



Psychopedagogy and its Contribution to the Emotional State of Students



Jacqueline Aracely Arteaga Guerrero ^a

José Atilio Murillo Moreira ^b

María José Zambrano Zambrano ^c

Marcelo Fabián Barcia Briones ^d

Nelly Karina Arteaga Quijije ^e

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Abstract

The arrival of psychopedagogy has made it possible to strengthen important areas of knowledge, to an endless number of needs identified in the field of education, plays an important role in teaching and learning, and its contribution to students is focused on psychological research interrelated with cognitive, social, and emotional processes. The role of the counselor is focused on prevention, detection, and intervention in the individual's learning problems, improving their quality of life, especially from the field of emotions, with the practice of emotional intelligence. Therefore, the objective of this work is to analyze the contribution offered by psychopedagogy to the emotional state of students. For the research, the qualitative methodology was used, with a deductive and interpretive approach, applying the bibliographic-descriptive documentary method, based on the specialized literature obtained from reliable sources, which enabled the study to achieve a result that in Ecuador most cases are conducted from the intervention of educational psychologists and teachers, since the existence of professionals in the area (psychopedagogues) is scarce, becoming a demand for the profile in today's society and a career to be promoted by higher education organizations. It is concluded that emotions are the key factor in the use of learning, considering not only people with special needs but also children, youth, and adults who present family, social and academic problems, achieving the development of skills, life skills, and competencies.

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Corresponding author:

Jacqueline Aracely Arteaga Guerrero,

Pontifical Catholic University of Ecuador, Manabí Extension, Portoviejo, Ecuador.

Email address: ijarteaga9864@pucesm.edu.ec

^a Pontificia Universidad Católica del Ecuador, Extensión Manabí, Portoviejo, Ecuador

^b Pontificia Universidad Católica del Ecuador, Extensión Manabí, Portoviejo, Ecuador

^c Pontificia Universidad Católica del Ecuador, Extensión Manabí, Portoviejo, Ecuador

^d Pontificia Universidad Católica del Ecuador, Extensión Manabí, Portoviejo, Ecuador

^e Centro de Educación Inicial Augusta Ugalde Alcívar, Portoviejo, Manabí, Ecuador

1 Introduction

In education, there is a lot of talk about teaching and learning, a perspective from the one who teaches and the one who learns. The relationship that exists between the two aims to achieve academic success and the comprehensive training of students, based on obtaining significant results. This is evidenced by the performance and skills acquired by students. However, It is not an easy process to carry out for many students, especially when emotional elements linked to social, genetic, cultural, political, and economic factors have an impact, which becomes a limitation for the student (Pinasco & Romanelli, 2006; Carter & Linnell, 2016). For this reason, a special orientation is required that can be given from the practice of psychopedagogy, a scientific discipline that deals with the complete study of special cases as a fundamental resource to facilitate and give continuity to learning (Guo, 2018).

Psychopedagogy emerged as a scientific discipline at the beginning of the 20th century, initially through a professional practice that related knowledge of psychology and pedagogy to identify aspects, understand processes and intervene in the face of problems identified in students' school learning. Later, these two sciences came together to consolidate the existence of what is now called psychopedagogy, hence, a particular interest of psychologists is to analyze the characteristics of the child's psyche in the activities of teaching and education, for this reason, it is necessary to organize pedagogical processes on psychological support, in other words, it implies knowing the students before educating them (Gonzales et al., 2019).

Since its creation, psycho-pedagogical orientation has undergone a long transformation until it is considered an integral component that focuses on strengthening the educational process. With the passage of time and lived experiences, guidance has sought to meet the needs of help students, which requires guidance counselors to be prepared to respond to the new needs of a society that is becoming more and more acute in the face of constant changes, where motivation and emotion management play a fundamental role (Oro, R. 2001).

