



## Educational Psychology in Education



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### Abstract

The study of teaching and learning is a relatively new field, carried out by a young science from the social areas of the branch of psychology, which relies on psychological and didactic methods to support the academic development of students. Based on this premise, the objective of analyzing the contributions of psych pedagogy in education was established. Bibliographical research from reliable and current sources was applied, from a qualitative approach to give value to the information consulted and a deductive and inductive style in the text structure for its understanding. The results obtained allowed for a better understanding of study science and its contributions in the educational sector. It was concluded with a positive, realistic and enthusiastic approach to the research topic.

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## 1 Introduction

In the mid-20th century, psych pedagogy was born and projected as a young science that studies the process of teaching and learning of an individual, no matter their age and life context. With the intention of diagnosing, preventing, evaluating and correcting the problems or difficulties of an individual regarding his learning. This discipline provides insights and answers to questions asked by teachers about why a student does not learn and banishes the labels that have cataloged students who need personalized intervention and teaching.

In Spain, the training of psych pedagogues is an important and transcendental aspect in their professional practice, the difference is established between a professional who accesses a fourth level of professionalization in psych pedagogy without being a professional in it, that is, has another degree of any kind compared to graduates in psych pedagogy and educational psychologists who specialize in the same professional area (Pérez, 2011). On the other hand, it was shown that the psycho-pedagogue is mistakenly classed to work only in school institutions, this is only part of his occupational field, the professional in psycho-pedagogy can practice in different and varied spaces (Basuela, 2006). However, psych pedagogues have given many responses to learning difficulties and disorders, contributing significantly to school inclusion in educational establishments (Lorente & Sales, 2017), and finally it has been shown that psych pedagogical intervention in disease environments contributes to the integral personal, family and professional well-being in a global enrichment to the community (García, 2017).

In Costa Rica, the intervention of psycho-pedagogues in the vocational guidance service given to young students is appreciated; the professional has competencies that positively affect the student body (Rivera, 2014). In Cuba, the advances in psych pedagogy have increased since the 20th century as a result of the interdisciplinary nature of pedagogy and psychology, manifesting a significant development of professionals in the labor field (Ortiz & Mariño, 2014). In this same country, there is a methodological and psycho-pedagogical training program that enables a professional educational practice in alignment with educational principles (Jiménez, 2009).

In Argentina, psychopedagogy professionals who work in companies are linked in the area of human resources, contributing significantly in the workplace (Civitelli, 2013; Geary, 2002; Maba, 2017; Marsh & Hau, 2007). Also, the contributions of the psycho-pedagogues through the interviews, the quantitative data demonstrate approaches to the educational practice of writing (Vázquez, Jakob, Rosales, & Pelizza, 2014). On the other hand, in order to consider community psychopedagogy as a specialty, psychopedagogues must carry out a reflection of their profession, simultaneously when attending interventions of a learning nature towards social change (Juárez, 2012). Also, it was demonstrated that each psychopedagogical intervention determines a unique way of acting, establishing specificities in the work sessions (Rego, 2006).

In Chile, work is sought in conjunction with psycho-pedagogues and teachers; a way of intervention that complement professionals for the good of the student body (Messi, Rossi, & Ventura, 2016). In Bolivia, the opportune way of designing text transformers with a psycho-pedagogical foundation in the area of learning was studied in order to apply them in educational contexts of teaching (Unzueta, 2012).

In Uruguay, an investigation was designed in order to collect information on psycho-pedagogical interventions carried out in different South American countries to mitigate the learning difficulties presented by schoolchildren (Bravo, Milicic, Cuadro, Mejia, & Eslava, 2009). In Colombia, psychopedagogy is related from epistemology with learning difficulties, teacher training and orientation to society. It raises the understanding of this new science from its understanding towards its application (Peña & Acevedo, 2011).

