PSYCHOLOGICAL STABILITY: THE POINT OF CONVERGENCE OF PEDAGOGY AND PSYCHOLOGY IN THE FIELD OF SPECIAL EDUCATION IN THE MODERN SOCIAL LANDSCAPE

ESTABILIDADE PSICOLÓGICA: O PONTO DE CONVERGÊNCIA ENTRE PEDAGOGIA E PSICOLOGIA NO CAMPO DA EDUCAÇÃO ESPECIAL NO PANORAMA SOCIAL ATUAL

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Abstract. The article represents an attempt to investigate and outline the challenges of development psychological stability in special education students, in particular in children with speech disorders. Based on convergent and activity approach, as well as principle of subjectivity, the benefits of social-emotion learning methodology and tools in education of children with special educational needs are revealed, and the potential of self-directed learning is justified.

Keywords: psychological stability, special education, social-emotion learning, self-directed learning, children with speech disorders, development of coherent speech, communication skills.

Resumo. O artigo representa uma tentativa de investigar e delinear os desafios do desenvolvimento da estabilidade psicológica em estudantes da educação especial, em particular em crianças com distúrbios da fala. Com base na abordagem convergente e na abordagem da atividade, bem como no princípio da subjetividade, são revelados os benefícios da metodologia e das ferramentas da aprendizagem socioemocional na educação de crianças com necessidades educacionais especiais, e justifica-se o potencial da aprendizagem autodirigida.

Palavras-chave: estabilidade psicológica, educação especial, aprendizagem socioemocional, aprendizagem autodirigida, crianças com distúrbios da fala, desenvolvimento da fala coerente, habilidades de comunicação.

1. INTRODUCTION

In the twenty-first century, learner-centered education will be the norm. In order to build the abilities required for the twenty-first century, learners are expected to be self-sufficient enough to participate in self-directed learning while integrating technology. However, as motivation and positive feeling are the factors that determine attaining the intended results, the cornerstone of this educational paradigm must not be overlooked (Chan Paul Leong, 2022). Since social partnerships are now available in this lifelong learning paradigm due to the

growing pace and acceptance of information and communication technology (ICT), self-directed learning does not always imply isolation from other learners in the learning process. Learners' self-regulation facilitates their link, reflections, and revisions between the development of knowledge and real-world problem-solving (Stehle & Peters-Burton, 2019). Thus, self-regulation is a necessary ability for autonomous learners to achieve the 21st-century abilities. Effective self-regulation requires psychological stability, which is especially important in special schooling.

The issue of psychological stability is an essential and effective topic that has a considerable impact on the long-term viability and continuity of individuals' lives. Psychological stability enables individuals to accomplish mental activities and functions in a structured and coordinated manner, resulting in the highest potential success at work (Dubiaha et al., 2022; Al-Nams, 2018). The unstable individual believes that he lives in a dangerous environment. He will be hurt at any time because he is afraid of the unknown, anticipates danger, and is always distrustful of others. He also feels tense when he meets them and exhibits a great deal of caution and reluctance. Thus, psychological stability became one of the critical topics within both the discourse of pedagogy and psychology science, and deep investigation of this phenomenon is possible in the point of convergence of these two sciences' landscapes.

2. THEORETICAL FRAMEWORK

Psychological stability is connected to students' personalities and influences their task performance as well as their emotions, ideas, and feelings of preparedness to execute skills, all of which have a favorable impact on academic achievement (Melnychuk, 2024; Melnychuk, 2023; Prysiazhniuk et al., 2021). It also promotes psychological stability when there is a clear vision, which leads to a sense of ease in a variety of scenarios. It is a fundamental aspect of personality that encompasses maturity, stability, comfort, agreement, optimism, honesty, and reason (Alkhasawneh et al., 2022; Habash, 2018).

SPED kids frequently struggle to reach academic standards. Their reading abilities may be much lower than those of their peers. If a task looks to be too challenging, they are likely to erupt and become confrontational and emotionally out of control. Today, many academics and practitioners stress that employing social-emotion learning (SEL) techniques helps students to focus more proactively on fostering their social and emotional abilities, such as (Gueldner et al., 2020):

- Learning how to detect their feelings and ideas;
- How their emotions and beliefs affected their most recent conduct;
- Coping with difficult emotions or situations;
- How to establish pleasant, cooperative relationships with others.

Every kid can benefit from SEL. However, developing social and emotional competencies is especially important for students with impairments. Speech and language impairment (SLI), also known as developmental language disorder (DLD), is quite likely to have an impact on children's well-being. Children with SLI/DLD are significantly more likely than normally developing children to suffer academic and social learning challenges, as well as mental health disorders (Lyons & Roulstone, 2018).

Within a social model of disability framework, threats to the well-being of children with SLI/DLD might stem from a variety of causes, including possible negative sentiments associated with having a communication disability and challenges with social inclusion. As a result, concerns of psychological stability, particularly in the context of self-efficacy, become increasingly important to these youngsters (Shevchenko et al., 2021a, 2021b, Shevchenko & Dubiaha, 2022).

Increasing self-efficacy, establishing solid connections, and teaching students how to control their emotions are all crucial to student achievement. The growing body of research and understanding around SEL benefits all kids, not just those with impairments.

However, research on the benefits of SEL programs on children with impairments is sparse (Doikou, 2024). According to Daley and McCarthy's systematic review (Daley & McCarthy, 2021), few studies assessing the impact of universal SEL treatments in teenagers indicate whether students with disabilities are included in the research samples, and even fewer describe the programs' outcomes for this pupil group. Nonetheless, some data suggests that SEL programs have a favorable influence on the emotional competence of students with special educational needs and disabilities (SEND) (Gardner et al., 2021; Hassani & Schwab, 2021; Lopes & Neto, 2024).