The Botín Foundation, an international organization with headquarters in Spain, carried out a study through its platform for Innovation in Education, the research focused on knowing and disseminating the state of emotional and social education in different parts of the world, through the analysis of significant experiences that occurred in various states. In the first instance, countries such as: Germany, Spain, the United States, the Netherlands, the United Kingdom, and Sweden participated, and later countries such as Australia, Canada, Finland, Portugal, and Singapore participated. A final study involved Argentina, Austria, Israel, Norway, and South Africa. All these countries are organized and work in lines of research around the world, they have as a priority the emotional, cognitive, and social education of the child and adolescent population, and they use creative and effective strategies to achieve successful results with students, they consider that the factor emotional is the key to effective learning (Hussein et al., 2018). The application of programs with an integral link and the participation of the trained human factor have been important elements in the development of their common objectives (Fundación Botín, 2013).

According to Torres et al. (2020), in educational institutions in Ecuador, guidance is manifested through care programs planned and executed by the Department of Student Counseling (DECE), an agency in charge of promoting the comprehensive development of students throughout their educational process (Kpohoue, 2018). The department is made up of several professionals such as educational or clinical psychologists, some social workers, and a few educational psychologists, because they are the most similar titles offered by the Higher Education System of Ecuador, to perform those functions in educational institutions (Párraga et al., 2018). In addition, it mentions that the purpose of this working group is to offer its professional services that are directed at doing, preventing, detecting, intervening, referral, and monitoring situations that threaten the well-being of students, families, teachers, and authorities of the institution, thus guaranteeing the personal, social and emotional development of the entire educational community (McDonough & Shaw, 2012).

A bibliographic study in the city of Portoviejo in 2020 indicates that emotional states have a great impact on the academic success of the student at any educational level. From this vision, it is proposed to strengthen emotional education from the first stages of study, promoting the development of abilities, skills, and competencies aimed at the formation of emotionally healthy students, improving their quality of life and the quality of education (Palma & Barcia, 2020).

Focusing attention on the emotional part, it is understood that the human being is fully emotional by nature, it is a specific function that influences the personality; therefore, it is one of the most important aspects of the individual, although in some cases it is not given due attention or it ceases to be important, especially if it is not considered that psychological processes entail experiencing a myriad of emotions that can vary according to the intensity and the reality that each person is experiencing (Ponce et al., 2020). Therefore, it is necessary to emphasize emotional intelligence, as a key factor that affects the mental and social well-being of students, which makes it easier for them to

analyze and understand their environment and to make the right decisions in the face of various conflictive situations that arise daily (Puertas, et. al., 2020).

In this sense, psychopedagogy is projected on students and their active environment, since the environment is fundamental to success (Wilson, 1990). The objective of this area of knowledge is the satisfactory development of the student in the educational field, addressing emotional factors that make it possible to make the process effective (Ramos et al., 2018). The interdisciplinary approach in combination with the knowledge of education and mental health, are methods that study the cognitive and social potential of the person to improve the development of activities, this discipline is closely related to other areas such as: special education, educational policy, educational therapy, curricular design, among others, to achieve notable progress in all ages and situations; therefore, guidance work goes beyond dealing with learning problems, it also allows the development of methods and tools that help enhance skills and talents (Harvard Student Agencies, 2018). Many guidance professionals deserve special care from specialized care groups since they are the ones who require personalized intervention to improve their quality of life, supplying individualized deficiencies and differences (Ruiz, 2016).

In this framework, in the report Promoting the socio-emotional well-being of children and young people during crises, the United Nations Educational, Scientific and Cultural Organization (UNESCO) indicates that students, be they children, adolescents, or adults, suffer in learning when they are affected by stress and insecurity (Frank et al., 2008; Brosschot et al., 2006). They consider that when the mind is socially connected and emotionally secure, it can concentrate on academic content and ensure learning (UNESCO, 2020). Emotional education is a fundamental element in human development and an essential prevention tool since many of the problems that are identified in students have their origin in the emotional field (Palma & Barcia, 2020).

