

## INCIDENCE OF NEUROSCIENCE ON THE PSYCHOPEDAGOGY RELATION CORPOREITY/ LEARNING

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### **Abstract**

*The use of Positron Emission Tomography (PET), Functional Magnetic Resonance (fMRI) of Transcranial Magnetic Stimulation (TMS) and Magnetoencephalography (MEG), has allowed to study in depth the functioning of individual neurons or groups of them and has helped to further the knowledge of the central nervous system (particularly the mechanisms by which the brain produces its effects), knowledge that, in the last decade has been a real 'step' forward following the developed capacities of investigation and research through the mentioned new technologies. Nowadays, the experimental research can verify their hypothesis, live and in a non-invasive way, using animals (usually rats and monkeys) and humans (healthy and "clinical" pathologic cases). We could say that, on a theoretical level, the development of neuroscience will lead, hopefully, to revising the classic functionalist top-down model, considering the processes in their emerging complexity. For example, it is correct to state that with this, we are facing the overcoming of the primacy of the "intention" on "communication", as a philosophical mindset that is no longer ante litteram? We answer this question with a reflection that will represent a cultural nature upon which to build the entire study. But the real issue is to clarify what is "mind" for the analysts and what is "consciousness" for scholar of phenomenology and, respectively, what are the "mindset" and what an "act of conscience" is. They are in no way two synonymous.*

**Key words:** neuroscience, neurons, knowledge, conscience

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