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**A STATE OF THE
ART THAT MAKES
IT POSSIBLE TO
UNDERSTAND
A FAVORABLE
ENVIRONMENT FOR THE
EXPRESSION OF THE
SUBJECT THAT LEARNS**

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Abstract: This work is characterized as a State of the Art that aimed to map the works focused on the student who emerges as a subject in his teaching-learning process. In this sense, we also aimed to contribute to the understanding of the importance of the school setting as a socio-relational space that favors the development of subjective meanings, which are fundamental in the teaching-learning process. For this purpose, a research was carried out that subsidized us with regard to access to works in the area. The corpus of analysis considered in this research were the publications that are located between the period of 2011 and 2022, found among the works of the National Meeting of Teaching, Research and Extension (ENEPe), in the repository of the State University of Goiás (UEG), in the repository of the University of Brasília (UnB), and, finally, in the Google Scholar database. From our research, it was possible to organize the themes into categories, namely: Subject and human relations in the classroom, Subject and creativity in learning, Social subjectivity and creativity in learning, Subject who learns, Subjective senses, Subjectivity and history of life, subjectivity and teaching through research. As a theoretical, methodological and epistemological basis, we use the guiding principles of Qualitative Epistemology, presiding over the cultural-historical perspective of subjectivity developed by González Rey. Regarding the conclusion, we could perceive ways that favored a favorable environment for the subject who learns, as well as the importance and need for the production of more studies in this sense.

Keywords: Theory of Subjectivity; State of art; subject who learns; teaching-learning process; socio-relational context.

INTRODUCTION

The Theory of Subjectivity, developed by

González Rey, aims to favor the understanding of the complex way in which the psychological appears in people and in cultural and social spaces (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017). Considering that the author considers the complex character of the psychological constitution when studying Subjectivity, it is crucial to highlight the theory's opposition to linear causality, in which the proposition "if... then..." is used. Therefore, reductionist explanations, which are of a positivist nature, are not considered in this perspective, as we understand that Subjectivity has a recursive, multidimensional, contradictory and unpredictable character. Within this perspective, Subjectivity is defined as "the complex ways in which the psychological is organized and functions in culturally and historically constituted individuals and in the social spaces of their practices and ways of life" (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017, p. 52). Therefore, as Guedes Martínez (2019) argues, social, cultural and historical issues are an integral part of this theory, as well as subjective senses, emotions and subjective resources.

In this sense, the theoretical body of the Theory of Subjectivity is composed of four pillars, namely: subject, subjective configuration, subjective senses, and social and individual subjectivity. These concepts can favor the understanding of human psychic functioning, which is configured as a system in which the production of subjective meanings are constantly changing (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017). Therefore, we understand that seeking to understand, from the Qualitative Epistemological perspective, the ways that make the classroom environment favorable to the student's expression as the subject of their learning, can enable an understanding that contemplates the complexity of the individual's subjectivity.

With regard to the student emerging as a subject, Mitjans Martínez and González Rey (2017) support the idea of an active, reflective and intentional positioning, which can enable the production of subjective meanings that favor the teaching-learning process. Furthermore, the authors defend that the subject is the one who is “permanently involved in his actions” (p. 66). Thus, the subject who learns can be understood as the student related to action, subject to decisions, positions, productions and commitments that can provide new processes of subjectivation (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017).

In the context of the classroom, the Theory of Subjectivity may enable a more comprehensive understanding of the teaching-learning process, given that it moves away from a deterministic conception of personality (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017). Furthermore, to understand this process, according to the authors, it is necessary to recognize that it takes place in a socio-relational space that, in turn, is characterized by a unique social subjectivity.

The school setting can be constituted as a socio-relational space, which can provide the development of new subjective meanings with regard to its participants. The teaching-learning process is an individual and social process, as it is configured and developed in association with personal relationships. Therefore, considering that each person’s life story is integrated into the classroom space is crucial when it comes to understanding the teaching-learning process (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017). In view of González Rey’s Theory of Subjectivity, the human psychological is perceived as “configurations of subjective meanings that point to complexity due to the multidimensional, recursive and contradictory character” (MITJÁNS

MARTINEZ; GONZÁLEZ REY, 2017, p. 52). In this work, we consider the relationships and the participating individuals as the school scenario, as well as the teaching strategies and resources available in socialization spaces.