López (2019), mentions that society has diversified, and this change requires that the type of methodology in the classroom also change. Currently, there are many conflictive situations that students must address satisfactorily; therefore, it is very important to train the individual in values, with an autonomous, competent, responsible, and supportive personality. If emotional development is not properly addressed, there may be an increase in critical factors such as: Anxiety, stress, depression, substance use, risky sexual behavior, uncontrolled impulsiveness, and violence, among other manifestations that are the main causes. of low performance and negativity to healthy coexistence and student dropouts (Educaweb, 2020).

Therefore, psycho-pedagogical guidance must be considered an important part of the educational environment, it must reach not only students but all educators and all people who do education, who are part of the student sphere such as the community. education, carrying out a comprehensive intervention in all its aspects of personal development, this implies that the helping relationship is carried out through a professionalized intervention, to achieve individual and social autonomy, which allows them to assume the challenges that social life imposes on them in globalization that prioritizes inclusion and the application of strategies for problem-solving (Vélez, et. al., 2021).

For this reason, it is necessary to work in coordination with the educational community, based on the analysis of teachers and counselors to make an adequate intervention, not only to the identified problems but also by applying constant motivation strategies to all emotionally healthy students. to optimize meaningful learning and stimulate pedagogy as a special contribution to the educational process (Su, 2020; Marsh & Hau, 2007). The purpose of this bibliographical research is to analyze the contribution that psychopedagogy has to the emotional state of students, providing the reader with a vision from the perspective of several authors based on what is required to know to make the teaching activity effective.

2 Materials and Methods

In the research, a qualitative methodology was used, with a deductive and interpretive approach, the method was the bibliographic-descriptive documentary that sought to study, observe, interpret, describe, deduce and understand the behavior of the variables from the review of the specialized literature of the different authors cited in this article, contributing to the analysis of the contribution that psychopedagogy has in the emotional state of students, where the educational psychologist and teachers assume the role of counselor and support towards their students through the study of emotional intelligence, control of emotions, feelings, and behaviors to promote success in learning, healthy coexistence in the educational and family environment. As well as the development of academic skills and competencies, as support for the complement of comprehensive training in an environment of harmony and security).

3 Results and Discussions

Cognition

The conception of cognition is brain centric. It means that all cognitive activity is contained and dependent on brain function. Brain tissue, mainly neurons and their interconnections, has the necessary and sufficient properties to generate, organize and energize cognition (Restrepo, 2018). Cognitive enhancement is the amplification or extension of the main capacities of the mind that improves or increases internal or external information processing systems and that can be recovered in the long term when learning is consolidated.

The term cognition refers to the processes that an organism uses to organize information, the success achieved in learning will result from an adequate relationship between didactics and pedagogy, as well as the ability of the educator to facilitate knowledge. This entire educational process includes the acquisition of knowledge based on perception, the partial or complete selection of important content from attention, the didactic, theoretical, or practical, active, and participatory representation, which is based on understanding and retention or ability to remember significant learning from memory, finally, the process is complemented with the use of information to guide behavior through reasoning and coordination of motor acts.

The cognitive model, which emerged at the end of the third decade of the last century and reached its apogee in the 1960s, opposes the propositions of the behaviorists. The focus of attention shifts from observable behavior to the mind, an aspect identified as the central element of cognition (Uvnäs-Moberg, 1998; Pekrun & Schutz, 2007). The new proposal highlights the rational and positive side of people, emphasizing their ability to process and interpret information. The current perception is presented in the form of a proposal that tries to explain how man interprets the world around him and how he thinks about this world (Rimassa, 2016).

Cognitive Task Analysis (ACT) establishes a qualitative analysis method that allows characterizing cognitive activity, strengthening the performance of a person or group of people when faced with the execution and characterization of specific or diversified tasks (Murphy et al., 2013; Rochester et al., 2005). The ACT method includes a set of techniques that facilitate access to cognitive functions and explicit and implicit knowledge used in the resolution of a task and can be used with any situation, activity, or practice that requires the person to carry out a series of steps to meet one or more goals (Otáloraa, 2019).

