such as the manuals "Psychologia", written by Antonio Sampaio Dória in the 1920s, and "Introdução à Psychologia Educacional" by Noemy da Silveira Rudolfer, published in 1938 and used in the state of São Paulo (Lancillotti, 2013); as well as "Psicologia Educacional" by Afro do Amaral Fontoura, published in 1958 and employed in mathematics education in Bahia (Rocha, 2019).

The inclusion of educational psychology in teacher education was further strengthened with the expansion of undergraduate teaching programs and marked by the regulation of the profession. Law No. 4,119, dated August 27, 1962 (Brasil, 1962), established three levels of training in psychology (bachelor's degree, teaching licensure, and professional psychologist degree), incorporating teaching responsibilities into all of them.

Furthermore, as Brazilian education becomes more complex, the demands placed on psychology in teacher education have also evolved. While initial efforts emphasized the study of psychometrics and childhood, contemporary approaches highlight the influence of sociocultural aspects on education, as well as its expansion into territories and audiences that were not reached in the early 20th century (Jacinto, 2024). This shift has led educational psychology to critically incorporate topics such as political and group phenomena, violence, human rights, and mental health in schools into teacher training, while still maintaining the classical developmental perspective.

International studies also emphasize the importance of psychology in teacher education curricula, highlighting the inclusion of topics such as learning, development, and assessments (Lohse-Bossenz; Kunina-Habenicht; Kunter, 2013), as well as the enhancement of teaching effectiveness, professionalization, and the scientification of teaching practices, alongside the appreciation of teachers' perspectives (Fendler; 2012, 2013). Shuell (1992) asserts that psychology can help teachers understand students' diverse backgrounds and worldviews, as well as identify suitable learning styles for different subjects. More interventionist approaches have also been proposed, such as equipping teachers with psychological counseling techniques to apply with students, aiming to foster their moral and psychological development (Hurt; Sprinthall, 1977).

Research conducted by the Observatory of Psychology and Human Development at the State University of Southwest Bahia has identified the presence of psychology in the curricula of teacher education programs in Brazil (Jacinto, 2024). Approximately 100% of the programs examined include at least one course in this field. However, questions remain as to whether the course syllabi and teaching practices are effectively contributing to the preparation of teachers capable of understanding psychological phenomena in praxis and whether they provide foundational knowledge for developing more specific psychological expertise as required by professional daily demands. Moreover, research on psychology in initial teacher education remains scarce, which is inconsistent with the prominence of this area in the curricular structure of teacher education programs.

Methodology

This is a qualitative study employing an integrative literature review. The integrative review aims to develop a systematic process of searching and analyzing scientific materials, integrating texts with diverse methodologies to address a broad research question. The review process follows a linear progression, encompassing the definition of a research question, the establishment of selection and data extraction criteria, and the description and analysis of results (Souza; Silva; Carvalho, 2010; Sousa *et al.,* 2017). The following process was adopted:

Step 1: Formulation of the research question. The question posed was: What is the prevalence and potential influence of psychology-related subjects and content in the initial training of non-psychologist teacher candidates?

Step 2: Article search. The databases consulted were Periódicos Capes and SciELO. Inclusion criteria were studies addressing the presence of psychology in teacher education between 2013 and 2023. Exclusion criteria included historical-documentary studies, gray literature, studies on psychology degrees, research on continuing education, and articles not reflecting the Brazilian context. The search was conducted using the following descriptors: (teacher education OR teacher training OR teacher preparation) AND psychology. A total of 225 articles were identified in the Periódicos Capes database and 29 in SciELO. After reading the abstracts, 23 articles were selected. Duplicate articles were excluded, resulting in 17 articles

for detailed analysis. Finally, after a full reading, a final sample of 10 studies was selected, meeting the outlined criteria.

Step 3: Data Collection. After selecting the articles, the following data were identified for analysis: Identification (year, journal, keywords, state, and the discipline or content addressed); Methodology (qualitative, quantitative, or mixed); Objectives; Results.

Step 4: Thematic Analysis. Identification of the main themes and subthemes emerging from the results of the reviewed articles, providing an overview of the distribution of discussions on psychology in teacher education during the studied period.

