

## THE IMPORTANCE OF PSYCHOPEDAGOGICAL SUPPORT FOR STUDENTS WITH LEARNING DIFFICULTIES

### Summary

Psychopedagogical support is essential to identify and intervene in learning difficulties faced by students in different educational contexts. These difficulties can arise from cognitive, emotional, social or environmental factors, requiring a specialized approach that promotes the development of skills and contributes to overcoming academic and social barriers. Acting in a multidisciplinary manner, psychopedagogical support integrates teachers, families and health professionals, favoring personalized strategies that meet the specific needs of students. Thus, this support not only improves academic performance, but also promotes educational inclusion, reinforcing the role of a welcoming and inclusive school. This study seeks to analyze the relevance of psychopedagogical support in the development of effective strategies to overcome learning difficulties. The general objective is to understand how this approach can transform the school experience of students, while the specific objectives include identifying factors that influence these difficulties, investigating personalized psychopedagogical practices, evaluating the benefits for inclusion and academic performance and proposing strategies that strengthen collaboration between school, family and psychopedagogues. The research will be conducted through a bibliographic analysis, involving theories, scientific studies and academic materials related to the topic. This method will allow an in-depth understanding of the role of psychopedagogical support and the most effective practices to meet students' demands. By highlighting the importance of this approach, the study emphasizes the need for integrated and accessible strategies, promoting the academic, social and emotional development of students, in addition to contributing to a more inclusive and humanized education.

**Keyword:**Psychopedagogical support. Learning difficulties. Personalized strategies. Educational inclusion. School experience.

### Abstract

*Psychopedagogical support is essential to identify and intervene in learning difficulties faced by students in different educational contexts. These difficulties can arise from cognitive, emotional, social or environmental factors, requiring a specialized approach that promotes the development of skills and contributes to overcoming academic and social barriers. Acting in a multidisciplinary manner, psychopedagogical support integrates teachers, families and health professionals, favoring personalized strategies that meet the specific needs of students. Thus, this support not only improves academic performance, but also promotes educational inclusion, reinforcing the role of a welcoming and inclusive school. This study seeks to analyze the relevance of psychopedagogical support in the development of effective strategies to overcome learning difficulties. The general objective is to understand how this approach can transform the school experience of students, while the specific objectives include identifying factors that influence these difficulties, investigating personalized psychopedagogical practices, evaluating the benefits for inclusion and academic performance and proposing strategies that strengthen collaboration between school, family and psychopedagogues. The research will be conducted through a bibliographic analysis, involving theories, scientific studies and academic materials related to the topic. This method will allow an in-depth understanding of the role of psychopedagogical support and the most effective practices to meet students' demands. By highlighting the importance of this approach, the study emphasizes the need for integrated and accessible strategies, promoting the academic, social and emotional development of students, in addition to contributing to a more inclusive and humanized education.*

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## Introduction

Psychopedagogical support plays a crucial role in identifying and intervening in learning difficulties presented by students in different educational contexts. These difficulties can be the result of multiple factors, such as cognitive, emotional, social or even school-related issues. In this scenario, psychopedagogical work seeks to offer specialized support to promote the development of skills necessary for the learning process, contributing to overcoming barriers that may compromise students' academic performance and self-esteem.

Psychopedagogical work extends beyond the classroom, integrating multidisciplinary approaches that involve teachers, families and other health professionals. This support allows students to be understood holistically, which favors the creation of personalized strategies that meet their specific needs. In this way, psychopedagogical work not only helps improve academic performance, but also contributes to educational and social inclusion, reinforcing the importance of a school that welcomes and values diversity.

Therefore, it is essential to reflect on how psychopedagogical support can transform the school experience of students with learning difficulties, offering effective and integrated interventions. Furthermore, this approach highlights the role of educational institutions in ensuring qualified and accessible support, promoting a favorable learning environment for all students. How can psychopedagogical support contribute to overcoming learning difficulties and to the educational inclusion of students?

The general objective of this study is to analyze the importance of psychopedagogical support in the development of strategies that help students with learning difficulties to overcome academic and social barriers. To achieve this purpose, some specific objectives are outlined, which include: identifying the main factors that influence learning difficulties in school contexts; investigating how psychopedagogical action can be applied in a personalized way, in order to meet the specific needs of students; evaluating the benefits of psychopedagogical work for

educational inclusion and improvement of academic performance; and, finally, propose strategies that strengthen the relationship between school, family and psychopedagogues, ensuring more effective support for students facing such difficulties.

This study will be based on bibliographical research, which will allow for an in-depth analysis of theories, scientific articles, books and other relevant academic materials on the subject. This approach will make it possible to understand the contributions of different authors and studies related to psychopedagogical support, in addition to offering a broad view of the practices and strategies used to deal with learning difficulties. The bibliographical research will therefore serve as a basis for theoretically supporting the proposed objectives, highlighting the importance of psychopedagogical support in promoting the academic, social and emotional development of students.