In Ecuador, a study tested the use of different digital tools at the moment inside and outside the classes, allowing to know difficulties, threats, opportunities and strengths of psychopedagogy in the educational context (Farias, Íñiguez, & Suárez, 2019; Matthews & López, 2020; McCrudden *et al.*, 2019; Singh & Parmar, 2016). On the other hand, it was determined that teachers do not apply cooperative learning strategies and are framed in individual activities, showing the collective in a limited way, ignoring tools of psychopedagogy (Andrade, Andrade, & Peñafiel, 2019).

## 2 Materials and Methods

The research was bibliographic; Updated and reliable sources were consulted, applying a qualitative approach, in the selection, organization, classification and treatment of information. The text was written with a deductive and inductive structure that allowed knowing the generalities of psychopedagogy until reaching the particularities of its

contributions or contributions in education. The materials and methods applied in this work were consulted from the research methodology book of (Hernández, Collado, & Baptista, 2010; Smith *et al.*, 2003).

### 3 Results and Discussions

#### *Psychopedagogy*

The orientation work provided by the science of psychopedagogy dates back to remote times of the origin of humanity, where individuals have oriented others, hence the affirmation that orientation is as old as mankind. So much so that the origins of this science appear in the ideals of Greek culture (Alzina, 1996). Considered part of the social sciences and psychology, it is currently related to educational processes in order to improve them from the different fields of corrective, supportive psycho-pedagogical orientation (Palacio, López, & Nieto, 2006), using basic patterns of intervention, agents, contexts and thematic areas (Bisquerra, 2006). Figure 1 shows the relationship between the sciences involved in psychopedagogy.



Figure 1. Sciences that are related in the psychopedagogue  
Source: (Farias, Íñiguez, & Suárez, 2019)

The relationship between pedagogy and psychology gives rise to psychopedagogy, social science of the psychology branch that studies learning problems and gives treatment and accompaniment to older individuals to learn.

#### *Education*

Education is a process of transmission of knowledge and development of skills in the apprentice. A human and cultural aspect from the origin of humanity (Anibal, 2007). Within this process it is developed through the actors: teacher and student and active interaction processes are generated where orientations arise from the teacher and other professionals in the face of learning difficulties. As a result of the learning problems, psychopedagogy improves the educational praxis (Farias, Íñiguez, & Suárez, 2019). In figure 2, the construct “education” is explained.

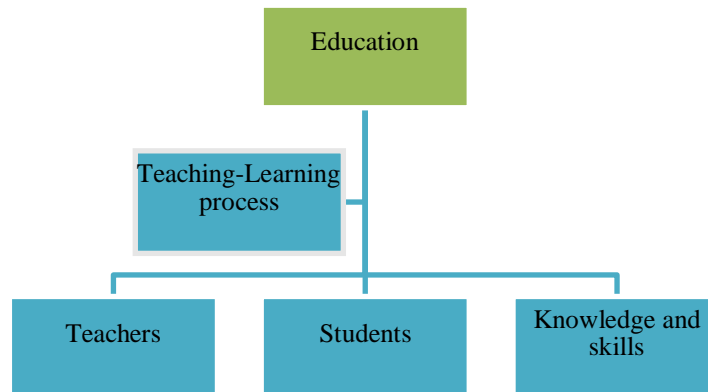


Figure 2. The construct “Education”  
Source: (Aníbal, 2007)

Education is the result of a combination of strategies and methodologies that can develop the educational process of teaching by the teacher and learning to the rightness of the students; in an educational field.

### *Teaching-Learning*

Process Process whose purpose is the transmission of knowledge and skills development (Bustamante, Bustamante, & Caamano, 2016) in the didactic moments of planning, execution and evaluation (Vargas, 2013), through transformations of the methodology teacher (Teva & Buela, 2011), focused on the apprentice, mediated by the teacher, developed by both (Hernández & Infante, 2017), from a training approach or perspective (Morales & Higuera, 2017) of applying innovative strategies (Mendoza & Mamani, 2012). Figure 3, shows the aspects involved in the teaching-learning process.