Step 5: Critical Discussion. Comparison of the identified themes with the theoretical framework available on psychology in teacher education.

Step 6: Presentation of Review Results. Organization of a concise text addressing the research question based on the procedures carried out.

Two software were utilized during this process. Initially, Parsifal was employed to execute the planning, importation, and selection of articles, as well as to facilitate the extraction of relevant data. Subsequently, for steps 4 to 6, MaxQDA was adopted, recognized for its utility in qualitative research. MaxQDA was instrumental in coding, visualizing, and interpreting the data.

Results and Discussion

The selected articles are presented in Table 1. Based on the reading of these articles, the first task was to identify the ways in which psychology is incorporated into teacher education. Two main forms of psychology's inclusion in teacher education were identified. The most commonly addressed in the studies was the presence of specific courses in the field of psychology within the curriculum of teacher education programs. Following this, formats for incorporating transversal themes based on psychological theoretical frameworks were presented.

Table 1 - Selected articles for the integrative review

Title	Authors	Year
Do teachers know what is bullying? a teacher training issue	Silva; Rosa	2013
Cultural-historical psychology in teacher education	Rasia	2015
Teaching of psychology in teacher education: an approach to possible dialogues	Machad; Costa	2016
Learning conceptsin the initial training of teachers and in teaching	Antunes; Sopelsa	2017
Early childhood education and teachers' training: analysis of syllabi and bibliographies of courses in physical education schools	Martins, Tostes; Mello	2018
Contributions of psychology of education in teaching training (s) in frontier	Santana	2018
Contributions of school psychology in the teacher graduation course in private universities in São Paulo	Checchia Sawaya	2018
"What if it was Victor's report"? Thinking with the cinema the otherness, the imagination and the psychology in the formation of teachers	Walter	2019
Agreements and disagreements in the formation of teachers to work with gifted students	Rondini	2019
Teacher formation: self-writing in the learning of psychology and sociology	Costa; Araújo	2021

Source: the authors (2025)

Checchia and Sawaya (2021), Walter (2021), and Santana (2018) represent the first approach. These authors conducted studies focusing on courses in the field of educational psychology and learning, which are more commonly offered in teacher education programs in Brazil. Machado and Costa (2016) emphasize that psychology is distributed across courses, although they note the lack of consistency in the distribution of psychology content in teacher education programs, as syllabi vary depending on the course, institution, and shift.

Rondini (2019) and Silva and Rosa (2013), in turn, highlight the presence of psychology-related topics across various courses in teacher education programs. For example,

discussions on Giftedness and High Abilities, as well as bullying, are listed, with explanations based on psychological science that teachers refer to during and after their training.

Subsequently, based on the thematic analysis, the results were organized into two categories that converge to answer the research question. The first synthesizes the theoretical contributions, while the second emphasizes the methodological contributions of psychology in teacher education.

Theoretical Contributions of Psychology in Teacher Education

This category encompasses discussions that position psychology as a fundamental theoretical tool in teaching practice, including analyses of how psychological concepts and theories can enrich the reflections that educators develop in their daily professional activities.

Most of the analyzed studies converge in identifying that psychology in teacher education has been grounded in the construction of knowledge about learning and human development (Antunes; Sopelsa, 2017; Walter, 2021; Checchia; Sawaya, 2021; Costa; Araújo, 2021; Rasia, 2015; Martins; Tostes; Mello, 2018). This includes discussions either about these phenomena in general, without specifying a theoretical approach, or more frequently based on specific psychological theories.

For example, Costa and Araújo (2021) describe the teaching of concepts such as "learning" and "development," as well as theoretical approaches like Behaviorist Theory and Humanistic Psychology. According to the results presented, teacher education students reflect on personal experiences in light of these theories. However, it was observed that most of the reflections were descriptive and lacked evaluative depth. Antunes and Sopelsa (2017), in turn, highlight the theoretical contributions of psychology in understanding the idiosyncratic and relational processes of learning. The participant teachers emphasized the teacher's dual responsibility in both teaching and learning, which are complementary within each educational context.

