PSYCHOSOCIAL PERSPECTIVES IN EDUCATION

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Abstract: This material deals with aspects of school psychology. I think it is a very important factor that influences the results obtained, especially in these free times, without constraint in the educational act. Theories regarding learning debate the action of teaching, learning, evaluation, and in the context of the internal and external factors involved, they also refer to the role of the school, the class as a group, the personality of the teacher and the student, the social environment etc. in this sense, it is necessary to approach the interdependence, the unity of the actions of the education process, the teaching-learning-evaluation from the psychological perspective. School psychology is the intermediary between psychology and pedagogy. The goal is for the act of learning to be a professional, qualitative one. The complex learning process cannot be left to chance, but must be treated with maximum attention so that the student who is at the center as an autonomous being has created the premises on all levels - social, cultural, mental in his ascension.
Keywords: The individualistic model (MI), competition method (MC), the competition blocks the cooperative method (MCO), the study of causal attribution (SAC), pedocentrism (P), pedagogical liberalism (PL).

INTRODUCTION

The role of the school for a student is to guide, learn, interact and support personal development. So education is a social process, in which success is achieved by learning behavioral norms along with receiving and assimilating the content taught. Human behavior is studied by social psychology, referring mainly to thoughts, feelings. School social psychology deals with the connection between teacher and student or between students.

The climate in a class of students is even more important than the teacher-student relationship for the student's cognitive progress. He spends a longer time, spread over several years in the group of students compared to the time spent with teachers. Therefore, the members of a class play a very important role on how the student perceives the school and what impact is created on him.

Seeing the school class as a group, we can say that it can bring benefits, i.e., to guide school success if there is compatibility between the

student and the class he belongs to, if there is competition that will determine him to learn more, if the relationships between students are respect and collaboration. Or on the contrary, the school class group can bring negative influences on the student's individuality and attract him in vicious circles, which will lead him to school failure, violence, laziness. The class works as a group, as a team, as a chain made up of several links, only together through an efficient functioning, it reaches excellent results. In other words, the social environment influences our direction. Sympathies and dislikes appear within a group, and the teacher's role is to model through specific sociometry tests and direct the group in the desired direction, giving each student a role that characterizes and teaches him to function in society so that the class group acts as a whole, in a favorable environment.

Regarding the homogeneity or heterogeneity of the class, the opinions are divided regarding the way the teacher works. In general, homogeneous classes, in terms of age, interests, social position, etc. have been listed with a simpler way of working and with faster and easier achievement of school success, but in the modern world it has been found that it is no longer such an important criterion, all related to the pedagogical tact and to each student. Homogeneous grouping is the placement of students with similar abilities in a single class. Heterogeneous classes present different challenges for teachers. On the one hand, a teacher must try to be sure that everyone in a heterogeneous class is challenged and taught the material. The group of a class can be seen and arranged as a common learning environment, not only as a way of interaction between the students that make it up. The learning environment must be built so that students can learn from each other, promoting a lot of competitiveness. Focusing on competition between students and appealing to group cooperation, individual work would only come as a complement to this idealistic educational system. The individualistic model (MI) reduces the interaction between students and is based on the student's self-motivation, his own desire and his own pace of learning. Here, the student strives more alone in the act of understanding the notions and is not as stimulating as when colleagues are involved. On the other hand, unlike MI, the introduction of the competition method (MC), competition between colleagues can bring conflicts and upsets that must be managed separately. Sometimes, the competition blocks the cooperative method (MCO), students preferring to work individually so as not to divulge the secrets of the notions understood for fear of being overtaken and the desire to be before the colleague who has become an opponent.

Students and teachers are accustomed in Romania to practice for more hours the teacher-student interaction, a more traditional way of

transmitting knowledge but also a way of managing class management more easily. One way of learning through cooperation involves interaction within the group of students, built as a brainstorm or debate as long as respect for the interlocutor is maintained, in order to be efficient. Studies show that students learn very little through cooperation; the causes can be attributed to the fear of reaping the fruits of others, ie envy, the promotion of virtual life, the emphasis on individual work at home and in the pandemic context of these years 2020-2021 the fear of community.