In this direction, according to Mitjans Martínez and González Rey (2017), socialization spaces are fundamental in the teaching-learning process for students. Through them, reality is subjectively configured, constituting “dynamic organizational cores that feed on very different subjective meanings” (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017, p. 56). Thus, in the classroom space, the relationships between student and teacher can favor spaces for the learner to engage in the teaching-learning process, provided that this relationship is marked by authenticity and trust. However, it is worth mentioning that the production of subjective meanings that emerge from this relationship do not derive directly from it, but from the way the student subjectively perceives it (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017). Thus, according to González Rey (2017), the subjectivity of the individual is defined as a constituent of the complex ways in which the psychological works and organizes itself. The Theory of Subjectivity highlights this complexity related to the individual and social psyche when considering culture in psychological development, opposing the theories that fragment it in an attempt to simplify it (MITJÁNS MARTINEZ; GONZÁLEZ REY, 2017).

From Qualitative Epistemology, our work had as theoretical, methodological and epistemological basis the theory of Subjectivity. The objective was to map the works focused on the theme of the student who emerges as a subject in his teaching-learning process. For this purpose, a survey was carried out that supported us in terms of access to works in the area, which will be presented below.

Regarding the conclusion, we could perceive ways that favored a favorable environment for the subject who learns, as well as the importance of producing more studies in this sense.

In the process of choosing the research object, we were based on our academic life, which provided the production of subjective meanings that favored our eyes to pay attention to the need to consider social relations in the teaching-learning process. This is because, many times, learning was perceived in a simplistic way, as the result of cognitive skills, disregarding the complexity that permeated the context of the classroom. Furthermore, our participation in a research group, whose theoretical focus is González Rey's Theory of Subjectivity, contributed to the decision on how we would develop the theoretical basis of our work. In this way, we realize how much this theory can add to the understanding of the existing complexity in the teaching-learning process, based on the teacher's participation. Therefore, as we wanted to research how the production of works in the area was, we carried out a State of the Art, which includes works from the year 2011 to the beginning of 2022. It must be noted that we did not have access to any research from the years 2021 and 2022 that was in line with our objective. Therefore, we will not present results related to these two years.

Therefore, the central question of this work was elaborated with the purpose of favoring the construction of new areas of meaning in relation to the teaching-learning process, which consists of the production of subjective meanings from the student's expression as a subject, in the context of the classroom. of class. Therefore, it is necessary to direct attention to pedagogical practices, subjective productions and socio-relational experiences in the classroom. We understand that the teacher's role is crucial, but not alone enough,

given that students must also be involved in this process. Thus, in this study we seek to contribute to this understanding of different scenarios from the Theory of Subjectivity, not limiting ourselves to the discussion of reductionist and simplistic arguments.

We thus elaborate a State of the Art aiming to highlight the teaching-learning process in the midst of a favorable environment, in which the subject can learn. Therefore, we aimed to contribute to the understanding of the importance of the school setting as a socio-relational space that favors the development of subjective meanings, which are fundamental in the teaching-learning process. This problem can be defined as follows: How can we provide a favorable environment for the student to emerge as a subject, in view of their subjective configuration, the relationships established in this scenario and the interventions of education professionals? We will present the State of the Art, in which scientific productions will be exposed and discussed.

STATE OF THE ART RESULT

In order to analyze the works and researches with a focus on Subjectivity, developed by González Rey, in this chapter the State of the Art about the socio-relational space in which the subject expresses himself was developed. It is worth mentioning that the research was divided into four (4) stages, in which the first focused on the repository of the University of Brasília (UnB), the second on the Google Scholar database, the third on the website of the National Education Meeting, Research and Extension (ENEPe) and, finally, the fourth in the repository of the State University of Goiás (UEG).

