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Learning Processes from a Cultural-Historical Standpoint

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Subjectivity Development in the Classroom: Learning Processes from a Cultural-Historical Standpoint

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Abstract: Although there is much research regarding learning disabilities, the emphasis is mostly related to the cognitive-intellectual perspective, limiting the possibility of a complex approach in order to further advance in the comprehension of the problem. As a way to promote alternative understandings to this theme, this article reports on research carried out in the first year of school in a public school in Brazil. Its main objective was to comprehend how new subjective configurations emerge in that context, considering mainly the quality of human relationships established during the research in the classroom, taking into account as well the participant's achievements in learning in this process. One of the cases studied is discussed in-depth. The theoretical and epistemological position on which the research was based was the theory of subjectivity, from a cultural-historical standpoint, and its epistemological and methodological proposition, qualitative epistemology and the constructive-interpretative method. Its main tools were conversational dynamics and diverse interactive sessions. Based on what was studied, advancements concerning subjective processes involved in the learning development are proposed, also expanding on the debate on the processuality of the child experiences and their own productions, which emerge in the course of their actions and that can create new elements to their subjective development in the school context.

Keywords: Subjectivity Development, Learning Difficulties, Classroom

Introduction

The topic of learning disabilities in children and its relation to schooling has long perplexed teachers, psychologists, and researchers. Despite the common use of the term, the definition and understanding of "learning disability" remains confusing and fragmented (Waber 2010; Hilgard 1966). In psychology, despite the existence of multiple perspectives on the nature of learning disabilities, empirical and descriptive approaches have prevailed that have sought to study fragments of the phenomenon more than the system as a whole (Burman 2017; Mitjáns Martínez and González Rey 2012). Furthermore, these approaches have been adding to the endless nomenclature and to the production of several categories that overlook children's capacity to position themselves while facing challenges regarding their own developmental processes (Burman 2017; González Rey 2008).

In the same sense, this discrepancy in most theoretical perspectives has been contributing to the fragmentation of knowledge production in the field (Torgesen 2018). As Hilgard (1966) pointed out, this fragmentation becomes clear when looking at how some of the most influential theories on learning proposed in the twentieth century can easily be divided into two main groups: stimulus-response theories and cognitive theories. Although it has been some time since this proposal, much current research continues to concentrate exclusively on either the internal or the external response to a given learning situation, rejecting other dimensions in the comprehension of the theme.

On the one hand, this is to do, in part, with the prevalence of a positivist epistemology in psychological research that has dominated ideas within this science. Notwithstanding the relevance of in-depth studies from one or another perspective related to comprehending

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phenomena, the problem relies on the reification of one model of thinking conceived of as the guiding principle, leading to learning achievements. That is to say, a particular interpretation of learning disability, or a theory dedicated to a specific type of learning, can be very controversial (Tunes et al. 2006).

That is, in part, what has been happening in psychology. Theories have become dogmas instead of systems of intelligibility that support theoretical constructions in ongoing research (González Rey 2012). Thereby, it may be thought that theories have long been misused in psychology, having occupied a secondary place in that science (Danziger 1990).

On the other hand, and one of the consequences of the previous argument, psychologists have paid poor attention to the epistemological foundations of their own system of knowledge production. That is to say, there has been an overvaluing of the empirical moment above the collection of facts, while leaving aside the importance of theory as an intellectual tool for knowledge production (González Rey 2008).

Furthermore, the predominance of an empirical-instrumental context has demanded the use of any type of instrument that favors the measurement of cognitive processes while a participant is executing an operation, for example IQ tests. In turn, analysis often turns exclusively to the manifestation of the behavior or to intellectual-cognitive skills. This way of working ignores any other singular aspect of the child in question (González Rey 2008; Arfken 2015), who is still conceived of as a passive recipient (Mitjáns Martínez and González Rey 2012).

Additionally, the traditional understanding of learning is often reduced to the notion of reproduction and assimilation, in a way that was commonly associated with the cognitive-reproductive dimension. In this sense, another common assumption in this field is to restrict the basis of learning to intellectual and logical operations (González Rey 2004, 2012; González Rey and Mitjáns Martínez 2017a). This presupposes that the capacity of the child to process, internalize, and memorize information often determines the ability to learn the content.

