ABSTRACT

This thesis looked forward, beginning with a methodological approach both quantitative and qualitative, the presence of psychogenetic, sociohistorical, cognitive and psychoanalitical theories—which is, the reference to some authors and concepts most immediately connected to these perspectives-in educative literacy of relatively high diffusion among teachers and academics, during the 1990 decade and up to 2002 in Argentina. This research is complemented with an analysis of different types of uses and effects of the theoretical categories, which we think contributes for a revision and description of the relations between psychology and education in the period of our interest. The understanding of these uses of the psychological concepts and categories is relevant because of the possibility of comprehension of educative and psychoeducative practices.