In a study on physical education programs focused on early childhood education, Martins, Tostes, and Mello (2018) identified the predominance of theories such as Piaget's genetic epistemology, Vigotski's cultural-historical psychology, and psychomotricity as developed by Le Boulch, Lapierre, and Fonseca. Grounded in these theories, the proposed

approach involves studying children's cognitive development, school culture, literacy, logical-mathematical reasoning, education through spontaneous movements of children, and the interplay between body and personality.

In a comprehensive analysis of the subject Educational Psychology, Rasia (2015) asserts that it provides the theoretical foundation relevant to the field for future educators. The author focuses on Vigotski's theory and criticizes the weak appropriation of it by education professionals, who often use it in a fragmented and misguided manner. She emphasizes the tendency of some authors to distort the theory by incorporating it into ideas disconnected from the Marxist perspective. Another prevalent issue is the citation of Vigotski and Piaget as thinkers with convergent views, overlooking their epistemological differences. Lastly, she highlights the inconsistency of adopting cultural-historical psychology as a foundation for a neoliberal education, unconcerned with ethics and social justice.

Similar to the studies mentioned, Santana (2018) explores the contributions of Rogers, Vigotski, and epistemological frameworks from behaviorism, cognitivism, humanism, and interactionism, adding the contributions of Ausubel's theory to teacher education. His research, conducted with teacher trainees in a border region between Brazil and Paraguay, highlights the importance of understanding the student as a human being who develops through relationships with others, emphasizing diversity and multiculturalism. According to the author, psychology in the curriculum fosters the goal of preparing teachers with an ethical and human-centered approach, capable of designing and adopting teaching methodologies that respect diversity, value the human being within their biopsychosocial context, and promote inclusion. Thus, like Rasia (2015), Santana (2018) advances the discourse by linking the theoretical foundation of psychology to its political commitment in teacher education.

Also aligning with Rasia (2015) and Costa and Araújo (2021), Walter (2021) argues that psychological theories are presented in a decontextualized and uncritical manner in psychology classes, with minimal practical impact on the training of future teachers. According to the author, the content lacks correlation with the theoretical diversity of the psychological field. Students study topics such as learning, imagination, and development without experiencing them in practice.

Machado and Costa (2016) reinforce this perspective by asserting that, despite the importance of applying psychological content to teaching practice, Psychology has yet to establish itself as a standard theoretical foundation for improving education. According to the authors, there exists a reductionist view that overly "psychologizes" the educational process, alongside another perspective that acknowledges the diverse ways of understanding this phenomenon. They emphasize the decontextualization of psychology teaching and the need for better curricular organization to ensure a more substantial presence of the field within the curriculum.

In varying degrees of explicitness, Rasia (2015), Costa and Araújo (2021), Walter (2021), and Machado and Costa (2016) criticize the "psychologization" of school phenomena – a process that has historically subordinated education to psychological conceptualizations that are often exclusionary, pathologizing, and decontextualized. These authors emphasize the need to reclaim the central role of teaching and pedagogical practice.

Reinforcing this perspective, Checchia and Sawaya (2021) observed that psychology courses within pedagogy programs primarily focus on human development and learning, with an emphasis on their psychological or individual dimensions – a hallmark of the psychologization of educational issues that characterizes the interface between psychology and education in Brazil. They also critique the lack of connection between subject content and the realities of school life, highlighting a decontextualization in what is taught. Among these subjects, Inclusive Education stands out as the primary bridge linking psychology disciplines with other curricular content. According to the authors, the findings indicate the need to provide future educators with a critical perspective that supports an understanding of the social and historical constitution of individuals, society, and educational phenomena.

Highlighting the sociocultural aspects of human development, the studies by Walter (2021) and Martins, Tostes and Mello (2018) stand out in their exploration of psychology's contributions to the conceptualization of "childhood." They critique the naturalization of conceptions of children and humanity, while questioning the authoritarian adult-child dynamic. These discussions are particularly vital for educators working in early childhood and primary education. Specifically, Martins, Tostes and Mello (2018) challenge Psychomotor,

Developmentalist, and Recreationist approaches that portray children as "universal beings" governed by fixed developmental principles dictated by biological maturation.

