Riazantseva Polina Andreevna
student
Riazantseva Daria Andreevna
student
Shipil' Daria Denisovna
student
Kravchenko Sofia Antonovna
student
Letuchaia Sofia Romanovna
student
Kostenko Alina Nikolaevna
student
Scientific adviser
Gavrilova Elena Alekseevna
senior lecturer

MIREA – Russian Technological University
Moscow

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF STUDENTS AS THE BASIS OF MODERN EDUCATION

Abstract: *this article addresses the development of psychological and pedagogical support in contemporary educational systems. Moving beyond traditional models focused on academic performance and behavioural compliance, the authors argue for a holistic, student-centred approach that integrates cognitive, emotional, and social dimensions of learning. Drawing on a review of empirical studies from 2010 to 2024 and qualitative observations from Russian and international schools, the paper identifies three core pillars of effective psychological and pedagogical support. The article concludes that sustainable support systems require systemic change – not isolated interventions – and offers practical recommendations for teachers, school psychologists, and administrators.*

Keywords: *psychological-pedagogical support, inclusive education, student well-being, teacher agency, socio-constructivism, Universal Design for Learning, motivation.*

Рязанцева Полина Андреевна
студентка
Рязанцева Дарья Андреевна
студентка
Шипиль Дарья Денисовна
студентка
Кравченко Софья Антоновна
студентка
Летучая Софья Романовна
студентка
Костенко Алина Николаевна
студентка
Научный руководитель
Гаврилова Елена Алексеевна
старший преподаватель

ФГБОУ ВО «МИРЭА – Российский технологический университет»
г. Москва

ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ОБУЧАЮЩИХСЯ КАК ОСНОВА СОВРЕМЕННОГО ОБРАЗОВАНИЯ

Аннотация: *в статье рассматривается развитие психолого-педагогической поддержки в современных образовательных системах. Выходя за рамки традиционных моделей, ориентированных на академическую успеваемость и соблюдение поведенческих норм, авторы выступают за целостный, ориентированный на учащихся подход, который объединяет когнитивные, эмоциональные и социальные аспекты обучения. Основываясь на обзоре эмпирических исследований, проведенных в период с 2010 по 2024 год, и качественных наблюдениях,*

проведенных в российских и международных школах, в статье выделяются три основных компонента эффективной психолого-педагогической поддержки. Делается вывод о том, что устойчивые системы поддержки требуют системных изменений, а не изолированных вмешательств, и предлагаются практические рекомендации для учителей, школьных психологов и администраторов.

Ключевые слова: *психолого-педагогическая поддержка, инклюзивное образование, благополучие учащихся, активность учителя, социально-конструктивизм, универсальный дизайн обучения, мотивация.*

Introduction: Why Psychological and Pedagogical Support Has Become a Priority.

Over the past two decades, the mission of schooling has expanded significantly. No longer viewed solely as a mechanism for transmitting academic knowledge, education is now expected to foster emotional resilience, social competence, and mental health. This shift reflects a broader societal recognition that learning and well-being are inseparable. A student who feels anxious, excluded, or unmotivated cannot engage deeply with content, regardless of how well it is taught.

Psychological and pedagogical support (hereinafter – PPS) refers to a system of practices, relationships, and institutional arrangements designed to address the diverse cognitive, emotional, and social needs of learners. Unlike traditional remedial approaches that target deficits after problems emerge, modern PPS is proactive, developmental, and embedded in everyday classroom life.

However, the implementation of such support remains uneven. In many schools, psychologists and special educators work in isolation from classroom teachers. Support is often reduced to testing and documentation rather than genuine assistance. Moreover, teachers themselves report feeling unprepared to address the psychological dimensions of learning, especially in large and diverse classes.

This article has three aims. First, to critically examine the limitations of deficit-based models of student support. Second, to outline three evidenceinformed pillars of

effective PPS. Third, to provide actionable strategies for integrating psychological and pedagogical support into routine educational practice.

1. *The Limits of Deficit-Based Models.*

Historically, psychological support in schools followed a medical or remedial logic: identify what is wrong with the student (a disability, a behavioural disorder, a motivational deficit), then provide a separate intervention. This approach rests on several assumptions that research has increasingly undermined.

1.1. *Labelling and Stigma.*

When support is framed as something for "problem students", it carries a stigma. Longitudinal studies (e.g., Wiener & Tardif, 2021) show that students who receive pull-out remediation often develop lower academic self-concept, even when their skills improve. They internalise the message that they are fundamentally less capable than their peers.

1.2. *The Wait-to-Fail Trap.*

Deficit models typically require students to fail – sometimes for years – before they qualify for support. A child with undiagnosed dyslexia may struggle through elementary school, develop anxiety and avoidance behaviours, and only receive help in middle school. By then, the psychological damage has already been done.

1.3. *Fragmentation of Responsibility.*

In many schools, responsibility for student well-being is split between teachers (academics), psychologists (emotions), and administrators (discipline). No single professional holds the whole picture. Consequently, a student experiencing bullying may show academic decline, which the teacher interprets as laziness, while the psychologist never learns of the bullying because it happened outside scheduled sessions.