Based on the narrow intellectualist and cognitive reductionism referred to above, institutional learning and intellectual development strategies in the classroom in Brazil have been oriented to the assimilation of contents by students on the basis of repertories for the development of reproductive skills. In turn, cognitive-instrumental reductionism has ended up homogenizing practices in school, while concentrating exclusively on intellectual-cognitive development as the path to learning (Rossler 2006; Tacca and González Rey 2008; Saviani 2011; Mitjáns Martínez and González Rey 2017a).

Departing from the above reflections, we can say that the multiplicity of elements that is part of the learning processes is being ignored above all the subjective processes involved in school education (González Rey 2006; Mitjáns Martínez and González Rey 2017a). As a way of advancing in relation to the fragmentation regarding knowledge production on learning disabilities, this article aims to introduce a new avenue for the discussion of this subject. This article is based on the cultural-historical proposal on subjectivity (Gonzalez Rey 1997, 2003, 2012) in order to advance on a new alternative for understanding and working with learning disabilities. It, therefore, proposes the consideration of the ontological definition of subjectivity in the study of the theme, which is "ontologically defined by units that integrate emotions and symbolic processes as new qualitative kind of processes" (González Rey 2018, 4).

This line of research began with González Rey's (1995) study of the comprehension of how children learn to read. The author understood that the moment children start to read, they are simultaneously stimulated by imagination, creativity, and fantasy, which can turn into a process that leads them to the creation of subjective resources, culminating in their subjective development. This is a comprehension that transcends the cognitive-instrumental characteristics of reading. Other studies based on this proposal on subjectivity development and learning processes can be found in the work of Rossato and Mitjáns Martínez (2011, 2013), Rossato (2009), Santos (2010), and Arruda (2014). The following section will briefly discuss methodological procedures, as well as the theory's categories of subjective senses and subjective

configurations, together with its definitions and its importance to the comprehension of school learning processes, while also presenting, in sequence, fragments of a case study.

The Theory of Subjectivity in the Study of Learning Processes in School

Methodological Procedures

To illustrate the contributions of the aforementioned theoretical approach on subjectivity in the study of learning difficulties, this article is based on research conducted in a public elementary school in Brasilia, Brazil, which began in March 2016 (Oliveira 2017), after prior informed consent, and continues up to the present day. By discussing a case study from this research, this allows light to be turned on to the methodological procedures specifically designed for the study of subjectivity from a cultural-historical standpoint by González Rey (2003, 2005; González Rey and Mitjáns Martínez 2016, 2017a, 2018).

The first characteristic of qualitative epistemology (González Rey 1997) is that it proposes a constructive-interpretative explanation of knowledge, as exemplified in the discussion of the case study of the present study, differing from other qualitative approaches that seek to legitimize their data through inductive-descriptive methods. Its second attribute is its consideration of the importance of dialogical interaction, instead of traditional "data collection," in the investigation process as a way of "accessing" the subjective world of the participant. Third, the singular case is considered an important source for scientific knowledge in this theoretical framework. This importance is related to the contributions of the singular case to construct the theoretical model in development in the course of the investigation, which characterizes the research based on the qualitative epistemology and the constructive-interpretative methodology (González Rey and Mitjáns Martínez 2017a, 2017b).

With respect to the participant, Livia was seven years old at the time of the research. She was a student that did not socially integrate within the classroom and, at the same time, she often isolated herself and seemed to be quite demotivated concerning school activities. The aim of the study was to comprehend how an effective researcher-student relationship could become a driving force for the participant's subjective development, a type of development that is theoretically described in the next section. In our opinion, only the emergence of new subjective resources can lead to two closely interrelated processes: finding a social place in the classroom and generating interest in school subject matter.

Throughout, the researcher worked with elements and activities that were part of the day-to-day life of the classroom. Methodological tools were also used during formal and informal moments, which sometimes included the teacher. Some of the tools used were conversational dynamics, which facilitated the participant in expressing moments of her life story; individual and group interactive sessions, such as movie shows followed by drawing and dialogue; storytelling sessions; and phrase-complement exercises, which consisted of asking the participant to draw or write based on smiley faces displayed in the activity material.

Subjective Senses and Subjective Configurations: A Short Presentation

Before presenting the case, it is relevant to refer to the concepts of the theoretical approach chosen as the basis of this research. The theory proposed by González Rey (2003, 2005, 2015, 2018) conceives subjectivity as symbolic-emotional units, conceptualized as subjective senses, which are inseparable from human actions, whether social or individual (González Rey 2018). This representation of subjectivity allows an understanding of learning and school processes as an expression of the social constellation of children's experiences that appear through different subjective senses forming subjective configurations.

