

Expressions of Human Sexuality in the Phallic and Latency Phases: Reports from a Field Observation in Children of Porto Velho, Brazil

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Abstract— *The present study was conducted according to the Freudian subdivisions on human psychosexuality. The study on sexuality can be subdivided and directed to several themes, walking through several areas of knowledge, where each theoretical field contributes significantly to such study. This work was part of the studies of the discipline Human Sexuality of the Course of Psychology of the Federal University of Rondônia in the second semester of 2017 and reports an observation made with four children, having as subjects children in the age group of 3 to 8 years, whose names used in this Freud's contributions to human sexuality, with emphasis on the phallic phase and latency period, are fictitious and based on theory. To assist in the field observations on the phases, a plan of observations was made with a script of aspects to be observed considering the literature that already indicates some characteristics attributed to this*

stage of human life. As a result, it was observed that there are clear correspondences between the literature and the practice, however, there is a need to broaden the means and resources of observation to deepen the research, producing, in turn, a better analytical apparatus.

Keywords— *Sexuality and Psychosexuality; Phallic Phases and Latency; Psychoanalysis.*

I. INTRODUCTION

Several sciences or disciplines are concerned with the study of human sexuality, having as an observation that this requires the most varied sources of knowledge, giving it an essentially interdisciplinary character, from the different perspectives that are completed: Anthropology, Psychology / Psychoanalysis, Sociology, Medicine, Biology / Chemistry, History, Philosophy, Theology and Education / Pedagogy.

Taking into account this interdisciplinarity, it can be observed that the study on sexuality can be subdivided and directed to several themes, for example: Sexual practices, Sexual repression, Sexual attitudes, Sexual biology, Sexual therapy, Sexual chemistry, Sexual behavior, Relationships Family, Sexual Education, Sexuality and Gender, Sexual Hygiene, Sexually Transmitted Diseases, Sexual Development and History of Sexuality, among others.

Establishing a chronological period beginning in antiquity, art and literature have always dealt with sexual practices, through sculptures and paintings, poetry and plays, novels, philosophical works, and literature on sexual counseling. It is important to emphasize that in this period sexuality was directed towards the sexual act aiming at reproduction. The earliest Mesopotamian people already carved statues with highlights for the female genitals, and in Greece, it was common for vessels and chalices to have paintings and drawings depicting sexual relations.

Because of this, it is essential to produce this study that reports an observation made with four children, aged between 3 and 8 years, based on Freud's contributions to human sexuality, emphasizing the phallic phase and period of latency. To assist in the field observations on the phases, a script was carried out with a check-list highlighting some characteristics attributed to this stage of life of the individual, produced through bibliographical research on the above mentioned phases.

As a didactic division, we propose to make a historical survey that worked on the concept of sexuality from the earliest records to the elaboration of Sigmund Freud's psychoanalytic theory and its phases of the child's psycho-sexual development, explaining quickly which are these phases and attributing their characteristics in especially the phallic phase and the latency period, only to present the report of the observations and their results, finishing the work.

II. HUMAN SEXUALITY IN PHASES AND LATENCY PHASES

The term sexuality is still a taboo subject in today's society, little diffused, little clarified and confused with other terms, such as the very concept of sex itself. However, it is possible to understand that, compared to a few decades ago, this concept has changed greatly and changed the way we understand sexuality.

In the old days, the idea was that human sexuality was reduced only to the genitals, consequently it was linked to the sexual act and only for reproduction, where people would experience sexuality through sex, and could be performed as a form of ritual as well. It is perceived that this way of thinking was purely biological and did not

include other human aspects such as feelings, sexual orientation, previous experiences, life history and so on. Churches and religious aspects have a great influence on these thoughts, because they value the family very much and understand that sex and pleasure were an unfortunate necessity (Amaral, 2007).

