

Human learning and development in education and health permeated by psychodrama and subjectivity

RESUMO | Objetivo: compreender como o psicodrama, enquanto recurso pedagógico, possibilita aos educadores da área da saúde mental de nível superior superarem de forma subjetiva as suas dificuldades no decorrer das atividades laborais para se desenvolverem. Método: trata-se de uma pesquisa qualitativa que utiliza o método educacional psicodramático proposto por Maria Alicia Romanã em consonância com as técnicas exploratórias da mente humana utilizadas por Jacob Levy Moreno no psicodrama e, teoria da subjetividade proposta por Luis Fernando Gonzáles Rey, sendo composto por um grupo de seis educadores de saúde mental. Resultados: evidenciaram a importância das técnicas de psicodrama para despertar pensamentos críticos e reflexivos nos educadores em relação a subjetividade individual. Conclusão: é de suma relevância a formação de educadores na área do psicodrama socioeducativos para intervir na saúde mental dos alunos possibilitando a criação de condições reais e viabilização de entendimentos.

Descritores: Educadores em saúde, Psicodrama, Satisfação Pessoal

ABSTRACT | Objective: to understand how psychodrama, as a pedagogical resource, enables higher-level mental health educators to subjectively overcome their difficulties in the course of work activities in order to develop. Method: this is a qualitative research that uses the psychodramatic educational method proposed by Maria Alicia Romanã in line with the exploratory techniques of the human mind used by Jacob Levy Moreno in psychodrama and, subjectivity theory proposed by Luis Fernando Gonzáles Rey, being composed by a group of six mental health educators. Results: evidenced the importance of psychodrama techniques to awaken critical and reflective thoughts in educators in relation to individual subjectivity. Conclusion: it is extremely important to train educators in the area of socio-educational psychodrama to intervene in the mental health of students, enabling the creation of real conditions and the viability of understandings.

Keywords: Health educators, Psychodrama, Personal Satisfaction

RESUMEN | comprender cómo el psicodrama, como recurso pedagógico, permite a los educadores de salud mental de nivel superior superar subjetivamente sus dificultades en el curso de las actividades laborales para desarrollarse. Método: esta es una investigación cualitativa que utiliza el método educativo psicodramático propuesto por Maria Alicia Romanã en línea con las técnicas exploratorias de la mente humana utilizadas por Jacob Levy Moreno en psicodrama y la teoría de la subjetividad propuesta por Luis Fernando Gonzáles Rey, siendo compuesta por un grupo de seis educadores en salud mental. Resultados: se evidenció la importancia de las técnicas del psicodrama para despertar pensamientos críticos y reflexivos en los educadores en relación a la subjetividad individual. Conclusión: es de suma importancia la formación de educadores en el área del psicodrama socioeducativo para intervenir en la salud mental de los estudiantes, posibilitando la creación de condiciones reales y la viabilidad de los entendimientos.

Palabras claves: Educadores para la salud, Psicodrama, Satisfacción personal

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Recebido em: 13/04/2023

Aprovado em: 04/05/2023

INTRODUCTION

The learning process, whether in primary, secondary or higher education, focused on a historical cultural perspective derived from Psychology, points out that learning is constituted from social interactions that take place between teacher and student, students among themselves, teachers among themselves, as well as interactions between all those who make up the educational space in achieving development. ¹ Still in this direction, there is the existence of a universe of perceptions and meanings that the individual builds to interpret the world, which are

permeated by established exchanges between the members of a given culture, together with a constant process of interaction that allows them to recreate, reinterpret and reframe their information and concepts. ^{1,2}

Next, Jacob Levi Moreno ¹ brought significant contributions to the understanding of human development pointing out that human development and learning in the historical-cultural perspective introduced by Vygotsky, assumes the understanding that human beings are constituted from their social, historical and cultural relationships, and learning appears as one of the axes of these relationships, admitting that this is what drives development. ²

Vygotsky, a great scholar of the

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children's learning process, points out that development occurs from social relationships, and through this learning drives development and both are inseparable, that is, the more learning, the more development.³

