

THE TEACHER AS A PERSON: REVIEW AND ANALYSIS OF SCIENTIFIC ARTICLES ON TEACHER TRAINING

O PROFESSOR ENQUANTO PESSOA: MAPEAMENTO E ANÁLISE DE ARTIGOS CIENTÍFICOS SOBRE FORMAÇÃO DE PROFESSORES

EL PROFESOR COMO PERSON: LOCALIZACION Y ANÁLISIS DE ARTÍCULOS CIENTÍFICOS SOBRE FORMACIÓN DE PROFESORES



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ABSTRACT: The present study arises in the context of the Doctorate in Knowledge Dissemination, offered in collaboration with the Higher Education Institutions IFBA – UFBA – UNB – UEFS – LNCC – SENAI-CIMATEC, linked to the research titled "Reasons for the permanence of students in the Pedagogy Course at a public university in Bahia" and aimed to: map and analyze Brazilian academic production on teacher training, which is based on concepts related to Henri Wallon's psychogenetic theory. The methodological approach was qualitative-quantitative through the review of the CAPES databases. In the end, it was evident that there are articles that focus on the relationship between affectivity and teacher training, affectivity and learning, and affectivity and cognition, but regarding the relationship between affectivity in the conception of Henri Wallon's Psychogenetic Theory, we observed that there is a gap that needs to be corrected by carrying out new research.

KEYWORDS: Affectivity. Learning. Psychogenetic Theory. Teacher training. Cognition.

RESUMO: *O presente estudo surge no contexto do Doutorado em Difusão do Conhecimento, oferecido em parceria pelas Instituições de Educação Superior IFBA – UFBA – UNB – UEFS – LNCC - SENAI-CIMATEC, vinculado à pesquisa intitulada “Razões para a permanência dos estudantes no Curso de Pedagogia em uma universidade pública da Bahia” e teve como objetivo: mapear e analisar a produção acadêmica brasileira sobre formação de professores, que tem como aporte de fundamentação os conceitos atinentes à teoria psicogenética de Henri Wallon. A abordagem metodológica foi de tipo quali-quantitativo na modalidade de revisão nas bases de dados da CAPES. Finalmente, foi possível evidenciar que existem artigos que têm como foco a relação entre afetividade e formação de professores, afetividade e aprendizagem e afetividade e cognição, mas para a relação entre afetividade na concepção da Teoria Psicogenética de Henri Wallon pudemos constatar que há uma lacuna que precisa ser preenchida mediante a realização de novas pesquisas.*

PALAVRAS-CHAVE: *Afetividade. Aprendizagem. Teoria Psicogenética. Formação de professores. Cognição.*

RESUMEN: *El presente estudio surge en el contexto del Doctorado en Difusión del Conocimiento, ofrecido en colaboración por las Instituciones de Educación Superior IFBA – UFBA – UNB – UEFS – LNCC – SENAI-CIMATEC, vinculado a la investigación titulada "Razones para la permanencia de los estudiantes en el Curso de Pedagogía en una universidad pública de Bahia" y tuvo como objetivo: mapear y analizar la producción académica brasileña sobre formación de profesores, que se basan en los conceptos relacionados con la teoría psicogenética de Henri Wallon. El abordaje metodológico fue cualitativo-cuantitativo mediante la revisión en las bases de datos de la CAPES. Finalmente, se pudo evidenciar que existen artículos que se enfocan en la relación entre afectividad y formación de profesores, afectividad y aprendizaje y afectividad y cognición, pero para la relación entre afectividad en la concepción de la Teoría Psicogenética de Henri Wallon pudimos ver que existe un vacío que necesita ser subsanado con la realización de nuevas investigaciones.*

PALABRAS CLAVE: *Afectividad. Aprendizaje. Teoría Psicogenética. Formación de profesores. Cognición.*

Introduction

Henri Wallon's psychogenetic theory of the complete person is rooted in dialectical materialism, providing the basis for understanding human beings, whose psychological phenomena are explained more by differences and oppositions than by similarities and harmonies among their constituent elements. This theory posits that human personality is constructed through the dynamic interaction of four functional domains: the affective, the cognitive, the motor, and the personal.