Cognition is a form of activity in which the mind processes and operates from and on representations of the world. The mind is functionally abstract, with a definable physical substrate, which characterizes the diversity of intelligence, one of the expectations is that pure cognition is closer to computer science and artificial intelligence than to human biology and anthropology.

There is a varied number of external aids such as written language, impressions, the internet, and more, that modern society has been benefiting from, which refer to external cognitive enhancers, most of which are experimental and occur in small samples that are not categorized in clinical trials. There is no universal tool to mediate healthy people that serves as a global uniform comparison, almost all trials are done in the short term using a single dose (Batule, 2018).

Although the relationship between education and perception is today consolidated in the form of an inseparable binomial, the materialization of bridges or communication routes between both bits of knowledge has historical channels, presented at different moments in the history of education, which underlie essential questions in the field of the philosophy of education.

The processes of inter and transdisciplinarity, which characterize the cognitive knowledge of science in the 21st century, bring with them the challenge of rethinking academic and research identities, based on very defined limits. Overcoming these limits has been one of the transversal aspects of the relationship between cognitive sciences and education in each of its phases. In the case of cognitive sciences and education, in its early stages, this opening is based on the educational consideration of the mental and cerebral levels, in which learning and cognition take place; requiring, from later stages, a reciprocal opening, of these levels, to the cultural and educational dimensions (Fuentes, et al., 2021).

Psychopedagogy

The psycho-pedagogical intervention is carried out in different fields of action of the psychopedagogy (hereinafter psychopedagogue): In the first instance, the management field of the Ministry of Education and Culture is discussed, and the family sphere is also considered through education programs for parents, clinical, school, among others.

In the specific intervention of the school or psycho-pedagogical environment, hereinafter PE, the actions are usually organized around four axes:

- 1) The objectives oscillate between tasks that focus primarily on the student and those that seek to address the educational context, covering curricular and organizational aspects; without them having to be understood exclusively.
- 2) The modality is being able to have corrective assistance or preventive sense.
- 3) The positioning that affects the direct nature of the student, which fluctuates between individual and direct treatments to treatments that combine moments of individual attention with more indirect approaches, such as, for example, intervention with the educational agents that are related to the.
- 4) The place is linked to levels and contexts. For example, approaches can be made at the classroom level or with the institution as a whole, or in each educational stage or cycle.

The diversity of intervention actions of the educational psychologist reflects the coexistence of different EP models, defined according to whether direct or indirect intervention is carried out, aimed at individuals or groups, located in the institution itself (internal) or outside it (external), based on assistance or corrective-remedial and proactive or oriented towards prevention and development (Messi, Rossi & Ventura, 2016). Psychopedagogy seeks to optimize the teaching and learning process by contributing a comprehensive orientation to the educational community, through the proper application of teaching methods and resources, these facilitate the development and construction of knowledge based on the limitations or skills of the students.

Increasing the positive points in teaching or active learning through creativity will undoubtedly facilitate the understanding of learning styles in students, the range of knowledge, and the development of educational skills (Rodríguez et al., 2020). Currently, it is urgently required to detect the most relevant and specific flaws in the psycho-pedagogical discipline of teachers, in this way it will be possible to intervene to find possible and viable solutions so that learning is inclusive and equitable.

Undoubtedly, in the current educational system, the teacher becomes a counselor, according to his function attached to the responsibilities and roles that he assumes in the care of children and young people, not only to provide the help he needs but also to participate in the educational process, a process based on monitoring and evaluation to improve their development, supported by psychopathological diagnosis. The teacher plays a very important role in the training and acquisition of knowledge, he is the one who at first impression can develop a diagnostic and exploratory evaluation to initiate a process of individualized psycho-pedagogical intervention, which is why the teacher is required to assume a commitment professional for the development of school skills (Rojas, Estévez, & Domínguez, 2018).

Emotions

Emotions are present in all aspects of life, they are essential in the educational process for learning, and emotional education makes students renew their social interaction skills, and problem-solving and acquire the ability to cope with experiential feelings. A psycho-pedagogical orientation leads to the acquisition of skills that are applicable in situations of a social nature such as drugs, stress, anxiety, depression, violence, and others, which favor emotional development by increasing academic performance, reducing undesirable behaviors, achieving success at all educational levels (Vélez et al., 2021). Emotion tends to be activated by different processes of the human being, these can be internal or external, for example, a thought, or a memory, among others (Bisquerra & López, 2020).