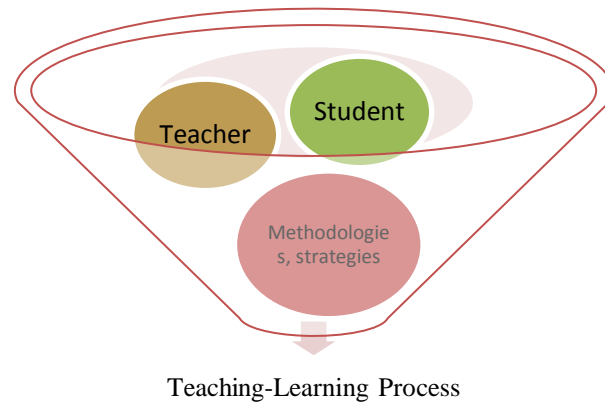


Figure 3. Aspects involved in the teaching-learning process.  
Source: (Hernández & Infante, 2017)

The teaching-learning process results from the interaction of the student-teacher, in an educational environment where active methodologies and strategies to manage skills and knowledge in a meaningful way are palicated in the trainee in a meaningful way.

*Contributions of Psychopedagogy in Education*

The contributions of psychopedagogy are in the empowerment and rehabilitation of individuals of any age with learning problems; through the application of specialized methodology and strategies to facilitate understanding and motivate the process of acquiring learning and developing the planned skill. When diagnosing the learning problem, it enables the necessary treatment and the intervention of other specialists (Vargas, Romaldo, Chávez, & Mori, 2016). Figure 4, details the areas in which psycho-pedagogy has contributed.