In this context, humanized care requires health professionals and educators to have scientific knowledge about

the characteristics of each phase of human development, respecting the individualities and knowledge of individuals, family and society, with critical thinking to assess and intervene in the face of detected alterations.^{2,3}

Although the educational environment is an important place for disseminating knowledge and information, it is also a fertile place for the development of difficulties in social interactions that can affect the mental health of teachers and students, such as: anxiety, stress, depression, mood disorders, among others.³

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These feelings can be experienced through the unique subjectivity that each individual has through the generation of subjective meanings and subjective configurations. 4 In this way, thinking cannot be seen only as a cognitive function that understands, orders and classifies, but rather as a subjective process involved by imagination, being expressed symbolically and emotionally in the production of configurations and subjectivities. 4

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Accordingly, the subjectivities developed by the subjects in relation to their experiences can be portrayed through teaching in education and health, considered catalysts of emotional stress for educators.⁵

In this sense, one of the great allies in the subjective perception of human development and learning is the use of psychodrama. 4,5 Psychodrama is a therapy approach that uses theatrical formats to diagnose and treat issues of a psychic nature. The founder of this technique was the psychiatrist Jacob Levy Moreno, who from a young age made the performing arts an important part of his life.^{1,5}

Therefore, its main purpose is to facilitate the contact of the individual with his own emotions, using the resources of dramatization. Currently, the methodology is widely used in universities, hospitals, clinics and communities.⁶

In the sequence, it is necessary to join other theorists for a better understanding and interpretation of phenomena such as the Theory of Subjectivity proposed by Luis Fernando Gonzáles Rey 4 which seeks to understand subjectivity in its unique processes constituted in the interrelationship with individual subjectivity and social subjectivity and Maria Alicia Romanã who developed psychodramatic pedagogy.^{2,6}

In this sense, the objective of the study was to understand how psychodrama, as a pedagogical resource, enables higher-level mental health educators to subjectively overcome their difficulties in the course of their work activities to develop.

METHOD

The present study is a qualitative research that uses the psychodramatic educational method proposed by Maria Alicia Romanã² in line with the exploratory techniques of the human mind used by Jacob Levy Moreno¹ in psychodrama and theory of subjectivity propo-

sed by Luis Fernando Gonzáles Rey. ⁴

We can define psychodramatic qualitative research when the analysis is based on conceptual references of spontaneity, creativity and subjectivities. ^{1,2,7} The option for the psychodramatic method means understanding and describing the phenomenon based on dialogue, observation and perception of the researchers. Our research subjects were mental health educators at public and private universities that worked in the city of Goiânia. Thus, the information obtained in meetings with participants who worked as educators in the mental health area at public and private universities were recorded in a field diary.

Therefore, five sessions were held with the group of educators composed of six participants, four females and two males. It is noteworthy that the choice of participants occurred randomly according to the interest aroused by them. The information obtained in this research was analyzed in the light of the concepts of psychodrama.

The present research had two different places as a scenario: the Municipal Education Department of Goiânia and the Psychosocial Care Center (CAPS) of Goiânia where the dynamic was developed in a private room provided by the places mentioned above.

The educators of these institutions were heard in the collective planning meetings held in person, which had the participation of the pedagogical and administrative team, because it is believed that everyone who works at the Educational and Health Unit is an educator and contributes to advances in work, in addition to reflecting on setbacks and composing work actions and goals over the years.

Initially, we carried out a bibliographical research regarding psychodrama and learning difficulties. This stage of the work allowed us to deepen our knowledge in the theory of Romano Jacob and in the works developed in the field of learning difficulties.

The meetings took place in August and September 2023. First, we established an initial contact with the group of participants for an explanatory meeting about the research. Then, the participants signed the Free and Informed Consent Form (TCLE). The following steps for carrying out psychotherapy (psychodrama) took place after approval by the Ethics Committee of the Pontifical Catholic University of Goiás, under CAAE: 56912322.2.0000.0037.