In the context of this research, it is understood by State of the art, according to Ferreira (2002), the research that is denominated as a description of the academic and scientific production on themes and

being a bibliographic source, “seems to bring in common the challenge of mapping and to discuss a certain academic production in different fields of knowledge, trying to answer which aspects and dimensions have been highlighted and privileged at different times and places, in what ways and under what conditions they have been produced (p. 1). In this sense, we wanted to understand the possibilities developed and discussed in the academic scenario, in order to favor the process of building a favorable environment for the student to emerge as a subject.

The objective was to produce a survey of studies and research, carried out between 2011 and early 2022, on the expression of the student as a subject in the classroom, in order to understand the subjective dimension in the teaching-learning process. In order to carry out a more detailed and

directed search for the theme, as well as with a better organization, we used these descriptors: pedagogy, subjectivity; qualitative epistemology; teaching; learning; subject; school; Gonzalez Rey; cultural-historical. We chose these concepts because they are the central terms of this Literature Review. One hundred and ten (110) works were found, including dissertations, theses, articles, proceedings and symposium. However, in our view, only nineteen (19) works were relevant in terms of subjectivity, subject, students and learning. Therefore, we categorized the works found in the categories Subject and human relations in the classroom; Subject and creativity in learning; social subjectivity and creativity in learning; Subject who learns; Subjective senses; Subjectivity and life history; Subjectivity and teaching through research.

THEMATIC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Subject and human relations in the classroom	-	-	-	-	-	-	1	-	2	1	-	-
Subject and creativity in learning	1	1	1	-	1	1	1	-	-	1	-	-
Social subjectivity and creativity in learning	-	-	-	-	-	-	1	-	1	-	-	-
subject who learns	-	-	1	-	-	-	-	1	-	1	-	-
subjective senses	-	-	-	-	-	1	-	-	-	-	-	-
Subjectivity and life history	-	-	-	-	-	-	1	-	-	-	-	-
Subjectivity and teaching through research	-	-	-	-	-	-	-	-	1	-	-	-

FRAME I -THEMES CHOSEN AND QUANTITIES PER YEAR.

SOURCE: The authors.

From the analysis of frame 1, it is possible to see that nineteen (19) works were selected, which were relevant in terms of subjectivity, subject, students and learning. Four (4) works were found about the expression of the student as a subject and the social relations present in the contexts; seven (7) on the relationship between the student emerging as a subject and his creativity; two (2) about social subjectivity and creativity in learning; three (3) about student learning as a subject who learns; one (1) on subjective senses; one (1) between subjectivity and life history; one (1) about subjective production and teaching based on research.

The works on the theme "Subject and human relations in the classroom" totaled four (4). The first, whose title is "Subjective Development and Education: Advancing in the understanding of the child who develops in the classroom", was carried out by the University of Brasília in 2017, and aimed to understand the way in which the subjective development in children in the first year of elementary school is configured in view of the human relationships built in the classroom. The theoretical framework used by the author was the Theory of Subjectivity, developed by González Rey. The research was carried out with two (2) seven (7) year old children, who were students in the same class of the 1st year of elementary school in a public school.

The author concluded that there is importance of theoretical and epistemological advances about child development associated with school educational processes, as well as discussions regarding the process of children's experiences and productions that arise in the course of their actions. From this work, it was possible to think about human relationships as part of these processes regarding the subjective development of students. Therefore, this research contributed significantly to the understanding of the importance of

relationships in terms of building a favorable environment, aiming for the student to express himself as a subject.

The second work of this first theme is the thesis "Science education, subjective dimension and its implications for teaching action: an analysis of evaluative processes based on the relationship deaf students-educational interpreter", carried out by the University of Brasília, in the year of 2019. The author aimed to understand, analyze and describe the relationships established between the person educational interpreter and the deaf students, in the context of the evaluation processes that are part of the teaching action. The cultural-historical perspective of Subjectivity, developed by González Rey, was part of the theoretical framework of this work. In addition, the research had five (5) deaf students and one (1) educational interpreter.