On the other hand, in teacher education, professional identity is constructed, which is permeated by the affective and cognitive experiences that occur in the social environment. According to Ferry (1990, p. 52, our translation) "education is a process of individual development aimed at acquiring and/or improving abilities. Abilities to feel, act, imagine, understand, learn, and use the body." In the same line of reasoning, we highlight the profession of teaching, whose initial and ongoing education is not separate from the fact that teachers are individuals who interact with "others" in a social environment that provides them with affective, cognitive, and motor experiences.

Therefore, it is pertinent to investigate studies on teacher education, grounded in the Wallonian proposal, as this theory provides resources to understand the human being in its entirety and, specifically, the teacher, whose workplace, "the school ground," is an intersubjective space of knowledge construction permeated by dialogues, negotiations, where individuals mutually affect each other, challenging their affective, motor, cognitive, and personal limits.

As a result of the foregoing, we understand that affectivity is present in all stages of human development and, therefore, in the professional formation of teachers. Based on this premise, this article aims to analyze how Henri Wallon's theory of affectivity has contributed to studies on teacher education, relying on Brazilian scientific production on this topic. Therefore, the objective is to map and analyze Brazilian academic production on teacher education, which is based on the concepts pertaining to the psychogenetic theory of the aforementioned author.

According to the objective of the article, this text is organized as follows: first, we present a brief discussion on human development from the perspective of Henri Wallon and teacher education in its subjective dimension, which includes the role of affectivity and the conception of the teacher as a person; second, we describe the methodology for data collection

and analysis obtained from the Capes periodicals portal; third, we address the results related to affectivity in teacher education; and finally, conclusions are presented.

Human development from the perspective of Henri Wallon

As mentioned in the introduction to Henri Wallon's Psychogenetic Theory, the domains, also called functional fields, are affective, cognitive, motor, and person. Mahoney (2004) distinguishes them, noting that the affective domain is responsible for emotions, feelings, and passions and is indispensable for energizing and directing the relationship between the cognitive and motor domains; the cognitive domain, in turn, provides the functions that deal with the acquisition, transformation, and maintenance of knowledge; the motor domain deals with bodily expressions, which are translated by sensitivities, reflexes, and movements of various parts of the body; and finally, the person integrates all three aforementioned domains: affective, cognitive, and motor.

It is essential to highlight that the entire evolution of the Wallonian subject, in this specific case, the domains, depends on the social environment, that is, the participation of the Other in early life. Initially, it concerns the provision of basic needs, such as hunger, thirst, heat, cold, etc., but gradually, personal interactions and the relationship with the social environment become essential, as they contribute to the delimitation and differentiation between the "Self" and the "Other." Let us see what Almeida (2014) tells us about this:

Throughout Wallon's work, there is, even if implicitly, a concern with the influence of the other on the processes of subject construction. Wallon discussed the problem of the other in two articles entitled "The Role of the Other in the Consciousness of the Self" and "Levels of Fluctuations of the Self." In these texts, a distinction is made between the "Inner Other" that each one has within oneself, also referred to by him as the *socius* or *alter*, and the others, namely, those who represent the people around him (ALMEIDA, 2014, p. 20, our translation).

The author continues, stating that within psychogenetic theory, there are various "Others": the Other as a general concept, present in all cultural artifacts with which the individual interacts; the Other in interpersonal relationships, and the Other as *Socius* or Inner Self. This "Other" is thus a constant counterpart of the Self in its evolutionary process.

However, it remains to be seen, what is the link between the Self and the Other, considering the total inexperience of an individual at birth? What could mediate the relationship of a newborn with the OTHER, that is, with the social world, the world of people, to the extent of initiating its individual construction process?

In Wallon's psychogenetics, the functional domains work together in an integrated manner, with affectivity being the most primitive domain due to the neurophysiological condition of humans at birth. The maturation of certain nervous centers allows the individual to experience, in the first days of contact with the world, both physical and sociocultural, gradually, a triad of sensitivities called *interoceptive, proprioceptive, and exteroceptive*.

To begin with, there is, therefore, a dissociation between the different functional domains: the interoceptive domain, which is that of visceral sensitivity; the proprioceptive domain, which encompasses sensations related to balance, attitudes, and movements; and the exteroceptive domain, or sensitivity directed towards excitations of external origin. Among the manifestations of these domains, there is a considerable chronological distance. Interoceptive functions are the earliest; exteroceptive functions are the latest (WALLON, 1993, p. 186-187, our translation).