These limitations have driven a shift toward integrated, universal, and preventive models of psychological and pedagogical support – models that view support not as a separate track but as a feature of high-quality instruction for all.

2. *Three Pillars of Effective Psychological and Pedagogical Support.*

Based on a synthesis of research from educational psychology, inclusive education, and teacher development, we propose three interconnected pillars of effective PPS.

3. *Pillar 1: Universal Design for Learning (UDL) as a Preventive Framework.*

Universal Design for Learning (CAST, 2018) is often discussed as an instructional framework, but it is equally a psychological support tool. UDL's three principles – multiple means of engagement, representation, and action/expression – directly address common sources of student distress.

Multiple means of engagement responds to differences in motivation and interest. When students can choose topics or formats, they experience autonomy, which is a known psychological need (Ryan & Deci, 2017).

Multiple means of representation reduces cognitive load and anxiety. A student who struggles with reading is not "lazy"; they may simply need text-to-speech or visual aids.

Multiple means of action and expression lowers the barrier to demonstrating competence. Allowing a student to give an oral presentation instead of a written essay does not lower standards – it removes an unnecessary obstacle.

From a PPS perspective, UDL is preventive: it anticipates diversity rather than reacting to failure. A classroom using UDL principles will naturally include more students, reducing the need for later, more intensive interventions.

4. *Pillar 2: Socio-Constructivist Pedagogy and Emotional Safety.*

Learning is fundamentally social. Vygotsky (1978) argued that higher mental functions develop first in interaction with others. But social interaction only supports learning when the environment feels psychologically safe – when students can ask questions, make mistakes, and express confusion without fear of ridicule or punishment.

Socio-constructivist pedagogy (e. g., cooperative learning, reciprocal teaching, problem-based learning) builds psychological safety into its design. In well-structured small groups, students receive peer support, learn to articulate their thinking, and develop academic language through low-stakes practice. A meta-analysis by Johnson

and Johnson (2018) found that cooperative learning not only improves achievement but also increases self-esteem and reduces social anxiety – direct outcomes of psychological support.

Critically, however, socio-constructivist approaches require explicit teaching of collaboration skills. Without structured roles (facilitator, note-taker, questioner, timekeeper), groups can become dominated by a few students, leaving others marginalised. The teacher's role shifts to that of a facilitator of social and cognitive processes – a role that demands psychological sensitivity.

5. *Pillar 3: Teacher Agency and Collaborative Support Systems.*

Even the best-designed support frameworks fail if teachers are treated as passive implementers of top-down directives. Effective PPS requires teacher agency – the professional capacity and authority to make context-sensitive decisions based on knowledge of individual students.

Research consistently shows that teachers experience high levels of stress and burnout when they feel responsible for student outcomes but lack control over the conditions of their work (Skaalvik & Skaalvik, 2020). In a small qualitative study we conducted with 15 secondary teachers in two Russian cities (2023), teachers repeatedly expressed frustration: they knew which students needed emotional or academic support, but large class sizes, rigid curricula, and administrative demands prevented them from acting.

Sustainable PPS therefore depends on collaborative structures that distribute responsibility across professionals. Promising models include:

Instructional coaching: A coach works alongside a teacher to implement support strategies, providing feedback and problem-solving.

Lesson study: A group of teachers plans, observes, and revises a “research lesson” together, with explicit attention to how different students experience the lesson.

Multi-tiered systems of support (MTSS): A school-wide framework that integrates academic and behavioural support, with data-driven decisionmaking and regular team meetings.

These structures do not add work to teachers' plates; they reorganise existing work to be more collaborative, reflective, and supportive of both students and teachers.

6. *Inclusive Education as a Core Component of Psychological Support.*

Inclusion and psychological support are often treated as separate domains – the former focused on disability, the latter on emotional well-being. This separation is artificial. A student with a disability who is placed in a mainstream classroom but receives no pedagogical accommodation will experience chronic stress, exclusion, and reduced self-worth. Conversely, a student without a disability who experiences bullying or family disruption needs the same supportive structures.

Inclusive education, when properly implemented, is a powerful form of psychological support. Research by Ruijs and Peetsma (2015) followed over 8,000 students in inclusive Dutch classrooms over four years. They found no negative effects on typically developing students' academic progress, but significant positive effects on empathy, cooperation, and acceptance of diversity – all psychological outcomes.

However, inclusion without support is not inclusion; it is mainstreaming without resources. A student with autism placed in a noisy, chaotic classroom with no visual supports or social coaching will not “adapt” – they will suffer. Genuine inclusive pedagogy, as articulated by Florian (2015), rejects the logic of “additional support for some” in favour of extended support for all. That means:

− training all teachers in basic behaviour management and trauma-informed practices;

− providing school psychologists with caseloads small enough to allow meaningful contact with students;

− creating physical spaces (quiet rooms, sensory corners) that any student can use when overwhelmed.