Finally, other studies have focused on the discussion of more specific psychological concepts to be incorporated by pre-service teachers. This is the case with Rondini (2019), who explores the teaching competence of understanding the topic of giftedness and students with high abilities, linking it to the breaking of misconceptions about students with this condition— such as considering them to be good in all areas of the school curriculum, possessing high IQ, and coming from privileged socioeconomic backgrounds. For the author, this represents a formative potential, as the invisibility of these students may occur due to the lack of theoretical preparation among teachers.

Similarly, Silva and Rosa (2013) discuss the topic of "bullying" in teacher training. They reveal that, although the topic is not exclusive to psychology courses, it is addressed with greater depth within them. Their findings showed that the respondents had limited knowledge of the topic, which could lead to neglect when dealing with both victims and aggressors. The gap identified by the authors is evident in the curriculum and resonates throughout the overall training. Therefore, they highlight the need to address the topic due to its prevalence in the school environment.

The analysis of the articles shows that psychology is integrated into teacher curricula through classic theories of human development and learning, including studies on Piaget, Vygotsky, Ausubel, Humanistic Psychology (primarily represented by Carl Rogers), as well as the inclusion of cognitive theories and authors from psychomotor theory. Topics related to neural and behavioral development, as well as reflections on the constitution of the individual from either a maturational or cultural perspective, were also highlighted. Finally, a critical bias pointed out by the authors deserves attention, regarding the political fragility of the psychology offered to future teachers, even in the face of topics that require complex and contextualized social analysis, as opposed to the abstract human perspective predominant in handbooks.

Methodological Contributions of Psychology in Teacher Training

This category encompasses the application of psychology as a methodological tool for teaching practice, addressing the techniques and skills advocated by psychology, as well as the adaptations in teaching influenced by psychological perspectives. It advances beyond the previous category by incorporating a practical and attitudinal aspect to the theoretical contributions of psychology.

Some studies demonstrate a connection between the appropriation of theories on human development and learning and the way teachers act and interpret educational phenomena. In this context, Rasia (2015) states that psychology contributes to understanding the human psyche as a product of social relations, which allows for thinking of methodological solutions to educational problems faced by teachers. The author also identified that the trainees were guided by the constructivist perspective, emphasizing the value of "learning to learn". In this sense, the respondents valued the perspective of the student as the builder of their own knowledge.

This study also draws on the historical-cultural psychology, particularly Vigotski's approach to real and proximal development. The author argues that understanding the concept of proximal development opens the door to a prospective pedagogical practice. As a methodological process guided by this perspective, it includes the role of teacher mediation between scientific knowledge and students.

In contrast, Checchia and Sawaya (2021) acknowledge that the relationship between Psychology and Education still focuses on individual analysis and psychological theories of development and learning. This approach is criticized for instrumentalizing teaching practice under the influence of psychologism. On the other hand, Machado and Costa (2016) assert that the psychology taught in teacher education presents distinct perspectives: technical, reflective, and emancipatory. Exposure to these perspectives would allow pre-service teachers to gravitate toward the one with which they feel the greatest connection.

Antunes and Sopelsa (2017) align with Rasia (2015), emphasizing that the psychology presented to pre-service teachers should consider sociocultural phenomena. As a result of their research, they highlight the value of teaching methods, with the learning process being subordinated to it, and psychology's role in qualifying teachers to act as mediators. On the other hand, Walter (2021) problematizes the limited impact of psychology on the future teacher's

attitude, indicating a need for strategies to make the potential of this discipline within the teaching curriculum more effective.

Knowledge about human development and its reflections in teaching practice are also highlighted by Martins, Tostes, and Mello (2018). The authors, when identifying curricular content on psychology and psychomotricity in the physical education teacher curriculum for early childhood education, pointed out a functionalist approach that prioritizes the development of motor and psychomotor skills over the creative potential of children and their cultural productions. Thus, a teacher guided by this perspective may limit themselves to being a trainer of decontextualized and uncritical motor behaviors.