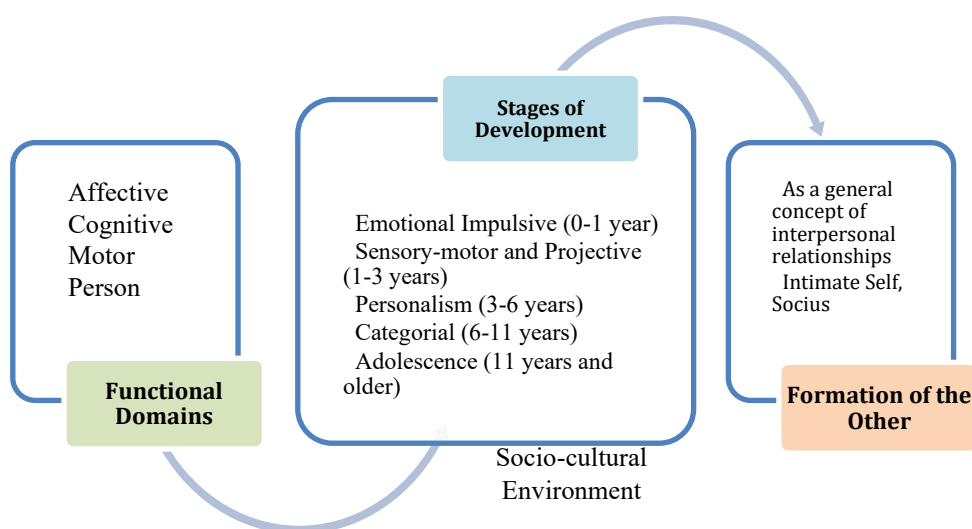
These sensitivities, or domains, as identified by Wallon in his book "*Origens do caráter na criança*", are a set of tonic reactions related to conditions of well-being or discomfort, whose origin may stem not only from the body itself or the external (physical) world, but also from the social world through Others. Among interoceptive activities, we highlight reflexes (for example, breathing reflexes) and spasms (such as the cry of the newborn); in proprioceptive activities, cervical and labyrinthine reflexes, while exteroceptive activities manifest as increased pulse rate, motor agitation, etc. Here, we have affectivity in its most elementary form, translating into manifestations of affective connotation, preceding the emergence of emotions proper, whose progression will occur in the successive stages of the subject's development.

From the Wallonian perspective, human development is understood as a process of progressive, discontinuous construction, driven by the conflict of different and complementary functional domains. This process occurs in stages, called stages, where each is predominantly characterized by a set of activities directed towards a specific functional domain. Each stage has its distinct characteristics, but the integration of all constitutes the complete person. In the words of Mahoney (2004), "Each stage is considered a complete system in itself, that is, its configuration and functioning reveal the presence of all its components, the type of relationship

that unites them, and integrates them into a single totality: the person" (2004, p. 15, our translation).

Next, we present a figure with some of the basic concepts of Henri Wallon's psychogenetic theory, discussed so far in this study. Let's see Figure 1.

Figure 1 - Basic Elements of Henri Wallon's Psychogenetic Theory



Source: developed by the authors

As can be observed in Figure 1 above, functional domains are present in all stages of human development, with the "Person" domain representing the integration of affective, cognitive, and motor domains. In the same figure, we can also see the five stages of development, ranging from birth to adolescence. It is during this latter period that professional formation occurs. Following this, we can visualize the Formation of the "Self," which is of great importance in developing human subjectivity and interpersonal relationships. It is important to highlight that the dialectical relationship of these elements is influenced by the social and cultural environment.

As previously highlighted in Wallonian theory, we can distinguish five stages of child development: (1) the impulsive-emotional stage, which spans from birth to the first year of life, with an emphasis on emotions (affective predominance); (2) the sensorimotor and projective stage, spanning from the first to the third year, with an emphasis on the sensory-motor exploration of the physical world (cognitive predominance); (3) the personalism stage,

spanning from three to six years, focused on personality development and consciousness construction (affective predominance); (4) the categorical stage, spanning from six to eleven years, with a predominance of intellectual advancements (cognitive predominance); (5) and the stage of adolescence, which begins at eleven years and coincides with puberty, characterized by bodily changes, moral and existential conflicts (affective predominance).