Table 1
Components of emotions

Components of Emotions	
Neurophysiological	Body responses: Tachycardia, sweating, trembling in the legs, hormonal secretions, flushed face, goosebumps, piloerection, etc.
Behavioral	It manifests itself with nonverbal language (neurophysiological response): The countenance, body posture, arms, etc., reflect the emotion. Emotions are mostly manifested on the face: Laughing, crying, showing gestures of fright, anger, joy, and others.

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Cognitive	Become aware of the emotion that is experienced and give it a name. An emotion is labeled based on language domain.
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Source: (Bisquerra & López, 2020)

Concerning Table 1, in the first neurophysiological component Bisquerra, (2009) indicates that "emotions refer to a response of the organism that begins in the CNS (Central Nervous System) (p. 19)", which is why educational institutions can work with relaxation techniques or body control; the behavioral must be seen from the way that it is possible to confirm appropriate social behaviors to the reaction received in each context and the cognitive is how emotion is shortened or lengthened being aware of it, which can affect the individual in his or her emotional state, that is why an internal analysis is convenient for the regulation of emotions and educate yourself under the conception of emotional education.

According to the GROPE (Grup de Recerca en Orientació Psicopedagògica) since 1997, analysis studies have been carried out on emotional education that contributes to developing competencies, which include appropriate attitudes and behaviors in each personal and social context of an individual, this It serves as a basis for the knowledge and preparation of teachers and counselors in carrying out psycho-pedagogical diagnoses (Bisquerra & Pérez, 2007). Figure 1 shows 5 of the main emotional competencies that influence social coexistence and personality

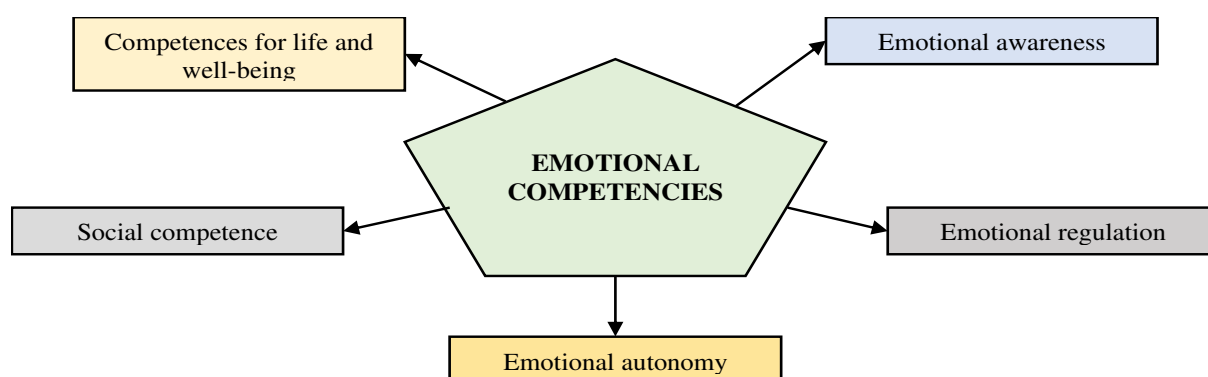


Figure 1. Emotional competencies
Source: (Bisquerra & Pérez, 2007)

The management of emotional competencies regulates the personality of a person and allows him to act autonomously in his decisions knowing how to solve problems and developing effectively in carrying out an activity. Each of the competencies shown in the previous figure is detailed below:

- Emotional awareness is knowing how to identify one's own emotions and those of others, it is necessary to perceive the causes and consequences of emotions, measure intensity levels, and identify verbal language and non-verbal that is used in each context.
- Emotional regulation consists of changing compulsive acts for a response according to the emotions that occur at the given moment, it is required to have strategies to face reality and an ability to self-manage positive emotions such as dialogue, stress control, and positive self-affirmations, and others.
- Emotional autonomy is a balance between emotional dependence and detachment, it is related to healthy self-esteem, a positive attitude in life, responsibility, the ability to analyze social norms, seek resources, and emotional self-efficacy and responsibility.
- Social competencies are the set of elements that facilitate interpersonal relationships, the capacities that provide interaction with others must be identified, such as: empathy, tolerance, or active listening that predispose a favorable social climate in the environments where the individual develops, thus avoiding behaviors that generate problems.
- Competences for life and well-being constitute the set of skills, attitudes, and values that promote the construction of individual and social good, allow organizing life in a healthy and balanced way, and gaining experiences of satisfaction, which requires setting goals, making personal decisions, academic or professional, seek help, ensure citizen standards and more (Bisquerra, 2018).

Personal capacity is the attitudes that an individual exhibits when exercising an activity or daily function as part of the social life in which they perform, they have different internal capacities, be they attitudinal, emotional, cognitive, and more. People have different biological, psychological, and social conditions, but it is up to each one to let themselves be dominated by the circumstances or face them with autonomy to overcome them, for this reason, the term capacity of the human being is used to understand how the human being overcomes, face the adversities of life and how it develops after them. The affective world in which the training scenarios in the family and the school are built is mediated by resilience, which is a social process where it is possible to have a healthy life in an unhealthy environment (Rodríguez, Guzmán & Del Pilar, 2012).

Social skills must be strengthened in students, when communication habits with others are created effectively and satisfactorily, these behaviors give rise to the formation of a person with basic social skills, which partly determine their personality. Attachment, empathy, assertiveness, cooperation, communication, self-control, understanding of situations, and conflict resolution are fundamental abilities that must be trained especially from childhood and consolidated during their development, to create good behaviors and personal management of their emotions (Colman, 2017).

A psycho-pedagogical intervention has bases that are based on different theoretical perspectives that support a socio-emotional education that allows a teacher to provide comprehensive human development that promotes peaceful coexistence in a conscious, interesting, and trusting learning environment where they can express both their knowledge as emotions always present and even through creativity.

Creative learning is becoming an important element in education since it allows students to express their ideas and knowledge in a free and creative way, where they seek a solution to an established problem and where their experiences will lead them to learn (Rodríguez et al., 2020).

Coexistence between students and teachers is considered a process of humanization, a term that encompasses many aspects that must be kept in mind not only in the educational field, but in all spaces, with the school being the one that promotes human values such as solidarity, respect, peace, empathy, and others that promote the peaceful resolution of conflicts (Madruño, et. al., 2019). De Lama (2020), relates it to the physical and peaceful existence between a certain group of individuals who live and share in a place, through which people can have a life in common, where the means of interaction is communication-based on respect, tolerance, and affection that intervene in the harmonic state of the subjects in any daily circumstance.

During the COVID-19 health emergency, teachers saw the need to address or restructure new strategies and methodologies to effectively carry out teaching-learning; In addition, the change in attitudes, emotions, and actions during the confinement was one of the problems that most affected this educational process, directly or indirectly generating that many students chose to stop studying, for emotional, economic, or other reasons. Therefore, psychopedagogy as a discipline of education plays a fundamental role, in proposing alternatives that more accurately shape the current reality (Romina, et. al., 2021).

4 Conclusion

It is concluded that emotions are the key factor in the use of learning, when these are managed around the study of emotional intelligence, a balance is created between cognition and the environment in which the educational and social process is developed. The good or bad results obtained from teaching and learning will depend on the emotional quality of which the person is. Consequently, the contribution offered by psychopedagogy is consolidated from the capacities and skills that the professional possesses in the orientation to make a correct intervention, from techniques, procedures, and executable programs, not only to people with special needs but also to children, young people, and adults who present problems of a family, social order, cultural and academic, seeking to achieve in them, inclusion, the development of skills, abilities, and competencies for life.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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