In the dialogue with the participants, in the form of slides and simulations performed by the researchers, some psychodramatic techniques for knowledge were presented, such as: role reversal, self-presentation, psychodramatic games; group presentation games and self and others perception games.



The inclusion criteria were described as follows: actively working in the field of mental health education at private or public universities in Goiânia, being able to participate in the proposed dynamics, residing close to research institutions and signing the Free

and Informed Consent Form (FCIF). As exclusion criteria, we adopted the removal of participants who were absent from two sessions in a row and/or who attended only the first session and abandoned the others.

The data obtained through the interaction in the dialogues with the participants were analyzed considering: the subjectivity of the researchers' interpretations anchored in the Subjectivity Theory of Luis Fernando Gonzáles Reis ⁷, in the interpretation of psychodrama based on the Theory of Jacob Levy Moreno and in the qualitative analysis based on the psychodramatic educational method proposed by Maria Alicia Romanã. ² Thus, we considered as research analysis material: the conversational moments between mental health educators presenting different ways of thinking and acting in the same daily situation, following the theories and methods mentioned above.

RESULTS

In this context, we compiled the main evidence obtained in the conversational moments with the group of educators when based on the techniques of Jacob Levy Moreno's theory in psychodrama, as shown in Table 1

In this perspective, we can see in Table 1 evidence of the researchers' interpretations in the psychodramatic understanding arising from the subjective perceptions of the educators in relation to the Psychodramatic Educational Method exposed in this study.

DISCUSSION

Our discussion was anchored in the researchers' subjective perceptions and interpretations during conversational moments with mental health educators permeated by psychodrama techniques.

The impact of new forms of education causes changes in theory, methodology and educational practices. Thus, in the educational environment, the subjective dimension participates in the action of

Table 1- Main evidence interpreted by the researchers in relation to the results obtained through the conversational moments of the participants from the perspective of the Psychodramatic Educational Method presented by Jacob Levy Moreno and Maria Alicia Romanã, aiming at the exploration of the human mind.

They understood that since childhood, several communication and learning processes provide the production of emotions dynamically through their interactions with other subjects, producing new emotions at every moment.	They generated subjectivities in relation to emotions, anxieties, frustrations and other feelings during the work practices of these professionals, echoing feelings that differ among participants in similar situations in everyday life, evidencing the mental individuality to react to certain situations in everyday life
They noted that at different times the teacher experiences and is faced with new values that are essential and must be taught since childhood. They also reinforce that in schools moral habits must be exposed for a prosperous adult life.	It was noticed that there is not something closed and finished because human beings are dynamic and complex, involving in their emotional development countless factors that influence the experience of each one.
There was a perception that the teacher's creativity influences the possibilities of manifesting or developing their creativity through pedagogical actions.	They awaken that the subjective sense of emotions are in people's experiences since birth and are a constant part of their interactions as a child, adolescent, adult or elderly person, that is, throughout the individual's life
They reported that the sense of self-realization is related to the fear of making mistakes, criticism, ridicule and inhibition of creative behavior.	They assimilated that the subject's configurations are formed through contradictory or non-contradictory experiences and through the constant organization and reorganization of emotional and cognitive aspects in the subject's development. Subjects modify and are modified by the world through the emotional systems that form

Source: elaborated by the authors.

Chart 1: Main subjective evidence generated in the conversational moments of the group of educators during the application of Luis Fernando Gonzalez Rey's theory of subjectivity.

They found that Vygotsky's sociocultural theory reinforced in psychodrama practices that learning occurs mainly in processes that involve social relationships and the emotional maturity of students.	They inferred that the subjective meanings are constituted in the process of formation of the subject and, permanently undergo changes, influence the constitution of new meanings, are organized by thought, externalized by language and integrate the constitution of the subjectivity of the individual.
They learned that educators need to transform learning into an interesting and attractive activity, exploring the student's individual experiences and their creative and imaginative potential.	They captured that the subjective configurations are an integral part of the subjectivity of the subject, being able to be considered the set of expressions of the subjective senses endowed with the emotional and symbolic aspects and formed in a determined space and moment of the life of the human being.
They identified that the educator's attitude and performance, in the classroom and outside of it, are seen as essential for higher education to fulfill the mission of preparing students to confront their positive and negative feelings.	They distinguished that the subjective sense is an inseparable unit of the symbolic and emotional processes in the same system, in which the presence of one of these elements evokes the other, without being absorbed by the other.