It is worth noting that Wallon's psychogenetic theory does not specify a final stage for development; therefore, we interpret that the last described stage continues into adulthood since learning is a continuous and dialectical process. The author does not conceive chronological age as a rigorous criterion for transitioning from one stage to another, leading us to believe in the strong influence that the category of "sociocultural subject" exerts on the concepts of person, man, child, and individual in Wallonian theoretical framework.

It is in adulthood that human beings begin their professional formation in pursuit of the knowledge and skills necessary for good performance in the workplace or chosen careers. This latter phase represents the peak of autonomy and the construction of an identity already permeated by professional activity. Upon reaching adulthood, in which work is seen as an emancipatory activity capable of providing for human needs, the workplace is where we spend the majority of our time, thus providing the greatest opportunity for self-expression as individuals—a unit in which our affective, cognitive, and motor capacities are constantly challenged. Therefore, it is in the environment where we reinvent ourselves and learn that work also takes shape as a space for formation.

Teacher Education in its Subjective Dimension

The teaching profession is a social construction in which teaching knowledge is constituted not only by what is explicit in the curriculum but also by the teacher's own experiences of teaching as a complex activity, which is supported by two principles: (1) the importance of the individual and professional history of the teacher, and (2) the recognition that teacher education occurs continuously (GATTI, 2019). The same author distinguishes the importance of social, emotional, cognitive, and affective aspects, stating:

The first principle recognizes teachers as essentially social beings, with their personal and professional identities being developed through a series of relationships that the individual establishes with others and the

surroundings, influenced by social, emotional, cognitive, and affective aspects (GATTI, 2019, p. 182, our translation).

In this formative process of the teacher, it is necessary to consider that, in addition to the teaching knowledge indispensable for teaching practice, the teacher is an individual with an individual, social, and professional identity, influenced by lived experiences, in constant construction and reconstruction throughout their life cycle. In the words of Moura and Martins (2022, p. 8), it cannot be overlooked that the everydayness of the classroom is constructed by two protagonists with identity characteristics, affective needs, and individual desires.

Ignoring affectivity during teacher training, taking into account only educational techniques and methods, is ignoring the student as a human being, who brings with him to the classroom all his experiences outside of it, and that these experiences influence and have a strong power throughout their lives, including during their training period, teachers need to be aware that those in front of them are beating hearts, each one at their own pace, feelings and desires (MOURA; MARTINS, 2022, p. 8, our translation).

Teacher training also needs to be considered based on the social function that schooling has on men's lives. This teaching responsibility requires comprehensive training, which includes ethical and moral values, and the affective dimension as part of the process. In the words of Sabino (2012)

[...] I return to affectivity as a constituent dimension of the human being as a person, which, at the same time as being inherent to it, is a dimension that suffers the impacts of socio-historical contexts. And if this is so, any process of training and care for human beings that does not place the affective dimension as an essential component of investigation, incurs the possibility of looking at issues with only one eye (SABINO, 2012, p. 143, our translation).

In the debate on teacher training, the relevance of the Wallonian theoretical assumption regarding the concept of the individual as a complete person, composed of affection, cognition, and movement, stands out. This understanding allows us to understand that the teacher, when playing the role of mediator between the student and knowledge, is both influenced and influential in the relationship established with his students. We cannot neglect the importance that emotions play during the knowledge construction process, as they are a source of impulse. In this sense, the authors Moura and Martins (2022, p. 5) point out:

Henri Wallon's perspective considers that the affection that manifests itself in the adult-child relationship constitutes an inseparable element of the knowledge construction process. And it is also clear that all learning is imbued with affectivity. Thus, if the school is a space where feelings are present, the teacher ends up having an essential role in developing a practice that values the inseparable interaction between cognition and affectivity (MOURA; MARTINS, 2022, p. 5, our translation).

We cannot, in the previous statement, the recognition given to affection both in interpersonal relationships and in its participation in the learning process. In this sense and in agreement with this statement, we assume that affectivity, regardless of educational level, is a partner of cognitive processes, such as memory, attention, and language, involved in learning.

About the investigation trails

This research aims to map Brazilian scientific production, which discusses teacher training based on Henri Wallon's theory. To this end, the present study uses bibliographical research as its methodology. According to Gil (2002).

Bibliographical research is developed based on already prepared material, consisting mainly of books and scientific articles. Although almost all studies require some type of work of this nature, there is research developed exclusively from bibliographical sources (GIL, 2002, p. 44, our translation).

