



Por um modo mais incorporado de explicar o fazer do Psicólogo [

2014

text (article)

Analítica

The article follows the peculiarities that the so-called 'theory and practice relationship' has undertaken in psychology, seeking clues in it to map how the problem of learning and knowledge has been placed in this field. Leading this work are the distinctions that graduate students in psychology at the Federal University of Rio Grande do Sul (UFRGS) make in their training experience, produced in a research device conducted with students on the emphasis stage. We observed that the dilemmas and impasses distinguished by the students relate to placing the problem of psi knowledge under spectator theory of knowledge, as characterized by John Dewey. A rereading of this notion from contemporary cognition authors - especially Humberto Maturana, Francisco Varela and Pierre Lévy - is used to relocate the problem of the relationship between theory and practice in psychology. I concluded that the concrete base for making psi has not been considered by the speech that places in theory the foundation for psychologist knowledge

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