In this direction, it was possible to identify the importance of a formative evaluation process that enables the quality of learning, the uniqueness of the participants and the integral school performance. Regarding the relationship between this work and this research, we were able to understand more about the participation of social relations in the individual configuration of the deaf student, providing a favorable space for him to emerge as a subject.

The third work, entitled "Science Teaching, deaf student and educational interpreter person: analysis of the process of coping with a possibility of school dropout", was carried out by Revista *Projeção e Docência* in 2019 and aimed to build interpretations about the relationship between a deaf student and the educational interpreter in the space-time of the classroom, based on the theory of Subjectivity. The authors concluded that the production and expression of subjective meanings by the participants constituted, in a complex and pluridetermined way, a rich

environment for human development and for the expression of subjective productions.

The fourth and final work in this category, "Subjective development process as a path to school learning: the classroom as a dialogic relational context", was published by Routledge magazine in 2020. The objective is to corroborate discussions about the process of a child's subjective development in the context of the classroom, in view of aspects that facilitate school learning.

Therefore, the research was based on Subjectivity and covered conversational dynamics and interactive sessions. As a participant, there was one (1) student in the second year of elementary school, whose demands are related to difficulties in socialization and participation in the teaching-learning process. Learning was a relevant aspect researched in this work.

It was concluded that it is important to develop contexts that are richer in pedagogical strategies, making them more dialogic. Thus, they realized that it is possible to favor the articulation between the processes of subjective development and the operational ones of learning. This work was extremely valuable to complement our understanding of the main objective of this State of the Art, highlighting pedagogical actions as an important aspect related to favoring a favorable environment for the subject to express himself.

Regarding the second category, "Subject and creativity in learning", seven (7) works were found. The first is a thesis and is entitled "The constitution of creative learning in the process of developing Subjectivity", which was carried out by UnB, in 2011. The objective was to understand the constitution of creative learning, as well as to theoretically contribute to the in order to enable a planning of strategies that favor this type of learning. In addition, it had as theoretical basis the cultural-historical

perspective of the Subjectivity of González Rey.

The author carried out three (3) case studies, with three (3) undergraduate students as participants. They are one (1) majoring in medicine, one (1) in Law and one (1) in Psychology. In order to build information, she developed instruments with the participants as well as with their parents, friends, family and others. It was concluded that, although the creative processes did not constitute the educational opportunities offered by these students' schools, the school setting is just one of the many that constitute subjectivity.

Thus, the author corroborated the idea that, although the school is not a determining factor with regard to the constitution of creative learning, it can become a place that favors the development of the constituents of this learning mode. With this work, we understand more about the importance of social relationships regarding the subjectivity of the individual, as well as the school's participation in this sense.

The second work in this category, the dissertation "The quality of knowledge of psychology students in the face of problem situations", carried out at UnB in 2012, aimed to discover the processes of reflective thinking, which constituted one of the main aspects that favored of the student's expression as a subject. Furthermore, its theoretical reference was Subjectivity, defended by González Rey. This research had some Psychology students as participants, who were divided into three (3) groups, two (2) for students from private universities and one (1) from public universities.

The author corroborated discussions about the university as a space in which the student can express himself as a subject, however, the place has made this process difficult. Furthermore, it was concluded that the academic representations of a

professional in the area are constituted in a generic and standardized way, abstaining from the uniqueness of the students in their teaching-learning context. From this work, we realize the importance of the formal teaching space, whether school or university, in the constitution of a rich space for the student to have the possibility to produce and express subjective meanings.

The third work, "The creativity of the pedagogue in the face of school complaints", carried out at UnB in 2013, presented the objective of characterizing the creativity of these professionals in the face of students' learning difficulties, in order to make it possible to overcome school failure. The theoretical framework used was the perspective of Subjectivity of González Rey associated with the theoretical approach of Mitjans Martínez on creativity. Regarding the research method, a case study was carried out with the participation of three pedagogues, whose work was aimed at the initial grades of Elementary School.