Moreover, as observed in the previous category, the research highlighted the importance of exposing pre-service teachers to topics that are rarely addressed in depth in disciplines other than Psychology. According to Santana (2018), in addition to enhancing teaching methods, the Psychology discipline is used to sensitize future educators to issues of sociocultural prejudice and to systematize an educational practice that is ethical and focused on diversity and inclusion. The goal is to prepare teachers to work with and for diversity from the very beginning of their initial training.

Rondini (2019) affirms that the inclusion of topics related to psychology, such as High Abilities and Giftedness (HA/G), equips teachers to identify students potentially exhibiting this condition and to adapt their pedagogical approaches to better meet the needs of these students in a more dynamic manner. Moreover, the author highlights the challenges faced by HA/G students, such as monotonous classes and a lack of expectations from teachers, emphasizing the importance of providing services and activities that cater to their educational needs.

Similarly, Silva and Rosa (2013) reflect on the topic of bullying. The lack of knowledge on the subject can lead to inaction on the part of teachers when dealing with such cases. Without a full understanding, educators tend to resort to reprimands and authority, overlooking relevant socio-emotional aspects. Discussions grounded in psychology would provide a more in-depth analysis for teachers on how to address bullying cases and intervene effectively in the dynamics between victims, perpetrators, and the institution.

In summary, the methodological contributions of psychology to teacher training involve the practical application of psychological theories to support educational practice. The

understanding of the human psyche as a product of social relations is highlighted, offering solutions to educational challenges based on the interrelations that occur within the school. Modes of learning and teaching methods that align with these were identified. For example, in the constructivist understanding that children need to "learn to learn," the teacher assumes a supportive role in the construction of student autonomy. In another theoretical framework, the role of teacher mediation between scientific knowledge and students was emphasized.

Criticism arises regarding the theoretical centrality of a universal and decontextualized individual, as well as the use of technicist approaches. The psychology discipline also proved to sensitize future educators to issues such as diversity and inclusion, in addition to delving into topics not addressed in other curriculum components, such as giftedness and talent, bullying, and effective intervention strategies for these conditions. Finally, beyond the technical aspect, it was found that psychology is associated with the promotion of attitudes such as ethics, respect, autonomy, freedom, and responsibility – key characteristics emphasized by the humanistic approach as fundamental and essential tools to be developed during teacher training.

Conclusion

This research is part of a subproject of a broader study aimed at understanding the beliefs and values of education workers regarding psychology and human development. At this stage, the goal was to explore the national literature on how psychology is incorporated into the curricula of teacher training programs, in order to map the field and identify key questions. The focus on studies related to initial teacher training, rather than ongoing professional development, was motivated by the interest in examining the first exposures of future educators to psychological knowledge. Furthermore, the analysis sought to avoid assumptions of a more natural interrelationship between theory and practice, which is often observed in research with teachers undergoing continuous professional development.

Analyzing the theoretical-methodological contributions of psychology in initial teacher training allowed for the identification of a predominance of the psychologization of educational phenomena. This aligns with the historical practices included in the curricula of teacher training programs based on psychometric practices and the categorization of individuals, often leading to the medicalization of failure in the school context. However, the analysis also suggests the

gradual construction of a critical paradigm regarding the integration of psychology into teacher education. This paradigm emerges through the inclusion of transversal themes, respect for diversity, violence, and the exploration of phenomena present in the teacher's lived experience at school, promoting a stronger connection between the theory learned in the classroom and practical experience.

Although we recognize this movement as an advancement, the analysis does not exempt the identified studies from criticism regarding the utilitarianism and instrumentalization of psychology in education. Therefore, the question arises: Does psychology in the curriculum of initial teacher education have space for its autonomous and ethical-political character? Is there room for discussions on how psychology can think about and contribute to emancipatory education? Or is it merely a source of practical tools and theories to be applied to specific issues within the school? In this regard, are these problems concrete and contextualized in the socio-economic-political reality in which education is structured, or do they remain rooted in abstraction?

In addition to raising questions that may lay the groundwork for future research, including empirical investigations, the results of this study highlight the importance of understanding the curriculum as a dynamic construct, constantly evolving, rather than a fixed structure. This perspective emphasizes the need to deepen research in this area, as well as to value the voices of teachers and their reflections on their own formation process, considering their experiences and contributions as essential elements for advancing this discussion.

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