Subjective configurations are dynamic systems that integrate a less changeable flow of subjective senses, which are closely related with one another and generated in the course of those

experiences that are most significant to the child. This process goes beyond conscious representations (González Rey 2012, 2018). Subjective configurations, once they are subjectively configured, are a source of subjective senses which, in turn, emerge as specific ways of feeling, for example, the learning experience in the classroom. In this sense, it can be argued that external reality is never an internalized process, but rather a subjective production, considering the symbolical world humans share throughout culture.

As González Rey (2018, 4) stated elsewhere in relation to the theme of this article: "The subjective configuration of the learning process in one student generates, in a constant interweaving movement, subjective senses related to physical appearance, expressed as embarrassment for being small, which attached together with other senses generated in family life, where an authoritarian father made him constantly feel embarrassed in relation to his young brother, generating such a process that subjectively interferes with his capacity for knowledge, becoming an important subjective process of his learning difficulties." Therefore, subjective senses and subjective configurations compound a system that is constantly moving, in process and changing, as well as being dynamic and non-static. However, it is important to highlight that subjective senses and configurations are not directly accessed through any kind of immediate expression. They can only be constructed through a constructive-interpretative methodology (González Rey 2005, 2011; González Rey and Mitjáns Martinez 2016, 2017a) in such a way that they should be deciphered in an indirect way that always presupposes the researcher's theoretical constructions and intuitions. The discussion of the constructive-interpretative methodology is beyond the scope of this article. Nonetheless, for further reading we suggest the chapter "Epistemological and Methodological Issues Related to the New Challenges of a Cultural–Historical-Based Psychology" (González Rey and Mitjáns Martinez 2017b).

Furthermore, subjective senses and subjective configurations are very important to understanding school learning processes, as "psychological functions, from this point of view, are not merely cognitive operations, or specific fragmenting entities; they become subjectively configured processes and functions, being connected to the subjective system through their ongoing subjective configurations" (Fleer et al. 2017, 4). Finally, the development of subjectivity as studied in this article and its implication for children with learning difficulties is related to the changes in the subjective configurations considering the closest relationships that the child establishes in school and the learning achievements in this process.

Subjective Configuration of Development: a Case Study

Livia was a very shy student, who presented serious challenges in her socialization process in the classroom, as well as difficulties regarding her learning in school and poor concentration while executing school activities. She was often isolated and not very interested in what was proposed in everyday teaching-learning processes. Clara, the teacher, pointed out that Livia might have some kind of "learning disability, despite not having any diagnosis." During different points in her dialogue with the researcher, Clara maintained the same general reflection regarding Livia's learning disability: "Strange how Livia has no psychological nor any biological limitation, according to the doctors. However, still, she has greater difficulty in school learning!"

Clara invariably sought to find the explanation and the solution for Livia's problems within pathology, in relation to which she, herself, was not able to generate new reflections. The frequency of these expressions by Clara, while in conversation with the researcher at the beginning of their relationship, made it possible to raise an indicator related to the force that the pathology idea exerts nowadays in Brazilian schools, which led the teacher to think that if the child has no diagnosis, she should not have a problem.

Clara's limited reflections about Livia's difficulties, considering that a closer approach has not taken place until then between them, ended up guiding the way their relationship settled, marked by the teacher's inflexible, repetitive, and unreflective conceptions. Likewise, conducted by this narrow view, Clara only sought to work on Livia's learning difficulties in the classroom,

without any approach to the child's singular world of feelings related to her life experiences. In addition, she never proposed any other form of communication with Livia. As a result, the relationship between them resulted in several failed attempts regarding Clara's teaching.

In observing the absence of a relational and dialogical space between Livia and Clara, new reflections arose during that stage of the investigation, related to what could be permeating Livia's difficulties, reflections beyond the tendency to associate these difficulties with pathological matters. The researcher then started, as her first professional act, to promote alternative reflections while in dialogue with the teacher regarding Livia's difficulties. The intention was to provoke Clara to look at many of the possibilities Livia had to help her learn the content of Clara's teaching, instead of concentrating exclusively on Livia's limitations. This was possible only because a dialogical relationship of trust and affection was established between researcher and teacher. After this, Clara began to constantly share her thoughts about Livia and to rely on the researcher in addressing any doubts and actions in such a way that these conversations became recurrent.