Furthermore, the results presented indicated that, when pedagogues give up singular intervention strategies in the face of complaints, disregarding the uniqueness of each student, it may be an indication of little expression of creativity in this area of activity. According to the research, an important contributing factor to this issue is the repetition and reproduction of ideas in the area of Education, which have been conceived as an accumulation of knowledge. In short, with this work, we were able to interpret that it is important for the pedagogue to express his creativity in working with the students.

The fourth work in this category is entitled "The expression of creativity in learning to read and write: a case study", carried out by Educação e Pesquisa in 2015. Its objective was to analyze the expression of children's creativity during the process. learning to read

and write. Again, the theoretical framework used to support the research was González Rey's Qualitative Epistemology. In addition, there were students from the first and second year of Elementary School from a public school as participants. The value of creativity for learning to read and write was concluded, emphasizing the playful dimension, which adds spontaneity to the process. Regarding its contribution, we understand that the expression of creativity can favor a favorable environment for the student to engage in the teaching-learning process.

The fifth work, "The child and writing: literacy as a subjective process", which took place at UnB in 2016, made it possible to understand some issues related to the subjectivity present in the literacy process as the central theme. The author analyzed some practices, among them: literacy; literacy; and human development. In addition, she sought to characterize the relationships that constitute the space-time of the classroom and their possible consequences for children's literacy.

As for the field investigation, a group of the second year of Elementary School of a public school and their respective teacher participated in this work. In the study, it was concluded that the meeting between the students and the teacher - an interactive pedagogical context - had potential for the creative development of children. Furthermore, it is excellent to consider subjectivity during the process of learning to read and write, in line with a perspective that integrates operational processes with the construction of the child as a subject. This study contributed even more to our understanding of the possibilities that creativity can provide with regard to the subject's expression in the classroom.

The sixth work, "Art in early childhood education: child development and the culture-producing child", was carried out

at UnB in 2017, and aimed to seek an understanding of the child who emerges as a culture-producing subject, with a view to the symbolic-emotional expression of art. This study aimed to understand how art relates to the child's subjectivity and what is its meaning for childhood, also taking into account the school context. The investigation focused on the relationships between children's culture, art and pedagogical practices. This work had five (5) year old students from a preschool class and the regent teacher as participants.

In summary, the author's conclusion turned to the idea of art as an important factor in the integral formation of the child, considering the uniqueness in the social and cultural spheres. In this sense, the subjective dimension is added to art education, through which there are possibilities for children to express themselves and learn. This work motivated us to study about art from the perspective of Subjectivity, as well as the relationship with the expression of the individual as a subject.

The seventh and final work in this category, "La emergência del aprendizaje creativo", was carried out by the Revista Alternativas Cubanas em Psicologia, in 2020. Its objective was to analyze the dynamics in which the subjective configuration of the teaching-learning process is constituted, with a focus on learning and according to the theory of Subjectivity of González Rey. The research was developed as a Case Study, with a student associated with the School Health Program (PSE) as a participant.

It was concluded that creative learning was expressed in subjectivity from the unique processes of their experiences and social relationships regarding the context of formal education. We were able to understand more about the importance of relationships, as well as the life story in the student's teaching-learning process.

In relation to the third theme of frame 1, "Social subjectivity and creativity in learning", two (2) works were found. "Classroom social subjectivity and creativity in learning" is a doctoral thesis from the year 2018 and carried out at UnB, whose objective is to understand the participation of social subjectivity in the classroom in creativity during the teaching-learning process. As participants, there were students of the Licentiate in Letters/Spanish from the region of Brasília. The theoretical framework used to guide this study was Mitjans Martínez's conception of creativity and González Rey's perspective of Subjectivity.

This thesis argues that, during the teaching-learning process, the social subjectivity of the classroom is configured as part of creativity when it is expressed by the subject in his/her individual subjectivity. In this way, creative learning can be integrated by new subjective senses. Regarding its importance for this work, it has contributed to our understanding of the social aspect of the classroom in relation to student learning and subjectivity.