Source: elaborated by the authors.

learning relationships, integrating with other life experiences that are expressed in a complex way in learning, especially regarding the mental health of health professionals, generating different subjectivities, both positive and negative.^{2,4,8,9} In this sense, evidence was found in several studies that learning presupposes subjectivity by favoring experiences of satisfaction for educators, emotion and personal fulfillment in their work activities, a space for learning and development can be promoted through a set of subjective elements that enable the learner to assertively face their own learning process to develop their

work with patients in mental health.^{5,9,10}

In this perspective, in any pedagogical space, it is advocated that the educator must occupy the place that is due to him in relation to scientific and school knowledge before his students and fulfill his role of teaching.¹⁰ For this, it is advocated that he needs to have solid scientific knowledge and assume his role as organizer of the process, having his authority fully exercised.¹¹

From a neurodevelopmental perspective, interventions focusing on mental health in universities could prevent the manifestation or lessen the intensity of mental illnesses, preventing

problems in the family, academic and social spheres.⁴ Recent systematic reviews have described the effectiveness of different types of preventive intervention at universities for anxiety disorders, among others.¹⁰

Corroborating the above finding, the author points out that for university programs focusing on mental health, are satisfactorily developed in the country, it is necessary to assess what Brazilian educators and students understand by mental health and what are the means by which they obtain information on this subject.¹¹

Thus, from the understanding of the

daily life, needs, behavior and social expectations of these individuals, it will be possible to elaborate effective actions in the knowledge construction process.^{10,11}

In Hong Kong in 2019, a study was carried out on educators' perceptions of health in general, showing that educators did not know how to deal with such emotional situations, as they received little training. However, trained teachers can improve the health conditions of their students, guiding and helping them to acquire healthy life habits.¹¹

With regard to the insertion of participatory and realistic playful educational techniques that promote the insertion of health educators in the mental health care process, it needs to be taught more rigorously at graduation, how to increase the workload in the fields of mental health practice, technical visits, seminar and open spaces for discussions and confrontations for both educators and students.^{2,6,9,12}

As a result, the constitution of the educator's subjectivity has been increasingly relegated to the background or even ignored in everyday academic life and in the processes of initial and continuing education.¹² Understanding how subjectivity is constituted and expressed in the educa-

tor's pedagogical actions and relationships makes it possible to highlight elements that go beyond the concept of 'pedagogical practice' traditionally conceived as a set of activities to be performed in the exercise of the teaching profession.¹³

CONCLUSION

As the main objective of this article, we consider that psychodrama combined with subjectivity can serve as a resource for overcoming learning difficulties.

We observed that the educational method in psychodramatic mental health promoted, more frequently, the exercise of the art of asking, of situating the participant in front of a problem to be solved so that he reflects and finds the appropriate answer, through real dramatization, symbolic and dramatization at the ludic level.

We consider, through the results, that the psychodramatic educational method was effective in starting the process of knowledge of the routine experienced by mental health educators. Psychodrama is a methodology fueled by real experiences that generate me-

anings in different areas and that are configured in different ways by each individual. It was verified that the psychodramatic educational methodology favored the development of the creativity of the educators for the thought of new creation of learning spaces.

The objective is that this study can awaken the readers' reflection and interest in the importance of psychodrama in universities, provoking reflections on the various experiences that the academic universe provides, especially in mental health.

After the considerations described, we understand that it is essential to continue using the psychodramatic educational methodology as a resource for human development and especially for overcoming learning difficulties.

Therefore, it is necessary to train educators in the area of socio-educational psychodrama to intervene in the mental health of students, as we have seen that psychodrama is not limited to conflict resolution, but the release of spontaneity and the possibility of creating real conditions and enabling understanding. 🐦

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