In psychology, Freud is one of the first authors to study and describe human sexuality. He published a book in 1905 entitled "*Three Essays on the Theory of Sexuality*", which made a major impact on society at the time by the prevailing thinking to understand that sexuality was purely for reproduction and that never having been spoken of in infantile sexuality, repercussions between people. In this book, Freud brings a new concept of sexuality, describing the stages of development from childhood to adulthood: oral phase, anal phase, phallic phase, latency period and genital phase. It also appeared as another striking term in its history, the libido, which signifies an energy that drives life primarily to sexual energy (Amaral, 2007).

Freud's studies on human sexuality were enduring, as Hall and Lindzey (1984, p, 24) point out,

"For over forty years Freud has explored the unconscious by the method of free association, developing the first comprehensive theory of personality. He traced the contours of its topography, penetrated the sources of its energy currents, and determined the true course of its development. Performing these incredible feats, he has become one of the most influential and controversial figures of our time. "

There are other important authors who describe the concepts of human sexuality, such as Michel Foucault, Wilhelm Reich and Herbert Marcuse and who bring great contributions on this subject.

For the World Health Organization (WHO, 1975) cited by EGYPTO (1981, pp. 15-16) "*Sexuality is a part of one's personality, it is a basic need and an aspect of the human being that can not be separated from other aspects of life. Sexuality is not synonymous with coitus (sexual intercourse) and is not limited to the occurrence or not of orgasm. Sexuality is much more than that, it is the energy that motivates to find love, contact and intimacy and expresses itself in the way people feel, and how they touch and are touched. Sexuality influences thoughts, feelings, actions and interactions, and therefore physical and mental health. If health is a fundamental human right, sexual health should also be considered a basic human right.*"

Zornig (2008: 73) indicates that at every moment man seeks to satisfy his desires and, on account of this, sexuality should not be seen as merely instinctive. Sowe have:

The classic conception of instinct has as its model a behavior that is characterized by its fixed and preformed purpose, with a specific object and objectives, while the Freudian notion of sexuality defends the idea that human sexuality is not instinctive, since man seeks pleasure and satisfaction through various modalities, based on their individual history and surpassing the fundamental physiological needs. Thus, if sexuality begins with anatomy (at birth), its achievement depends on a long course during the construction of the child's subjectivity (ZORNIG, 2008, p.73).

From this, it is possible to perceive that there was a great change in the concept of sexuality and that there is a difference between sex and sexuality, according to Amaral (2007, p.3) can be defined and differentiated as follows: "[] the concept of sexuality is much broader and, by its characteristics, it is restricted to the human being. It is this broad concept that allows it to be a subject of multidisciplinary interest, in which Biology and Medicine give an account of the anatomical and physiological aspects, History and Sociology discuss sexual behaviors and their origins, Anthropology observes its cultural evolution, Psychology, in turn, has been interested in analyzing the feelings involved and how it develops in the individual. The concept of sexuality also leads us to the realization that sex can not be regarded as an act of pure instinct, for, as we have already seen, instinct is an innate behavior that serves a need. Sex could be looked at in this way, as it serves the reproduction of the species, as it does among animals. [...] in the sexual question, the partner's choice is made much more by the pleasure that the object of choice provides for us than by the pressure of the instinctive need for reproduction. In man, pleasure refines the instinct of reproduction, becoming more determinant and fundamental in sexuality."

It is important to emphasize that this new concept leaves from the more mechanical structure of only understanding sexuality through reproduction, for a more complete view of the individual in a biopsychosocial way.

2.1. Sexual development in the phallic phase and latency period

Freud is one of the first authors to speak and describe about child sexuality, his main book being related to this subject: "Three essays on the theory of sexuality", released in the year 1905.

In this book, the author divides the psychosexual development of the child into four phases: oral, anal, phallic and genital - having, in the phallic phase, a stage called the latency period.

The present work is based on the psychoanalytic theory of Freud and focuses on the development of human sexuality from the theory of child psychosexual development, taking into account a phase in question: the phallic phase and its latency period.

2.2. Phallic Phase

The phallic phase usually manifests itself between the period of three to six years of age. It is marked by the beginning of "normal" sexual life, in which the erogenous zone is the genitals, and also by the development of the Oedipus complex.