The reflections woven by the researcher during those moments of dialogue with the teacher were based on the idea that learning difficulties are inseparable from the way children feel their world of experiences and relationships inside and outside of school. In turn, the way each child feels their experiences is inseparable from how they subjectively configure their history, social conditions, family relationships, and cultural environment, among other elements of their lives. Hence, this process is intrinsically associated with moments of learning at school, a fact that makes it possible to advance further than considering every learning difficulty a pathological manifestation.

In this sense, the reflections that arose during those conversations between the researcher and the teacher were associated with the notion that, in the expression of any behavior or learning difficulty in the classroom, a subjective configuration can emerge in the course of the student's action making reference to a complex world of feelings. This complex world of feelings does not emerge directly as a response to what is given in the moment and in the context of the action. It comes from the multiple experiences that the student had lived and felt throughout life, which makes each child feel differently from another at any moment in classroom.

The researcher's approaches to the teacher, strengthened through dialogue, unfolded beyond face-to-face contact at school, extending to emails and exchanged messages, as well as resulting in an invitation from Clara, which would become the starting point for this research. Clara proposed that the researcher join with her and Livia in the tutorial meetings, once a week after school. Hence, over the weeks, these sessions came to represent a unique opportunity for the researcher to get closer to Livia's world and to explore different themes with her. The meetings also became a place for relevant dialogue with the teacher about reflections regarding these moments shared with Livia in the additional meetings as well as the many other classroom interactions with her. For this purpose, Clara would always reserve a few minutes to talk to the researcher at the end of the meetings.

During the meetings, another initiative taken by Clara that was extremely relevant for her engagement with Livia's processes saw her start to frequently point out when Livia did something very well. For example, Clara said the following in a loud voice in front of Livia at the first meeting: "Did you know, Andressa (researcher), that Livia can draw and paint very well? All her classmates and I are delighted with her drawings."

After that, Livia's vocation and talent for drawing came to be much valued in the sessions and became the starting point for activities. Thus, considering the dialogue established between the researcher and Clara, in addition to the reflections that sought to provoke her intentionally through these conversations, as stated earlier, such as there being many difficulties not associated with the pathology, it was possible to see a great disposition and interest in teaching Livia awakening in Clara. Clara's active positions became recurrent; for example, proposing to establish the meetings, inviting the researcher to participate, choosing to ask Livia what themes

she would like to work on during the meetings, highlighting things that Livia did very well and without any difficulty, and so on.

Based on that, Livia, who at first was shy, saying almost nothing and speaking in a very weak tone of voice, began smiling, her eyes sparkling, as well as showing interest in these sessions in which the attention came without authority and the dialogue was guided by affection. In addition, in the classroom, Livia began to show a certain interest in exchanging eye contact with the researcher and in smiling more often in the presence of both researcher and teacher.

The smile that became noticeable in Livia's eyes and her facial expressions are elements in relation to which it is possible to construct an indicator associated with the beginning of a relationship, the arousal of interest, and socialization. That is to say, Livia's interest began to grow and, simultaneously, she became socialized to the researcher, thereby suggesting, perhaps, that the researcher began to be configured within her relational space.

Likewise, Clara gradually took up the reins of this situation, about which she had, at first, repeatedly expressed a limited approach, associated with her questioning about the absence of a medical diagnosis of Livia's learning difficulties. She therefore decided to take on Livia's difficulties herself, no longer awaiting a solution through a medical diagnosis. In addition, not only did Clara no longer speak of pathologies or behavioral problems but, above all, she also noticed and began taking into account Livia's interest in learning. In this sense, all of these achievements started to motivate her even more with respect to her professional actions.

Clara's new manner of positioning herself regarding Livia's learning process made it possible to construct an indicator that she began to form a relationship with Livia's world and no longer only with Livia's execution of tasks and the results of this. Therefore, another indicator can be pointed out, one that reinforced the previous one regarding relationship formation; this became established between Clara and the researcher and related to the opening up of a social space in the classroom, which began to take place in a qualitatively different way. To advance further in relation to this partial hypothesis, it is necessary to construct other indicators that converge in the same direction. All of the above-mentioned constructions are closely associated with the following email that Clara wrote to the researcher after a few meetings: "Andressa, we are partners! You have to see Livia's satisfaction because she is learning. [...]. Warm regards, Clara."