The second and last work in this category, "Creativity and learning in the education of young people and adults: discussions from the theory of subjectivity" was carried out at the Pontifical Catholic University of Rio Grande do Sul (PUC-RS), and proposed the investigation as in which creativity is produced and expressed during the learning process of Youth and Adult Education (EJA) students. As a theoretical reference, the theory of Subjectivity was used, as well as Mitjans Martínez's discussions about creativity. The research participants were students from an EJA class.

It was concluded that the expression of creativity is unique for each student, in view of the different life stories. In addition, that it goes through some processes, such as the personalization of information, the confrontation with data, the production of

singular ideas and the tension with social subjectivity. Therefore, studying the influence of creativity and the ways in which it appears in the unique expressions of each individual during learning is, once again, crucial.

Regarding the fourth category, "Subject who learns", three (3) works were found. The first work, "Development of subjectivity: analysis of stories of overcoming learning difficulties", is a scientific article published by the Semestral Journal of the Brazilian Association of School and Educational Psychology in 2013, which aims to investigate the way in which that subjectivity occurs in the face of overcoming school learning complaints.

Regarding the theoretical orientation of this article, the Subjectivity developed by González Rey was used. As a methodology, the Multiple Case Study was used with three elementary school students. It was concluded that reconfiguring the elements of subjectivity, participating in experiences that favor the production of subjective meanings and expressing oneself as a subject can provide the overcoming of difficulties in teaching and learning. In this sense, we were able to understand, once again, the contributions of Subjectivity in the study of learning.

The second work on this theme is entitled "The subjectivity of students in situations of social vulnerability: reflections on the subject who learns" and was carried out at UnB, in 2018. The objective was to understand how learning was subjectively constituted in adult students who had the history of the street situation. Three (3) students from a public school in the Federal District, whose target audience are adolescents, young people and adults living on the streets or with this background, were the participants. González Rey's Subjectivity was the theoretical foundation of this master's thesis.

The author concluded that, although people share some similar experiences, such

as students with a history of homelessness, the subjective productions about them are unique. Such productions favor their expressions as subjects or agents in learning. From this work, we understand more about the uniqueness of people who, even experiencing similar situations, produce and express different subjective meanings.

The third work, "Social subjectivity and learning in business education", was carried out by UnB in 2020 and aimed to understand the way in which business educational practice and the student's way of learning are related. The theoretical framework was the theory of Subjectivity by González Rey. As a methodology, the Case Study was used with the development of leaders from a business educational practice. It was concluded that there is a possibility of reproductive learning to be established, if the business educational practice returns to dominant characteristics. Therefore, the environment will not be favorable for creativity to emerge in the learning process. With this, it was possible to understand more about the importance of the chosen methodology with regard to providing a favorable environment for creativity to be expressed during learning.

The fifth category was entitled "Subjective sense" and is composed of one (1) work, "Children who calculated: the mathematical being as a subject that produces subjective meanings in learning", whose publication took place through the National Meeting of Mathematics Education. (ENEM), in 2016. Its objective was to understand how the subjective meanings referring to the history of mathematical learning were produced in children who are at social risk. Again, the theoretical basis used was the Subjectivity of González Rey. As research participants, there were twenty (20) children aged from six (6) to twelve (12) years old, and a playful mathematics workshop was held.

As a conclusion, the author discussed the symbolic-emotional system, which is defended as providing paths and adherence to the activity, as well as self-image and self-confidence in terms of overcoming the challenges faced by students in mathematics. In addition, this system is perceived as a factor that can direct their emotionality, which qualifies the mathematical learning process. From this work, it was possible to get to know a new interpretation of Subjectivity with regard to the study of Exact Sciences.

Regarding the sixth theme, "Subjectivity and life history", one (1) work was found, which is the master's dissertation "Who takes me my ghosts? beyond school failure: productions of subjective meanings of students in a situation of psychosocial conflict". Its publication took place through UnB, in 2017. This research aimed to understand how students with psychosocial conflicts and who had school failure produced and expressed subjective meanings. In addition, it sought to understand "how the production of meaning participates in the subjective constitution in the course of these school experiences" (PASSOS, 2017, p. 6).