Data collection was carried out in the database of the Periodicals Portal of the Coordination for the Improvement of Higher Education Personnel (CAPES) through remote access from the Federated Academic Community (CAFe). At this stage, specific search terms related to Teacher Training and Affection were used, in the period between 2017 and 2022. The option for this type of scientific production was based on the importance of scientific articles for updating and disseminating the knowledge produced by researchers.

In the first stage, we selected peer-reviewed articles from the Periodical Portal of the Coordination for the Improvement of Higher Education Personnel (CAPES) in the space of the Federated Academic Community (CAFe), which allows remote access to subscribed content between the years 2017 and 2022 in search of recent publications. This information collection was carried out in December 2022 and January 2023.

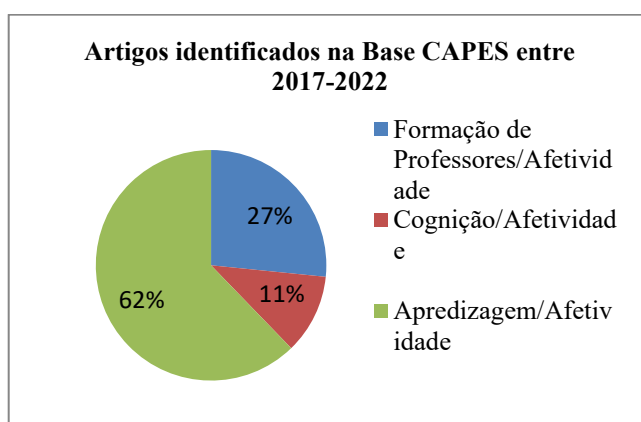
The selection of search terms was made based on their connection with the research objective. These terms were used during the search process for articles on the CAPES Portal, through the CAFe space. The search terms included teacher training, learning, cognition, affectivity, and Henri Wallon.

In the second stage, we focused on collecting scientific productions. When collecting data, we selected 188 peer-reviewed articles on the CAPES Portal, which allowed remote access to the content. The information obtained for the categories and their combinations was analyzed using descriptive statistics and presented in detail in the results and discussion. To construct the results, we used a descriptive qualitative-quantitative approach. Quantitative data supports the discussion of results and clarifies the links between the search terms chosen for the theoretical review and the description of existing knowledge. In addition to helping to identify possible gaps in the study area.

Results

The figure presented below illustrates the results of combining the three terms “Teacher Training,” “Cognition,” and “Learning” with the word “Affectivity,” deriving three major categories that are described in Graph 1.

Graph 1 - Number of articles identified in the CAPES database between 2017- 2022 by descriptors³



Source: prepared by the authors

The results, illustrated in Table 2, indicate that a total of 188 articles linked to the selected search terms and their combinations for this research were located in the CAPES database. The term “learning” is present in a large proportion of research linked to the area of education, with an emphasis on the relationship between Affectivity and Learning, representing 62% of the articles found. This fact highlights researchers’ interest in studying affective aspects of the learning process.

In second place, we find the relationship between “Affectivity” and “Teacher Training” in 27% of the total articles found, which suggests that affectivity is also considered an important factor in teacher training. In the case of the relationship between “Affectivity” and “Cognition”, 21 articles were found, representing 11% of the works found, as shown in Table 2 below.

Table 1 - Articles identified in the CAPES database between 2017- 2022 by search terms

SEARCH TERMS		QUANTITY	PERCENTAGE
Teacher Training	Affectivity	50	27%
	Affectivity/Henri Wallon	1	0,5%
Cognition	Affectivity	21	11%
	Affectivity/Henri Wallon	1	0,5%
Learning	Affectivity	117	62%
	Affectivity/Henri Wallon	3	1,5%
Total		188	100%

Source: Prepared by the authors

³ Color translation: Blue color - Teacher Training/Affectivity; Red color - Cognition/Affectivity; Green color - Learning/Affectivity.

In Table 2, it is observed that a more specific search, which included the terms “teacher training”, “cognition” and “learning” together with “Affectivity/Henri Wallon”, resulted in a reduction to 5% in the number of publications. This indicates that Wallon’s Psychogenetic Theory was not considered by these researchers.