Another indicator can be put forward in relation to Clara's set of active positions mentioned above, one which became recurrent in the researcher's presence. Clara came to believe that she had the capacity to position herself in relation to Livia's difficulties. Therefore, it could be said that she began to produce new subjective senses associated with security and the belief in her ability to teach, which corroborates other indicators already raised, related to her active positions with respect to Livia's learning process at school. Such occurrences prevailed throughout different interactions with the researcher. Furthermore, these facts corroborate the hypothesis under consideration about a new configuration of the classroom that appeared, so that the changes in Clara, as well as in Livia, along with those in the established systems of relations, began to generate a new social climate in the classroom.

In this process, another indicator related to the presence of the researcher became pertinent, one associated with the idea that Clara's above-mentioned production of new subjective senses emerged from the relationship she established with the researcher. Besides, the emergence of new subjective senses in relation to her professional performance as a teacher-educator, rather than as a teacher-tutor, considered alongside all of the indicators proposed so far, allowed the researcher to weave a new partial hypothesis. Clara was passing through stages of subjective development, for which the source were those practical and dialogical interactions she shared with the researcher. In this sense, these interactions favored the development of a subjective configuration of her professional development that, in turn, favored the emergence of subjective resources related to her professional performance as a teacher-educator.

With regard to Livia, she often listened attentively to Clara's expressions about her. In addition, in the course of the ongoing research, taking into consideration the additional meetings and interactions shared in the classroom, the dialogues between Livia and Clara became more and more settled, as exemplified in the following set of dialogues from different points in time:

One from the additional meetings:
Teacher: "Livia has a kitten and she takes very good care of it. Her mother told me that already. By the way, Livia, where does your kitten stay at home?"
Livia, with a smile on her face, replied: "Yes, I have a kitten, and her name is X. She lives in the bathroom."
Teacher: "And how do you take care of it?"
Livia: "I offer food, water, and much more."
Another from the classroom:
Clara: "Livia, tell your classmates about your new plant."
Livia: "I have put seeds, cotton, water, and it was born, look!"
Clara: "Look, class! Livia has planted a bean stalk and now she will take it home to take good care of it every day."

The new subjective-dialogic relationship between them was gradually established through various interactions. At first, it happened only during the additional meetings, but later it expanded to other times, including during classes, when Clara encouraged her to tell her classmates what they had been working on together at the meetings, as expressed in the second dialogue.

Livia began to have a space, encouraged by her teacher, in which to position herself in the classroom, which contributed even more to the establishment of her social interactions. Throughout this process, an important social network continued to be generated in the classroom, in line with the hypothesis that a new configuration of that space was in the process of consolidation. Initially, this began as an unfolding of Clara's spontaneous positions. Afterwards, to the extent that this social space was created, it enriched Livia's experiences in the classroom and became essential in generating openness toward Livia's active positions in the course of her experiences in that context.

All of the above-mentioned facts, which reveal a process of development beginning to prevail, made it possible to propose an indicator that the relationship between Clara and Livia was going through an educational moment. The subjective configuration of their relationship seemed to initiate a movement of subjective senses toward the emergence of affection between them and, thus, seemed to be turning into a possible source of subjective development for both Clara and Livia.

Livia, on the other hand, produced new subjective senses in relation to Clara, something that consolidated and extended to different moments in Livia's interactions with her classmates, as well as in the course of her own learning process in the classroom and with the researcher, who began to approach Livia more and more.

With respect to their relationship, at the beginning of the research, several attempted approaches to Livia by the researcher resulted in failure. Unlike the other children, Livia did not show any curiosity about the researcher's presence in the classroom. Added to that, in the first two months of the research, something that drew attention to Livia's behavior was that she hardly ever smiled. She always sat quietly in her seat, and whenever she was asked to say something, she seemed afraid of making a mistake, causing the researcher to reflect on her strong feeling of insecurity, considering the absence of an active positioning in the classroom.

From Livia's initial positions, which revealed a tendency to isolate herself from social interactions, the researcher defined an indicator related to her shyness, her socialization difficulties, and possible isolation in school. This was also evident in one of her answers in the phrase-complement exercises, one of the methodological tools: "I am shy: to talk to others." In

turn, her isolation and shyness could also have been expressing a tendency to withdraw due to a lack of integration within the classroom.