The theoretical framework of this study is the Subjectivity of González Rey. In addition, the research had as participants two (2) students who were referred to the Specialized Learning Support Team (EEAA), who were twelve (12) and thirteen (13) years old. The reason for this referral was the school failure situation they were in, in addition to the fact that they were confronting school norms. They concluded that the circumstances of life, in isolation, do not generate conflict situations, but the way in which the student subjects them.

In addition, the author corroborated the discussion about the importance of the production of subjective meanings to the detriment of the situation itself, taking the focus

off linear thinking, that is, in which the conflict situation is responsible for causing learning difficulties or failure. school. Congruently, she explained about the importance of the school to prevent such situations from continuing, perceiving learning as a complex subjective process. With this work, we interpret that the productions of the student's subjectivity are crucial with regard to the way in which he faces the situations of his daily life.

In the seventh category, "Subjectivity and teaching through research", we studied one (1) work, which is the result of the II National Symposium on Qualitative Epistemology and Subjectivity, held by the Centro Universitário de Brasília (CEUB) in 2019. Its theoretical framework is the Subjective Epistemology of González Rey. Furthermore, the objective was to collaborate for the understanding of learning as a process of production of subjective meanings by the subject who learns, in a way associated with the proposal of teaching through research. In this way, it contributed to the formation of "motivated, critical, creative and producers of school scientific culture" (ALVES; PARENTE, 2019, p. 2).

These were the nineteen (19) works found in our research, which aimed to investigate the studies already carried out in the area that are related to our work, in order to know the existing scientific production and what is expected from new publications. We realize that the teaching-learning process is complex from the perspective of Subjectivity, and that the production and expression of subjective meanings is excellent in terms of providing a favorable environment for the student to emerge as a subject. On the other hand, given that the human psychological is "multidimensional, recursive, contradictory and unpredictable", it is not possible to dictate linear relationships that cause the subject (MITJÁNS MARTÍNEZ, GONZÁLEZ REY,

2017). That said, we realize the importance of Subjectivity for understanding the teaching-learning process, as this theory seeks to build interpretations of reality that consider its complexity.

FOR NOT CONCLUDE

This research was characterized as State of the Art because it aimed to describe the scientific production that is related to the development of an environment that is favorable to the expression of the student as a subject in his teaching-learning process. For that, a search was carried out in different bibliographic sources, which was delimited between the years 2011 and 2022. Furthermore, it is crucial to highlight that it had the Qualitative Epistemology of González Rey as the theoretical basis. Furthermore, referring to the chosen descriptors, we aimed to direct the review to works that could help in understanding the possibilities regarding the subject who learns in the context of the classroom. In this sense, works that considered the subjective configuration, the relationships established in this scenario and/or the interventions of education professionals were included.

Therefore, when analyzing this State of the Art from the theory of Subjectivity of González Rey, we understand that it is crucial to provide a favorable environment regarding the expression of the student as a subject in his teaching-learning process. For that, there are different possibilities that can be considered with regard to the practice of the professional involved in this process in the context of the classroom. Furthermore, we realized that, in addition to professional interventions, there are factors that may be related in this space-time in which the subject emerges, such as creativity, subjectivity and school difficulties. Furthermore, the relationships established in the classroom setting can also favor the

mentioned. It is worth mentioning that, from the cultural-historical perspective, this theory argues that social and individual subjectivity are mutually constituted in a recursive and multidimensional way. Therefore, it is important to consider the subject who learns inserted in a social space, which constitutes and is constituted by the subject.

With regard to the objective of this literature review, that is, to map the works focused on the subject of the subject that emerges in his teaching-learning process, we could perceive some ways to favor the mentioned, as well as the importance of producing more grounded studies. in the Theory of Subjectivity. Based on this work, we developed some possible questions to be answered by future research: How can we train teachers and psychologists in this direction? What interventions can be developed in the classroom in order to help the subject emerge? How can we work together with education professionals and families from this perspective of González Rey?

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