To facilitate understanding of the findings, we will present a detailed analysis of the three resulting categories, broken down chronologically. We will start with the search term “Teacher Training” in Table 3, below.

Table 2 - Articles on teacher training, affectivity, and Henri Wallon in the CAPES database between 2017 and 2022

Year	Affectivity/Teacher Training		Affectivity/Henri Wallon/Teacher Training
	Quantity	%	Quantity
2022	10	20	0
2021	10	20	0
2020	8	16	0
2019	6	12	1
2018	6	12	0
2017	10	20	0
Total	50	100	1

Source: prepared by the authors

Table 3 presents the annual distribution of the 50 articles found, focusing mainly on Teacher Training, thus representing 27% of the total found. It is observed that the search that associates the terms “Teacher Training” and “Affectivity/Henri Wallon” resulted in only one publication in 2019. This data shows that the relationship between affectivity and teacher training is still a field of study to be explored, indicating the need for further studies on teacher training from the perspective of Henri Wallon’s Psychogenetic Theory.

In Henri Wallon’s Psychogenetic theory, affectivity and cognition are two of the functional fields that interact and are part of the complete person. Its importance is present in the interactions that take place in the educational environment, whether in the relational field or in the mediation and construction of knowledge. The results found on the CAPES Portal reveal a small number of articles linking these descriptors, as shown in Table 4.

Table 3 - Articles on cognition, affectivity, and Henri Wallon in the CAPES database between 2017 and 2022

Year	Affectivity/Cognition		Affectivity/Henri Wallon/Cognition
	Quantity	%	Quantity
2022	2	9,5	0
2021	2	9,5	0
2020	3	14,3	0
2019	4	19	0
2018	3	14,3	0
2017	7	33,4	1
Total	21	100	1

Source: prepared by the authors

In Table 4, it is observed that, of the articles located between 2017 and 2022, only 21 correspond to the search term “cognition”, representing 11% of the total articles. It is noted that, in the relationship between the terms “affectivity/Henri Wallon” and “cognition”, only 1 (one) article was found. These results highlight the need for research in this area, considering that cognition is one of the functional domains that make up the complete person, and it is essential to remember that the teacher is also an individual.

Continuing with the analysis of the results obtained, we discovered that for the search term “learning” in its relationship with the terms “Affectivity/Henri Wallon,” 117 (one hundred and seventeen) articles were found, as we can see in Table 4 below.

Table 4 - Learning, affectivity, and Henri Wallon in the CAPES database (2017 – 2022)

Year	Affection/ Learning		Affectivity/Henri Wallon/Learning
	Quantity	%	Quantity
2022	15	13	1
2021	20	17	0
2020	22	19	1
2019	19	16	1
2018	18	15	0
2017	23	20	0
Total	117	100	3

Source: prepared by the authors.

The results indicate that the 117 (one hundred and seventeen) articles linking the term “affectivity” with the term “learning” correspond to 62% of the total articles found. The articles linking “Affectivity,” “Henri Wallon,” and “Learning” are 3 (three) in total, which we will briefly analyze below.

We started with the article entitled “*A Afetividade no processo de ensino-aprendizagem: contributos da Teoria de Henri Wallon*” by the authors Silva and Bastos (2022), whose objective was to present the contributions of Wallon’s psychogenetics to understanding the child as a total being and reflect on the promotion of an affective environment favorable to this integral development, in Early Childhood Education, as well as on the importance of the educator in this process. In the final considerations, we can appreciate the importance attributed by the authors to affectivity:

For the educator to play a relevant role in this educational process, we think that he needs to be sensitive to the differences, feelings, emotions, individualities, speeches, and actions of his students, trying to establish a relationship of trust with them, and to from there, enable a teaching-learning process through affection.

The educational practice of loving the student and the need for the teacher to be open to this affective practice contributes to meaningful learning, which does not mean that this loving is homogeneous, but rather that he or she is not afraid to express affection, thus sealing the commitment to students, in a practice exclusive to the full human being (SILVA; BASTOS, 2022, p. 619, our translation).

The excerpts above note that although the authors emphasize affectivity in the educational process and the student’s well-being, the teacher’s affectivity is only considered relevant due to educational practice. Here, the teacher’s role as a person with human characteristics and needs in the educational process is not highlighted.