Based on these initial reflections, the researcher sought to promote approaches to the participant, for example, just giving her a hug at the entrance or, other times, just sitting next to each other in the classroom so the researcher could help Livia with a task. In addition, she sought to provoke dialogues with Livia, opening up a space so she could express herself more without the fear of committing a mistake. All of this began to encourage Livia to trust her own capacity and ability to position herself when facing a challenge in her learning process. Furthermore, on these occasions, the researcher had many opportunities to get to know how Livia felt about her world inside and outside of school.

Over time, after establishing a concrete relationship with the researcher, Livia started to build longer sentences, letting go of the recurrent expression, "I don't know," which was her response to any approach by the researcher when the investigation started. Therefore, for example, while reading a text, she used to stop at the letter "L," and say: "Did you know that I have an aunt named Luana? Her name starts with that letter." The researcher would then state: "How interesting, Livia. L for Livia, and L for Luana. We will never forget this letter from now on!"

In this sense, taking into account the diversity of expressions that Livia began to build from the effective relationship established with the researcher, it was interesting to note how she went from the sentence, "I don't know," as mentioned before, to using well-structured sentences. Something significant to reflect on is how Livia's "I don't know" response constrained her when used as a resource to avoid the effort of generating subjective senses; since she was insecure, she did not know if she could succeed in interacting, so she preferred to say "I don't know" to avoid this entire plot.

The development that started to take hold led to an understanding of, among other issues, how Livia began to better structure her sentences, made possible the construction of another indicator related to the emergence of new subjective senses, expressed in her confidence, security, spontaneity, and joy. In turn, these possibly consolidated in a subjective configuration of the development in process of formation, which had as its base Livia's newly settled relationships at school.

Similarly, the subjective productions that were emerging in the course of the relationship between Livia and the researcher would gradually become a development space for Livia, from which new subjective senses also began to emerge. This facilitated Livia's communication, first with the researcher, but later also resulting in different ways of approaching her classmates. From this, it was possible to presume that the presence of the researcher began to generate processes of subjectivation in the classroom.

Associated with this process, Livia was becoming more sociable. The establishment of friendships with two of her classmates contributed to the opening of a space for socialization in the school. These friends became central to Livia's school experiences. In this sense, the fact that Livia effectively made two new friendships, making an effort to socialize, ratifies the indicators put forward earlier related to the subjective configuration of development that was in the process of consolidation, and which prevailed in Livia's actions and positions in school. The following answers that Livia gave to the phrase-complement exercises provide evidence of changes regarding her socialization achievements in school:

> **I love playing with**: my friends.
> **I am very happy**: when I play with my friends.

It is interesting to notice, along the same lines as the indicators and hypotheses already proposed, and in regard to making new friendships, how the emergence of the other, in this case the friends in Livia's life, culminated in the consolidation of the social space in school. However, without

the initial link established between her and the researcher, as well as with the teacher, the contact with her classmates would probably never have happened. In this process, therefore, new networks of social relationships have emerged, an indicator that strengthens the partial hypothesis generated earlier related to the qualitative change of the classroom space, which became a relational space.

In addition to uttering long sentences, Livia's voice became stronger, less shaky, in such a way that the researcher began to notice that she was becoming more secure about herself and her potential for learning. In this sense, in close association with other indicators proposed, related to Livia's achievements concerning her communication style, it was possible to hypothesize that Livia's subjective development was being formed and defined in the course of the research.

Accordingly, this new subjective configuration in formation extended its production of subjective senses to other spheres of Livia's life. Livia was not only talking, playing, smiling more, and making friends, but she also came to demonstrate significant interest in learning, despite not yet being capable of reading and writing fluently. The researcher then realized that Livia was overcoming her shyness and, little by little, she was gaining a twinkle in her eye in the school context.

In the same sense, Livia began to smile more often and did not want the researcher to leave school after the break, as she normally did. Thus, the researcher began to feel the affection that Livia had developed for her. Their relationship had clearly consolidated, a fact corroborated by the indicators raised and had become a central subjective configuration in the development of Livia's school life at that time. It is relevant to reflect, therefore, how the subjective configuration of their relationship generated space in the classroom, in turn, making it possible to put forward another indicator regarding Livia's development of subjective resources when facing difficulties that previously challenged her, especially during moments of learning in the classroom.