At this stage, the first manipulations take place in the genital organs in order to eliminate the stimulus and provoke the satisfaction. Masturbation is not eroticized and the child is devoid of shame, sometimes undressing, and satisfaction in it. It is during this period that the activity of the search for knowledge or of investigation arises, being common curiosity to see the genitals of their peers.

Freud thus manifests itself in this way:

Because of their anatomical position, the secretions in which they are bathed, the washing and friction arising from caring for the body and certain accidental excitations (such as migrations of intestinal worms in girls), it is inevitable that the pleasurable sensation these parts of the body are capable of producing a child's attention to the child already in the breastfeeding phase, raising a need to repeat it (FREUD, 2006, 177).

In this context, the child begins to realize that their organs are different from some colleagues (opposite sex) and that adults also have different structures. That is, the girl does not understand why she does not have a penis like the boy and realizes that women have developed breasts, unlike her; the boy has the same perception as the girl, but in it still accompanies the fear (fantasy) of castration for not understanding the distinction between him and the opposite sex, he also observes structures of different size with the father. Here you begin to notice the differences in terms of male and female gender.

The child's sense of threat to a child's arrival, fear of loss of parenting and caring for love ultimately leads the child to become reflective and observant. The first problem that confronts her does not originate in the questions of sexual differences, but in the great enigma; "Where do babies come from?" (FREUD, 2006, p 183, COSTA, OLIVEIRA, 2011). It is a time when she tries to understand the world around her, so the child mune questions and fantasies.

Because of this, it is at this stage that the Oedipus complex appears - characterized by the fact that the boy

desires the mother and the girl to desire the father, also desiring the removal of the other parent. Every child, of both sexes, has a stronger bond of love with the mother, for satisfying their basic needs; however, in the phallic phase, this changes a little, especially for the girls, which transfers that feeling to the father.

In this process of the Oedipus complex, the dynamics are as follows: boys believe (fantasy, fear) that the same-sex parent can castrate him, because he is "stealing" his wife; this leads the boy to repress the sexual desire for his mother and to diminish the resistance that had of his father, finding points of affection with both parts. Already the girl can often blame the mother for her "castration" (for lack of the penis) and with that approach the father, because he has what she wants and so she has an ambiguous feeling about the progenitor of the other sex, love and envy; the mother's relationship can be very conflicting if the girl puts all the blame on the mother because she does not have the genital organ sought.

A very common behavior at this stage is the girls want to be equal to the mother, using some feminine resources that the mother uses as putting lipstick, the mother's heel, some clothes and other habits of the mother. The boys are no different, to draw the attention of the mother to various behaviors similar to the father. At the end of this process, the former wish for parents now becomes a feeling of affection from son to mother and from daughter to father. However Farias, Nantes and Aguiar (2015) express that in the girl the complex is not repressed as in the boy.

Farias, Nantes and Aguiar (2015) cite Hall and Lindzey (1984, p. 42) in which they talk about Freud, in which he believed that everyone possesses a bisexual inheritance, since each sex shows a manifestation of attraction by persons of the opposite sex or same sex, and that Freud believed that it was the principle of homosexuality, even though in many people the impulses of homosexuality remain hidden.

Still, the authors argue that bisexuality gives rise to a major problem for the Oedipus complex, since the child will begin to invest in same-sex people, who in this case would be the girl with the mother and the boy with the father.

Because of this, the nourished feeling in which the boy begins to feel affection for the father and the girl, the

affection for the mother begins to present two values, becoming thus, ambivalent and no longer univalent (AGUIAR; .10).

2.3. Latency Phase

The latency phase usually occurs between the child's six to nine years. As Rappaport (2011) indicates, it is an intermediate moment between the infant stages of the organization of the libido and the adult stage characterized by the genital phase.

With the conclusion of the phallic phase, the basic modalities of affective relationship have been elaborated. The genital phase will resume them, however, replacing fantasy with reality. Therefore, this is a period in which it prepares the development of the individual for reality.