Social psychology in the school environment can also be discussed from the perspective of school success and failure through the study of causal attribution (SAC). Everything has an explanation, a cause or at least we as humans try to do this: to find the reasons why one phenomenon or another happens, to establish cause-effect relationships, to attribute our results to someone. Therefore, the student has two directions in explaining the success or failure of the school: one directed inwards, towards his person or the other directed towards those around him, usually towards the teacher. If the student puts failure on his own person, he will tend to have a lower self-esteem, he will usually be discouraged, and the expectations of a better grade will be lower. Instead, the failure attributed only to the teacher, brings the student in the situation of looking at him badly, of developing antipathies towards that hour. Another factor could be the class environment, which brings a state of discomfort, due to insufficient quiet time and explanations provided. Students form opinions about their teachers even before they know them personally, from the hearings of older colleagues, images that do not provide certainty, usually being distorted. Not to mention the fact that between teachers and students can exist as between any other people, compatibility relations or not. The failure attributed to any of the factors remains a failure that must be remedied, not repeated. The subject must be oriented on the solutions proposed both by the teacher and individually by the student or his parent. The longer the student remains in a negative state of failure, the harder it is to get out of it.

The children's education begins at the age of seven at home, during which time each child must implement some rules, some perspectives on life. Psychological studies have shown that the development of a child also depends on the way the parent encourages him, who must show the child how important self-confidence is, to tell him how wonderful he is as a person and to encourage him in his evolution.

"The inept work is half done" (Horatiu). Therefore, the road to success opens with the beginning of that activity. A student's success in one discipline is not a mandatory success in other subjects. The school success is

attributed to many social factors, to the roles of each actor in the didactic training.

When we analyze school performance, we refer both to the mental and physical possibilities of the student, but also to the effort made by him and the teachers. The effort is accompanied by perseverance, will, competitiveness. In economics, efficiency refers to the ratio between expenses or efforts and the results obtained from that activity, but in psychology efficiency is the efficiency of a behavior. Quality, development and progress lead to the optimization of an educational process. Any didactic activity must be oriented towards reaching certain criteria, some standards to which we should refer when we make the evaluation. Quality is present in all fields and increasingly necessary for those to whom the offer is addressed. Without quality, the educational service has no value and cannot be developed. The level reached in a certain situation, confirmed as the best at that moment is in fact the optimal one from the multitude of existing variants expected.

Opposite to school success, it is school failure, materialized in low grades, regression, absenteeism, repetition or even school dropout. In terms of school psychology, failure can also be seen as the student's inability to adapt and integrate into that class or school. The causes of school failure are really multiple: starting from the factors in personal life - family, annotations, friendships, verbal violence, actions related to vagrancy, alcohol, drugs, tobacco, theft, etc.

The student is educable and perfectible, and the learning process involves three main actors: the student, the teacher, the parent. Family and school are the most important in the life of the learner. The ideology of education argues that the human right to education equally leads to school success without regard to social status, the conditions of private learning after state school. However, the reality proves that in some situations, students with higher social status are more likely to achieve success than students with a more problematic financial status and clearly superior compared to students with behavioral problems in the family.

Learning is a complex process, which takes place through the action of several operations, developed differently to bring an end. It is a process of assimilation that processes information at the psychic level, and the finality is a behavior. The active involvement of the student is the first condition of school learning, along with the affective, cognitive and motivational processes. The second condition is represented by external factors such as school, family and social environment. The space in which the student learns the student also has a special importance. The school space must create a learning environment, and the classroom must be perceived as positive. Well-designed classrooms

contribute to school performance. This aspect must be taken into account in the student's own environment, at home, where he spends more time than at school. The learning space must be designed to ensure the necessary comfort, adequate chromatics, conditions of as much natural light as possible, warmth, tranquillity and fresh air. Therefore, learning outcomes can be analyzed from many causal points of view.