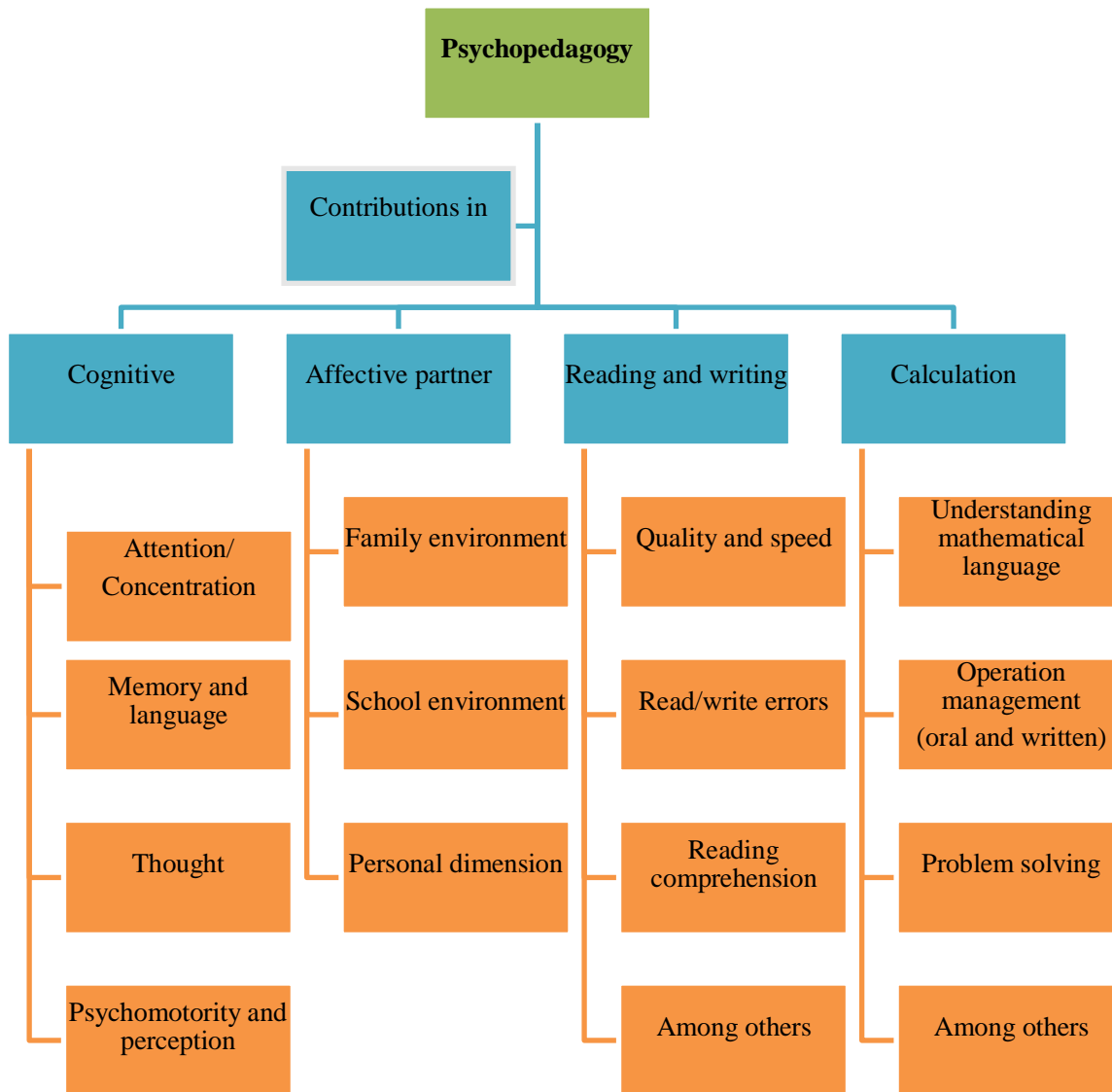


Figure 4. Areas in which psychopedagogy has contributed.  
 Source: (Tutor doctor, 2018)

Contributions or contributions of psychopedagoggía in the educational area in the cognitive aspects, affective partner, reading, writing, calculation among other areas of the educational environment; giving lights and answers to learning problems.

### *Importance of Psychopedagogy*

Framing psychopedagogy in the educational field, its importance is crystallized or summarized in improving learning. In this way, its objective is to improve the educational system by contributing readjustments to didactic methods as well as pedagogical ones; through psycho-pedagogical interventions personalized to the individual who learns in the development of his learning with the support of his immediate environment. The environment is essential for the satisfactory achievement of the process in the development of the individual who learns at school and his daily life (Tutor doctor, 2018). Figure 5, summarizes the importance of psychopedagogy in education.

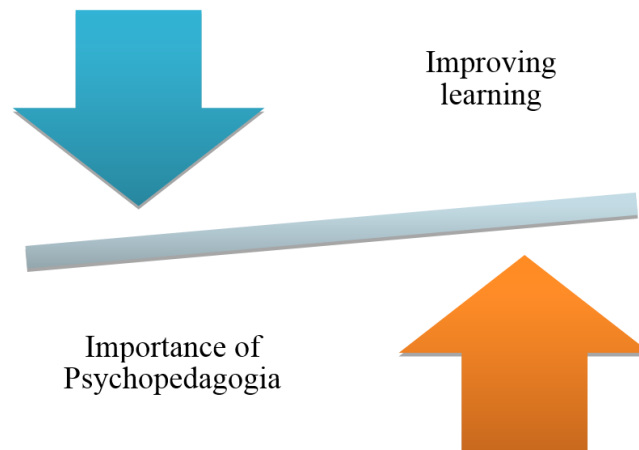


Figure 5. Importance of psychopedagogy  
Source: (Tutor doctor, 2018)

The importance of psychopedagogy lies in its usefulness in the educational field; psychopedagogical interventions to individuals of any age in the treatment of learning problems that arise in their academic development and for their functional life.

## **4 Conclusion**

Psychopedagogy as a science where psychology and pedagogy converge seeks to improve the teaching processes in the acquisition of learning. Part of his major field of work recognizing is education, in the treatment of learners with learning difficulties by means of innovative methodologies and tools that achieve greater understanding of the individual who learns with the support of his school and family environment. The contributions of psychopedagogy in education are evident in different areas of the learning plane and the personality of the learner. According to the literature, his contributions are notable in the cognitive, socio-emotional, reading / writing and calculation. Improving the teaching strategies and processes in these areas to make teaching possible to a better personalized understanding for student learning that presents some type of difficulty in learning.

### *Conflict of interest statement*

The authors declared that they have no competing interest.

### *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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