Due to repressions that occurred in the oedipal phase, there is a decrease in the child's fantasies and sexual activities. However, to satisfy the libido of the individual, a displacement of these energies ends up for the intellectual and social development of the child. It is at this stage that they begin to appear to sexual inhibitions, which cause disgust, morality and aesthetic desire to happen.

Costa and Oliveira (2011) report that "[...] it is during this period that sexual energy, sometimes total, but in some cases partial, is diverted to other purposes. Studies have stated that the deviation of the sexual instinctual forces, termed sublimation, becomes a component for cultural achievements. But sometimes sexual situations are manifested that have not been fully sublimated or in some cases certain sexual activities are preserved throughout the latency period until puberty"

For Fiori (2003) the libido is an energy that does not cease, is produced constantly and can not be contained simply. Thus, in this period of latency this energy is shifted to other ends as, through processes of sublimation, being channeled into the process of intellectual and social development of the child.

When there is a permanence of these sexual activities, not being able to sublimate them or partially, this can become pathological, being able to trigger in the genital phase.

Some characteristics of the phallic and latency phases are indicated in the table below:

Table.1: Some characteristics of phallic and latency phases

STAGE	AGE	IMPORTANT EVENTS	FIXINGS
PhallicPhase	3 a 5 years	Libidinal energy is focused on the genitals. Freud suggested that the main focus of the id's energy is on the genitals. The boy's experience is an experience of Oedipus Complex and the girl is	Phallic fixation. Men set at this stage may become overly aggressive or overly passive; women can become flirtatious

		Electra Complex, or an attraction to the parent of the opposite sex. To deal with this conflict, children adopt the values and characteristics of the same-sex parent, thus forming the superego.	or seductive.
Latency Phase	6 years old to Pre-Adolescence	A period of relative calm, when libidinal energies become less active. The ego and superego emerge. During this phase, the superego continues to develop, while the energies of the id are suppressed. Children develop social skills, values, and relationships with peers and adults outside the family.	Usually there are no attachments linked to the latency period, since it is a time of relatively little psychosexual development.

Source: Adapted from Psicoativo.com

To assist observation in the field was made a checklist with some characteristics attributed to this time of the individual's life in the Phallic Phase:

PHALIC PHASE - Road map for field observation
1. The notion of the differences between man and woman
2. Genital exploration (erogenous zone)
3. Jealousy of the parents (opposite sex)
4. Beginning of libidinal activities facing the external
5. Finding an object of external love
6. Beginning of masturbation and fantasy
7. "Repent" the same-sex parent

And in the Latency Phase:

LATENCY PHASE - Road map for field observation
1. The interests of libido are suppressed
2. The development of ego and superego contribute to this period of calm
3. Concern about peer relationships, hobbies and other interests
4. Sexual energy is directed to other areas, such as intellectual activities and social interactions
5. Development of social skills and communication and self-confidence
6. Exploring the pleasures of literacy, games, collections and group games
7. Ego attitudes arise as shame, repulsion and morality

III. RESEARCH METHODOLOGY

It is a qualitative, semi-descriptive research with notes to the discourse analysis or subject procedures. The study was part of the development of the discipline "Human Sexuality" in the eighth period of the Psychology course of the Federal University of Rondônia and had as an academic proposal to make possible the comparison between theoretical aspects and practical observation, in order to assist in the establishment of concrete data that promote group analysis, reflection and discussion, as a contribution to the training and professional growth of the students involved.

The work was divided in two stages: bibliographical research and practical field observation. In the literature search, a brief state of the art was sought on the pattern of behavior expected in the phallic and latency phases of the

development of human sexuality, resulting in the production of two scripts (both presented in the body of this study) that served as a comparison tool.

The observation, in turn, was performed in two stages - corresponding to the two phases of Freud's sexual development and which were established as an emphasis in the present study.

In the first phase corresponding to the phallic phase of sexual development, we chose to observe two children. The first was given the fictitious name of Maria, four years old (at the observation period) and female. The second was given the fictitious name of John, of three years (also in the period of observation) and male.