In my opinion, the primary cause of school results is the will, along with well-defined goals and good methods of obtaining them.

So, when we talk about willpower, we are actually talking about motivation in school psychology. Motivation is practically a multitude of factors that push you forward, determine you to move forward. We can also say that she is the one who wakes us up in the morning, it means enthusiasm, passion, ambition, things done with pleasure. Among the factors that trigger motivation we can list those treated above: the environments in which we live, what we see and determine us to become and what we want to change.
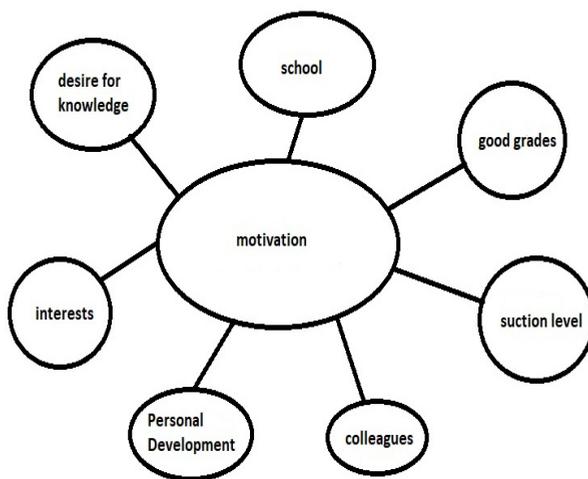
Fig.1 Motivation

So, the teacher is forced to find the motivation of his work, as well as the student and to channel his efforts towards achieving school success, performance, quality, progress. In this historical period of the covid virus 19, of the years 2020, we find ourselves all the more forced to look for motivations, to perfect ourselves and to adapt to this virtual world when everything has moved at a click away.

The classic methods I knew underwent changes, took on color, but also a greater need for IT. Here, now, motivation has become a criterion for

survival. And we return to the social status of students, which in this context further impedes the education process, no matter how little and too little support the state offers. Virtual education can be dangerous for both students and teachers due to the total or partial closure of direct contact in the classroom.

The interaction between the authors of the educational process is more restricted or sometimes missing due to the lack of devices or the limited or non-existent connection to the internet.

Table 1 Items of motivation

No	Items	yes	no	I don't know
1	My motivation is always the maximum without depending on the teacher, activity or technique.			
2	My motivation depends on the topic discussed			
3	I am always motivated because I have precise goals.			
4	The school offers me the desired answers and increases my interest.			
5	I am often motivated when I am directly involved in the action.			
6	The marks motivate me.			
7	I am quickly disappointed by the teachers' criticism.			
8	Mistakes discourage me.			
9	Teamwork motivates me.			
10	School assessment makes me learn more.			

The educational process is based on the dialogue between teacher and student, an interaction that has become increasingly complex over time. The authoritarian conceptions of teachers have been transformed into free perspectives in the form of pedagogical liberalism (PL). It seeks to create for the student all the conditions for his spontaneous development without constraints or external guidance, pedocentrism(P) is adopted.

Contemporary pedagogy approaches educational relations from the perspective of communication sciences, social psychology and

sociology. The didactic process is seen as an ensemble in the context of subjective and objective conditions, such as the pedagogical conception, the personality of the teacher and the student. The teacher is the one who directs, organizes and orchestrates the whole educational process. Having a modelling role, his personality and methods have the greatest relevance.

Social psychology has established that the problem of pedagogy can be solved through a dialogue called authentic between teacher and student, when both participate actively and are empathetic. The characteristics that form the teacher's personality are the components of the psycho-pedagogical tact with which he obtains the much desired results materialized in the satisfaction regarding the school results and the appreciations of the students, parents, superiors.

CONCLUSIONS

Therefore, social psychology in the school environment focuses on teacher-student interaction and social influences. We analyzed this topic from the point of view of school success, motivation, social and family factors of the student, the class as a group and the role of the school. Teaching-learning-evaluation-success are influenced by a lot of factors, and to obtain optimal and even excellent results requires a lot of determination, effort and favorable results.

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