## Development

"Children are capable of doing much more than we imagine, but for this to happen, the educational environment needs to be carefully prepared." (MONTESSORI, 2002, p. 40). Psychopedagogical support is an educational and therapeutic intervention that seeks to understand and meet the needs of students with learning difficulties. These difficulties can manifest themselves in different ways, such as problems with reading, writing, calculating, or even maintaining concentration. Therefore, as Ausubel (1982) reports: "Learning difficulties can arise when the student is unable to establish meaningful connections between new content and prior knowledge, which can affect their ability to read, write, calculate, and even concentrate" (p. 45). Such limitations often have multifactorial causes, ranging from neurological and cognitive issues to emotional and social factors, requiring a multidimensional approach to identify and intervene appropriately.

Clinical psychopedagogy seeks to understand learning difficulties from a comprehensive perspective, taking into account not only the cognitive aspects, but also the

emotional and social needs of the student. Psychopedagogical intervention must be personalized, with the aim of creating a learning environment that is more suited to individual needs. (FERNÁNDEZ, 2005. p. 50).

Thus, in the school context, the psychopedagogue plays a crucial role in identifying signs that indicate that the student is facing difficulties in the learning process. Based on this observation, it is possible to carry out diagnostic assessments that allow us to identify the causes of the difficulties. The focus of this diagnosis is not to label the student, but rather to understand the barriers that hinder their development, in order to plan intervention strategies that are specific and personalized.

Furthermore, psychopedagogical support goes beyond the academic aspect, also encompassing the emotional and social dimensions of the student. Many students with learning difficulties end up developing low self-esteem, anxiety and feelings of exclusion. As Vygotsky (2000) points out, "Human development depends, above all, on the culture in which it takes place and on the interactions that occur with other individuals" (p. 43). Therefore, the psychopedagogue works to strengthen the confidence of these students, helping them to believe in their abilities and to develop positive attitudes towards the challenges they face in the school environment. "Education must not only teach content, but also prepare students to use their skills in different situations." (GARDNER, 2003, p. 58)

Another important aspect of psychopedagogical work is collaboration with teachers. The psychopedagogue helps educators adapt pedagogical strategies that meet the specific needs of each student. This partnership makes it possible to build an inclusive environment, where students find support to learn at their own pace and style, valuing their individualities. As Piaget (1975, p. 92) states: "each child has a unique cognitive structure and, therefore, learning must be adapted to his or her stage of development, respecting his or her pace and style." This reinforces the importance of recognizing the particularities of each student, arguing that the learning process must be personalized to meet individual needs, respecting the pace and style of each child.

Psychopedagogical support also involves the family as a central piece in the process of overcoming learning difficulties. Piaget (1975, p. 56) considers that, "the family is the first context of learning and plays a fundamental role in the child's cognitive development, being essential for the success of the educational process." The relationship between family and school is crucial, as many of the challenges faced by students may be related to issues that arise in the family environment. As pointed out by Bohoslavsky (1998), psychopedagogy must intervene in the relationship between the individual and the school environment, promoting actions that favor the learning process. In this context, the psychopedagogue guides parents and guardians on how to support their children at home, creating a favorable space for learning and reinforcing the strategies applied at school.

One of the most obvious benefits of psychopedagogical work is its contribution to educational inclusion. As Freire (2011) emphasizes, "Teaching requires respect for the student's autonomy, their prior knowledge and their ability to question." (p. 58). Therefore, by identifying students' needs and developing interventions that meet these demands, the psychopedagogue helps to build a more just and inclusive school. Coll (2002) states that school learning is influenced by the interaction between the student's cognitive abilities and the educational environment in which he or she is inserted. "Each advance is a milestone in the cognitive process of organizing and expressing thought." (FERREIRO; TEBEROSKY, 1999, p. 29). This inclusion goes beyond the physical presence of students in the classroom, involving their active participation and the feeling of belonging to the school group.

Clinical psychopedagogy goes beyond the simple identification of learning difficulties. It deals with the emotional, social and cognitive conditions of the student, seeking personalized strategies to intervene and help them overcome obstacles, promoting more meaningful and inclusive learning. (FERNÁNDEZ, 2005, p. 87)

Learning difficulties, when left untreated, can lead to negative impacts throughout the individual's life, such as dropping out of school and difficulties in entering the job market. Therefore, psychopedagogical action is essential not only to ensure academic success,

but also to promote the student's integral development, preparing them to face life's challenges in a more secure and confident way.

Bibliographic research plays an important role in the foundation of psychopedagogical practices. By exploring theories and studies on the subject, it is possible to understand the most effective practices and base interventions in a scientific and up-to-date manner. This theoretical knowledge strengthens the work of the psychopedagogue, expanding his or her ability to meet the individual needs of students in an ethical and professional manner. Luria and Vygotsky (1981, p. 91) emphasize that "Higher cognitive processes, such as memory, attention and perception, cannot be understood in isolation, but must be analyzed in conjunction with the social and cultural dynamics in which the individual is inserted."