In the second stage, two children were also chosen, but with age groups differentiated from those previously mentioned, being these new ones in the period equivalent

to that of latencies. The first child was given the fictitious name of Mario, eight years old and male. The second child was given the fictitious name Joseph, also eight years old and male. During this stage it was verified that the first child fictitiously identified as Mário has a diagnosis of mild autism.

IV. RESULTS AND DISCUSSION

With didactic purpose, it was preferred to explain the results in topic format, separating each child in their respective phases.

The first stage of observation involved the children Mary and John, culminating in the elaboration of a framework for each subject, as follows:

Table.2: Field observation - Maria - Phallic Phase

IDENTIFICATION	FINDINGS IN FIELD RESEARCH
Subject 1: Maria	Maria knows how to differentiate between men and women, both the physical structure and the stereotypes of each gender (ex: woman plays with doll, uses makeup and man likes ball and video game, on the genitals, also can perceive the morphological differences);
Age: 4 years	She clearly performs genital exploration on several occasions, soon there is masturbation;
Sex: Female	In relation to her father's jealousy and disgusting her mother, it was not possible to observe this behavior, but Maria wants to be in the middle of the two, kiss the two and stay in the middle of the couple;
PhallicPhase	Maria presents libidinal desires directed towards the external: as a desire to "have a love too", like that of mother and sister; has been focused enough on school activities; fantasy in relation to the stories.

From Table 2, it was verified that Maria shows several expected attributes for her age group, as pointed out in the commented literature. It presented capacity of sexual differentiation between masculine and feminine and the ludic behaviors pointed to a probable sexual definition where it was possible to be noticed that the girls develop feminine behaviors and the boys, masculine behaviors. Body exploration was also observed from the experimentation of the erogenous zones, resembling the masturbation patterns present in the genital phase, however without the primacy of mature sexual pleasure, but of an exploratory, playful nature and especially with

the intention of developing a learning about their corporeality.

The preference for the company of the mother or the father was not confirmed, nor was any level of disgust for the mother perceived, and it was possible to notice the manifestation of satisfactory levels of interpersonal relationship in a sort of triangle representing a relationship of the Father-Mother-Mother type, where Maria expressed satisfaction in living with both parents. With this, the well-known Elektra Complex pointed out in the literature did not classically consolidate in this study.

Table.3: Field observation - João - Phallic Phase

IDENTIFICATION	FINDINGS IN FIELD RESEARCH
Subject 2: João	João knows how to differentiate men and women, both from the physical structure and from the stereotypes of each gender; Ex: "Mom, girl has pepeca, right? And boy has pee-pee, eh? " "Girl wears lanjerie and boy underwear, eh, Daddy?"
Age: 3 years	Performs genital exploration and informs parents of their discovery; Ex: "Mom, Dad, look, my pee-pee stands!"
Sex: Male	There is no distinct repugnance to his father, but, though he relates very well to his parents, he prefers his mother's company; Ex: You play ball with your father, but you prefer to be with the mother.
Phallic Phase	João presents libidinal wants toward the outside: he likes to go to school and do his past activities home. It is stimulated by the mother (teacher) to know the letters and numerals. Draw your own name, the name of the father, the mother and the grandmother (see below).



Fig.1: Representation of the subject's name

From Table 3 shows similar findings to Table 1, but with the distinction of the male subject John. In the perception of his corporeality and in the learning about his corporal scheme, João manifests capacity of sexual differentiation between boys and girls from the use of the clothing, assigning the use of boys' underwear and panties for girls, still representing the same pattern present in the behavior of their parents, seeking in them the affirmation of their constructs.

The erogenous perception of the body to the genital manipulation expressed the discovery of the penile erection and the advent of the first sensations of pleasure

from the outside environment. To all this, it was possible to notice the presence of libidinal behaviors.

The preference for the company of the mother did not mean repugnance to the father and it was possible to notice the manifestation of satisfactory levels of interpersonal relationship in the representing, now the relationship John-Father and now the relationship John-Mother. With this, the well-known Oedipus Complex pointed out in the literature did not classically consolidate in this study.