Hence, it is pertinent to mention that subjective development occurs in the systems of the child's closest relationships, in which new subjective senses move toward the emergence of a new subjective configuration, underlining those subjective senses that are dominant in the child's positioning in different life experiences and contexts. In this sense, the overcoming of shyness and isolation enabled the opening up of new paths in Livia's life, accompanied by active positions, through new subjective senses that emerged from the subjective configuration of the development in process in her actions at school. Moreover, something striking could be understood from analyzing Livia's choices. She suggested to her friend that they sing a song together during the "talent show," an event that was going to take place in the school. She began to position herself in a very lively way.

From this, it is interesting to reflect on how the opening up of social spaces that took shape in Livia's daily life became more and more frequent. In this way, they increasingly favored her belief in her own capabilities, so that her typical shyness, timidity, and isolation no longer emerged from her subjective productions in the school context; this is understood from how she chose to put herself in different situations in an active and meaningful way.

All of the elements highlighted so far relating to changes in Livia indicate a process of development that began with the presence of the researcher in the classroom alongside Clara's approaches to Livia. The improvement in Livia's position in school can be understood, for example, through how she began to take initiatives, to position herself, to open up space for the other (friends) in her life. All of these are associated with Livia's subjective development extending to several aspects of her experiences in school.

Thus, something that made it possible to understand, in a certain way, the processuality of subjective productions, was precisely studying how, after being approached by the researcher, Livia's relational reality at school went through various changes. This all ended up favoring the emergence of alternative subjective senses regarding her learning difficulty, unfolding in new

subjective resources that were clearly evidenced by how she started to position herself in classroom activities in the months following the researcher's first involvement.

This flow of new subjective senses, which were generated in the course of Livia's most significant and recurrent experiences in her daily life in school, corroborates the hypothesis regarding her subjective development process. It is relevant, therefore, to reflect on how the subjective configuration of development that emerged integrated the achievement of a social space in the school and in the classroom, together with Livia's interests and security in her own positions. All of this was interrelated, being expressions of a new subjective configuration of Livia's relationship with school.

In view of the above, it was possible to study how this subjective configuration of development began to generate new subjective senses, which were more congruent with each other, and which emerged when Livia faced some of the activities proposed in the classroom. It was also possible to understand this process by considering the way Livia felt them to be part of her interests and motivation to learn, as she had previously always shown disinterest and isolation. In addition, this study has understood how Livia subjectively organized her closest relationships, which were part of her current context, marking the emergence of subjective configurations that were the source of new subjective processes which, in turn, opened up previously unconquered spaces.

This study has enabled, therefore, the generation of intelligibility about the dynamicity of elements that came together in the configurational subjective network studied in the course of Livia's subjective development that began to take place within the scope of this research. Thus, it has favored the understanding that subjective development is a continuous process that unfolds into subjective resources for the child, and once these resources are organized subjectively, they favor the development of new ways of experiencing situations in the course of life.

Final Remarks

The findings from this study have several implications for comprehending learning difficulties, while suggesting the following understandings that emerged from the case. Relationships guided by dialogue and subjectivity may become important sources for children's subjective development. The subjective configuration of development, which was mainly engendered from subjective-dialogic relationships between the researcher, the teacher, and the child, represented a system that generates subjective resources in the form of Livia living her experiences at school, converging in new positions through facing challenges, including moments of learning. In turn, the subjective configuration of this system of relations led to a new system of relations between Livia and her peers. The participant became active, curious, made new friendships, gained a social place in the classroom, and subjectively engaged in school activities. Therefore, it was evident how she had advanced in relation to her learning difficulties due to a process of subjective development that took place in the course of the research.

It is relevant to reflect that learning difficulties can have multiple factors and origins. Therefore, getting to know what elements are involved in the subjective senses that emerge within the school context, for example, that might be associated with feeling afraid or insecure, is important in order to rethink professional practice in education and to be capable of overcoming intellectualist reductionism. The overcoming of the participant's learning difficulties resulted from changes in the organization of subjectivity, mobilized by different factors, especially associated with the quality of relationships established, which made it possible to transcend static-descriptive representations of the psyche.

Finally, some of the study limitations are stated. There could have been multiple factors related to experiences outside school recursively articulated to the participant's subjective development that were not included in the present study, as the research is being conducted mainly at school. Therefore, further studies should consider the researcher's presence in the context of the student's family life, neighborhood, among other spaces. In addition, another

limitation is that the research could have included group sections as a way to add further information, taking into account different relationships and dialogues in which the participant was involved, which can be also taken into account for future investigations.

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