Furthermore, interdisciplinarity is one of the pillars of psychopedagogical work. The psychopedagogue, together with other professionals such as psychologists, speech therapists and neurologists, can outline a more complete and efficient intervention plan. Thus, according to Feuerstein (2000, p. 56), "The theory of cognitive modification proposes that, through appropriate mediation, it is possible to promote the development of cognitive abilities at any stage of life." This integrated approach helps to see the student in his/her entirety, considering both his/her points of difficulty and his/her potential.

In the course of this study, it is essential to consider the theoretical contributions of several authors who address issues related to cognitive development, learning and educational difficulties. The table presented brings together names such as *Jean Piaget*, *Lev Vygotsky* and *Howard Gardner*, whose theories help to understand learning processes and the importance of personalized strategies in the psychopedagogical context. In addition, authors such as Emilia Ferreiro and Ana Teberosky, who investigated the psychogenesis of written language, and Alicia Fernández, with her clinical psychopedagogical approach, reinforce the need for a comprehensive look at the difficulties faced by students. In this way, the theories and themes listed serve as a fundamental support to support the analysis and propose effective interventions for educational challenges.

**Table 1-** Theoretical Bases of Psychopedagogical Support

| <b>Author(s)</b>                  | <b>Theme</b>   | <b>Contributions</b>   |
|-----------------------------------|--|--|
| Jean Piaget                       | Theory of development cognitive                                      | Understanding of the internships of development and your relationship with the learning.                 |
| Lev Vygotsky                      | Zone of Development Proximal (ZPD) and mediation node apprenticeship | Emphasizes the importance of the mediator node of process of learning, as teachers and psychopedagogues. |
| David Ausubel                     | Learning theory significant  | Highlights the importance to connect new knowledge to the already existing in the student.               |
| Emilia Ferreiro and Ana Teberosky | Psychogenesis of language written                                    | Analysis of the difficulties of learning related to the process of literacy.                             |
| Howard Gardner                    | Theory of multiple intelligences                                     | Recognition of different forms of intelligence, promoting interventions individualized.                  |
| Paulo Freire                      | Liberating education   | Highlights the importance of inclusive teaching that values the context and                              |

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|---------------------|--|--|
|                     |  | to the experiences of student.   |
| Cesar Coll          | School learning and construction of knowledge      | Relationship between curriculum, teaching and learning in overcoming the difficulties educational. |
| Reuven Feuerstein   | Theory of modifiability from the cognitive         | Defends what the intelligence and modifiable through mediated interventions.                       |
| Luria and Vygotsky  | Neuropsychology and learning                       | Investigation of how neurological processes impact the acquisition of school skills.               |
| Alicia Fernandez    | Psychopedagogy clinic and difficulties of learning | Integra aspects emotional and cognitive in intervention psychopedagogical.                         |
| Maria Montessori    | Alternative teaching methods                       | Proposes a environment educational what respect the rhythm and development individual student.     |
| Rofolfo Bohoslavsky | Psychopedagogy institutional                       | Emphasizes the role of the school in identifying and confronting of the difficulties of learning.  |

Source: prepared by the author, 2024.

Table 1 presents an overview of authors and fundamental themes for the construction of a well-founded and multidimensional study on psychopedagogical support. Finally, it is essential to highlight the importance of policies



public policies and investments in continuing education for psychopedagogues and educators. Psychopedagogical support must be recognized as an essential part of the educational system, being incorporated broadly and accessibly into school practices. By ensuring adequate support for students with learning difficulties, not only academic success is promoted, but also inclusion, equity and the full development of each individual in society.

## Final Considerations

Final considerations are an essential part of any study, as they summarize the main findings and reflect on the practical and theoretical implications of the work. In the case of this study on psychopedagogical support, it can be concluded that specialized support is essential for students with learning difficulties to overcome cognitive, social and emotional barriers. Psychopedagogical action integrated into the school, with the collaboration of educators and family members, creates an inclusive environment that is favorable to the academic and personal development of students, respecting their individualities and learning rhythms.

Furthermore, the research highlighted the importance of ongoing training for psychopedagogues and educators, as well as the need for public policies that guarantee access to this specialized support. The implementation of psychopedagogical practices in schools should be seen as a priority, not only to improve academic performance, but to promote inclusion and educational equity. The role of the psychopedagogue goes beyond the classroom, being essential for the construction of an educational environment that respects the diversity and needs of students.

Finally, it is important to emphasize that, for psychopedagogical support to be effective, it is crucial that there is a joint commitment between school, family and professionals in the area. Collaboration and constant dialogue between these agents allow the creation of personalized strategies that meet the specific needs of each student. Only with integrated and

continuous it will be possible to ensure that all students, regardless of their learning difficulties, have access to quality education and a promising future.

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