The second stage of observation involved the children Mário and José, culminating in the elaboration of a framework for each subject, as follows:

Table.4: Field observation - Mario - Latency Phase

IDENTIFICATION	FINDINGS IN FIELD RESEARCH
Subject 3: Mário	The relationship with colleagues (in the main male) has more investment;
Age: 8 years	The energy of the libido can be observed from the exploration of hobbies and even in the school activities (soccer, running, dolls and the like) established;
Sex: Male	Social rules of differences such as female and male bathroom, boy and girl toy, boy and girl group are also very noticeable;
Latency Phase	There are still remnants of the phallic phase with the exploration and discovery of the body.

From Table 4 shows the fulfillment of several attributes pointed out in the explored literature, since sexual aspects did not show an emphasis on body perception, which was noticed as only a few behavioral remnants related to the phallic phase. Now the libido expresses itself differently from the previous phase in which the greater interest was noticed in the collective behavioral patterns where Mario was more interested in ludo-sports practices in the scope of the school activities such as playing soccer, to practice games of race like the joke of "run and get ", "hide and

seek "and others, and there was the main perception of pleasure. As pointed out in the literature, it was not possible to note the exploitation of erogenous zones (body and individual), but pleasure in social life (body and community).

In the social sphere, the use of environments suitable for men and women, such as the men's room and the women's room, have already been noticed. Also present the practice of forming homogeneous groups where boys group with boys and girls group with girls.

Table.5: Field observation - José - Latency Phase

IDENTIFICATION	FINDINGS IN FIELD RESEARCH
Subject 4: José	It presents shame in relation to the body and in performing some activities (what before did not present); repulsion and morality in various situations and speeches that he explains what is right and what is wrong for him; here is clear the development of the Ego and Superego;
Age: 8 years	José presents the exploration of pleasures in relation to games, friends, going to play in the street with colleagues and etc .; and even speaks of future activities that he wants to do;
Sex: Male	
Latency Phase	Developed social skills, such as: communication, expressing feelings, intellectual area (directed sexual energy); motor part and others;
	Concerns with colleagues, hobbies and interests: here José presents these aspects in a clear way, cares about friends, the activities he performs.

From Table 5, Joseph manifested moral and ethical traits or even self-reproach in the sense of shame. It was noted the formation of concepts about right and wrong as a way of confirming super-ego attributes. It was also observed the practice of social behaviors such as communication, correlated levels of intellectualization, motor activities such as games and games and also the wide participation in group formation and the manifestation of pertinence to such groups, especially in group activities among friends. There was also an interesting level of concern for the well-being of his friends.

In this observation, it was possible to perceive that the manifested behaviors were much more of social and coleviva nature than exclusively sexual.

V. FINAL CONSIDERATIONS

The concept of sexuality manifested by the subjects was very diversified in the different age groups, passing through several areas of knowledge and encompassing various cultural preconceptions. Today, although it is still divergent, it is concluded that sexuality is an essential part of human development and that it is not restricted to the biological character of sex but advances to the social character of human sexuality.

Within this perspective, we tried to analyze this concept in front of the psychology, from the theoretical postulates of the Freudian psychoanalysis and one of its most prestigious and well-known works: Three Essays on the Theory of Sexuality, released in 1905.

Considering the psycho-sexual development of the individual defended by Freud, we emphasize two of its phases (phallic and latency) in order to establish a correlation between theory and practice.

From this experience, we can emphasize that such an approach is essential to implement the discussions and reflections necessary for the critical formation of the professional of psychology, enabling not only professional evolution but also evolution as an individual

when discussing a subject surrounded by prejudices and considered, still, a social taboo.

The opportunity to go to the field, as well as to experience the contact with the other, allowed a greater assimilation of the academic content, also promoting, a new personal analysis of the strengths and weaknesses to be considered in the professional exercise.

In relation to the field activity, it was possible to verify that there were some correlations between the pre-established lists and the observation of the behaviors presented by the subjects. However, it was noticed the need for greater contact and the possibility of applying different theoretical approaches as a way of making possible a greater depth in the research, in order to validate more reliable of the findings, which implies to suggest the importance of conducting further studies about of this topic.

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