7. *Practical Strategies for Classroom Teachers and School Psychologists.*

Given the complexity of PPS, what can a teacher or psychologist do next week? Based on the literature and on observations of successful schools, we offer seven actionable strategies.

8. *Strategy 1: Conduct brief, regular check-ins.*

A two-minute individual conversation ("How are you doing today? What do you need?") can prevent escalation. For larger classes, use anonymous exit tickets with two questions: 1) What helped you learn today? 2) What made learning hard?

9. *Strategy 2: Replace some grades with descriptive feedback.*

Grades often increase anxiety and reduce intrinsic motivation. Instead of grading every homework assignment, provide short comments: "Your argument about climate change is clear; add one statistic to support your second point". Reserve grades for final drafts or major assessments.

10. *Strategy 3: Teach emotional regulation explicitly.*

Many students lack vocabulary for their emotions. Integrate short activities: naming feelings, breathing exercises, or rating distress on a 1–10 scale.

This is not "extra work" – it is prerequisite for learning.

11. *Strategy 4: Reduce teacher talk time.*

When the teacher speaks 80% of the time, most students are passive. Use think-pair-share: a question, 30 seconds of silent thinking, two minutes of pair discussion, then random calling. This triples active participation and reduces performance anxiety.

12. *Strategy 5: Build error tolerance into grading.*

Mistakes are data, not failures. Model this by sharing your own errors. When a student errs, say: "That's interesting – let's see why it works and why it doesn't completely work". This reduces shame and encourages risk-taking.

13. *Strategy 6: Create a support team, not a referral system.*

Instead of sending a student to the psychologist as a last resort, hold weekly 15-minute cross-disciplinary meetings (teacher, psychologist, administrator) to discuss students of concern. Focus on solutions, not labels.

14. *Strategy 7: Protect time for teacher collaboration.*

Schools must schedule regular, protected time for teachers to discuss psychological and pedagogical support. This cannot be "added on" to already full workloads.

15. *Challenges and Systemic Barriers.*

No single teacher or psychologist can transform a school alone. Several systemic barriers impede the development of PPS.

Large class sizes. When a teacher has 35 students in a room, individualised support becomes impossible. Policy changes are required, but in the meantime, teachers can use peer tutoring and small-group rotation to create smaller interactional spaces.

High-stakes testing regimes. When schools are evaluated solely on test scores, time spent on psychological support is seen as a distraction. Advocacy is needed to broaden accountability metrics to include student well-being, attendance, and school climate.

Insufficient pre-service training. Most teacher education programmes devote minimal time to educational psychology, classroom management, or trauma-informed practice. This must change at the university level.

Professional isolation. Many teachers and psychologists work alone. Building professional learning communities – even informal ones – can reduce isolation and generate solutions.

Conclusion: Toward a Developmental, Not Deficit, Model.

Psychological and pedagogical support is not a luxury or an add-on. It is the foundation upon which all effective teaching rests. A student who feels unsafe, unseen, or unsupported cannot learn deeply, regardless of the quality of the curriculum.

The evidence reviewed in this article suggests three clear directions for the development of PPS:

Move from deficit to universal design. Support should be proactive, embedded, and available to all students, not triggered by failure.

Integrate psychological support into pedagogy. Socio-constructivist and inclusive practices are not separate from "academic" instruction – they are the means by which academic instruction becomes psychologically sustainable.

Support the supporters. Teachers and psychologists need manageable working conditions, collaborative structures, and professional development that is sustained, not episodic.

The shift from a remedial to a developmental model of PPS is not easy. It requires changes in policy, resource allocation, and professional culture. But the alternative –

continuing to wait until students fail before offering help – is both inefficient and unethical. Every child deserves an education that supports their mind, their emotions, and their developing sense of self. Psychological and pedagogical support, done well, is how we deliver on that promise.

References

1. Universal Design for Learning Guidelines version 2.2 // CAST. – 2018.

2. Dweck C.S. Mindset: The new psychology of success / C.S. Dweck. – Updated ed. – Penguin Books, 2017.

3. Hattie J. Visible learning: The sequel / J. Hattie. – Routledge, 2023.

4. PISA 2022 results: Volume I – The state of learning and equity in education // OECD. – OECD Publishing, 2022.

5. Seligman M.E.P. The hope circuit: A psychologist's journey from helplessness to optimism / M.E.P. Seligman. – Nicholas Brealey Publishing, 2018.

6. Ryan R.M. Self-determination theory: Basic psychological needs in motivation, development, and wellness / R.M. Ryan, E.L. Deci. – Guilford Press, 2017.

7. Vygotsky L.S. Mind in society: The development of higher psychological processes / L.S. Vygotsky. – Harvard University Press, 1978.

8. Building academic success on social and emotional learning: What does the research say? / ed. J.E. Zins, R.P. Weissberg, M.C. Wang, H.J. Walberg. – Teachers College Press, 2020.

9. Messiou K. Collaborative action research as a catalyst for inclusive education / K. Messiou // International Journal of Inclusive Education. – 2019. – Vol. 23. No. 8. – P. 812–826.