Secondly, we highlight the article “*Afetividade no Processo de Ensino-Aprendizagem: a Educação Infantil na Perspectiva de Henri Wallon*” by the authors Santos and Lopes (2020), published in 2020. This study’s main objective was to make students, teachers, parents, and schools understand that learning happens faster when there is affection between those who teach and those who learn. Thus, a good relationship with the teacher, colleagues, and family favors the educational process. Also, in this work, the teacher, his personal needs, and his training needs are not given a voice.

In third place is the article entitled “*O uso das afetividades em Wallon e as práticas socioeducativas de um projeto social em São Gonçalo - RJ*”, published in 2019 by the authors Ferreira and Lopes (2019) and aimed to identify the relevance of affectivity in teaching-learning processes in a non-school socio-educational institution. In the conclusions, the authors highlight the relevance of affectivity in educational practice, but without considering the importance of affectivity studies for teachers and their training. Furthermore, we talk about the teaching and

learning process, without highlighting that these are distinct categories that involve people in different living and existence conditions.

In this line of reasoning, it can be concluded that, although the importance of affectivity in the learning process is recognized, this consideration is not reflected in the production of scientific articles in the period from 2017 to 2022. The analysis results indicate that little research delves into the importance of affectivity in teacher training and its relationship with cognition and learning. These topics are superficially covered in the articles, reinforcing the need to develop research linked to this topic.

For the terms “affectivity”, “Henri Wallon,” and “cognition”, only 1 (one) article was found from 2017 by the authors Cintra and Almeida, entitled “Wallonian reading of movement: six-year-old children in elementary school”, whose the focus is on motor skills without losing sight of their dissociability from affectivity and cognition. For the authors, “Henri Wallon’s psychogenetic theory offers support for understanding the motor dimension as a constituent of the person, as one of its main points is the integration of the affective, cognitive, and motor domains” (CINTRA; ALMEIDA, 2017, p. 206, our translation).

Observing the importance attributed by the authors mentioned above to the integration of the affective, cognitive, and motor dimensions as constituents of the “person” and recognizing the teacher as a “person”, the results obtained in relation to the number of articles focusing on the relationship between cognition and affectivity show the need to deepen research regarding Henri Wallon’s Psychogenetic Theory and, consequently, disseminate it through scientific articles.

Final considerations

Teacher training is the focus of many varied research studies in the area of education, but most of these studies focus on the functions that a good teacher should assume. Therefore, they only point out the appropriate and desirable cognitive characteristics that this professional must have, to facilitate learning experiences.

The present study allowed us to prove the influence attributed by researchers to affectivity in the learning process, totaling 62% of the scientific articles found in the CAPES database. However, it was noted that most studies are focused on the student's well-being without showing interest in the teacher's well-being.

Regarding the link between affection and teacher training, we found that 27% of the articles focused on improving educational practice, the child's integral development, continuing education, learning assessment, and educational games. In these studies, affectivity is approached very superficially without directly reaching its importance both for the teacher as a human being and for his professional training.

For the relationship between Affectivity and Cognition, 21 articles were identified, corresponding to 11% of publications. This data indicates that, even with the recognition of the importance of affective factors in the learning process, for many authors, the link between these two dimensions has not been sufficiently studied.

Among the few publications that allude to Henri Wallon's Psychogenetic Theory as a theoretical reference, some articles were found that link affectivity with learning from the perspective of this theory. These articles focus on integrating affective, cognitive, and motor dimensions in six-year-old children, the importance of affectivity in educational practice, and the influence of the affective relationship between everyone who participates in the educational process.

From these findings, it can be inferred that there is a significant gap in research that considers the teacher as a person from the perspective of Henri Wallon's Psychogenetic theory, in which the affective, cognitive, and motor functional fields interact and are integrated into the person as a whole, not just as a component of the educational system. Furthermore, the teacher is not only the subject capable of influencing his students, but he is also influenced both by interaction with his students and by the social and cultural environment.

Finally, it is important to highlight that, despite the limits of this study, there is a lack of work that discusses the integration of affectivity studies in teacher training, whether with a view to preparing teachers to understand their role in teaching processes, and learning not as an accessory phenomenon, but as a driving source of behaviors, attitudes, actions, and activity. Therefore, we consider it essential to deepen research in this area, extend it to other databases, and include theses and dissertations at national and international levels, which can expand the debate on the role of affectivity in teacher training.

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