At the same time, as Pelnena and Medveckis (2022) correctly state, the social-emotional environment component is one of the most important in developing self-directed learning skills in school pupils.

In recent decades, self-directed learning has emerged as one of education's main goals. The foundation of all forms of learning is self-direction (Sukhomlynova et al., 2024). Self-directed learning is possible for everyone, although the level of growth differs depending on each person's unique characteristics, such as intellect, conscientiousness, openness to new experiences, self-efficacy, self-esteem, and learning motivation. Three components make up self-directed learning: self-regulation, metacognition, and motivation (Cazan & Schiopca, 2014).

For special education kids, self-direction may lead to better results that support psychological stability. Humanistic presumptions form the basis of the self-directed learning approach for 21st century skills development. There is a clear link between humanistic psychology and self-determination theory (SDT) (Seligman & Csikszentmihalyi, 2000). Additionally, the social constructivism hypothesis is significant and has been found to help people become self-directed learners (Khadimally, 2021).

The process by which students autonomously identify their learning requirements, create learning objectives, select suitable learning techniques, and analyze learning results without outside help is known as self-directed learning ability, or SDL (Robinson & Persky, 2020). In order to properly integrate children with special educational needs into the current social world, it encompasses elements like learning awareness, techniques, behavior, evaluation, and interpersonal relationships - all of which are critical for lifetime learning.

3. METHODOLOGY

The theoretical and methodological basis of this study are the principles of determinism, development, systematicity, ideas of personal, social and activity mediation, search activity, self-regulation of a person, formation of his individuality.

Of particular importance are scientific provisions on the dialectical nature of social relations, development and formation of personality in activity and communication, modern theoretical approaches and empirical studies of psychological stability, as well as studies of problems of developmental training and education.

The main approaches that form the basis of the study are the systemic approach, the activity approach, the convergent approach, the principle of subjectivity. Content analysis is used as the main research tool.

4. RESULTS AND DISCUSSION

Psychological stability is one of the characteristics that contribute significantly to students' academic performance since it plays an important role in students' success and growth in the

learning process, as well as in meeting students' objectives and ambitions (Hussein et al., 2015). Academic achievement has been one of the most important criteria studied by scholars over the last three decades. They have been engaged in researching numerous aspects that influence academic success. It helps to build individual and societal skills, meet individual needs, and achieve consensus and individual self-acceptance, all of which are favorably reflected in leading learners to acquire academic information (Abdel Latif, 2022; Bany Ahmad et al., 2022).

Since mental health is a permanent state in which a person is psychologically, emotionally, personally, and socially compatible with others and with himself, is able to fully invest in his potential and capabilities, and is able to meet life's demands in order to integrate his personality and live in peace, it is crucial to pay attention to a person's psychological stability when providing mental health care.

In order to determine the type and nature of a response that meets the needs of the current situation and enables him to adjust his response appropriately, psychological stability is the state in which an individual is able to perceive the various aspects in front of him and then relate these aspects to his motives, experiences, and prior successes and failures (Habash, 2018). Since psychological stability is used by many scholars from many disciplines and viewpoints, there is no universally accepted definition. The ability of a person to balance their demands and those of their surroundings in order to achieve psychological balance and a feeling of security is known as psychological stability (Kajuan, 2016). A person's sense of security, self-acceptance, and reconciliation with others, as well as their acceptance and tolerance of others, simplicity and spontaneity in their interactions with others and themselves, and their sense of physical and mental well-being, were all considered characteristics of psychological stability (Abu Jarad, 2018).

In their study, Zveers et al. (2020) examined (1) how students with social-emotional and behavioral difficulties (SEBD) in inclusive regular education (regular schools) and students with SEBD in exclusive special education (special schools) develop over time in comparison to each other and to their peers who are typically developing, and (2) whether factors occur before students with SEBD receive Participants included 1,270 classmates who were typically developing, 36 children with SEBD in regular schools, and 15 students with SEBD in special schools. We monitored the development of children with SEBD for 1.5 years, taking three more tests in either school environment.

Zveers et al. collected data when these children were enrolled in regular schooling without extra assistance. While in a classroom with a participating child with SEBD, data from classmates who were typically developing were collected. The authors found, using Bayesian statistics, that children with SEBD in special schools had more tense interactions with their teachers than their peers with normal development, but that these relationships gradually improved. Peer acceptance was constant throughout time for all three groups, and kids with SEBD in regular schools were less accepted by their peers than adolescents who were typically developing. The groups did not differ in their levels of self-esteem or how it developed over time. The current study found that kids with SEBD had diverse developmental trajectories in ordinary and special schools, and it is impossible to predict their social-emotional development based on criteria existing before they got special education services.

Such studies in fact represent an evidence of high relevance of psychological stability factor. This point of convergence of pedagogy and psychology should be paid much attention in special education.

Pant and Joshi (2016) shown that the results of appropriate emotional growth provide steady emotional conduct. They defined an emotionally stable person as one who can withstand delays in meeting needs, tolerate frustration or delay negative emotions rationally, believe in long-term planning, be free of unreasonable fears, make mistakes without feeling ashamed, and

be able to delay or revise expectations in any given situation. Emotional stability enables an individual to build an integrated and stable approach to issue solving through reality-based reasoning, sound judgment, and critical assessment (Chaturvedi & Chander, 2010).

In the classroom, students who feel comfortable and connected to their classmates and teachers exhibit greater emotional stability (Schunk et al., 2014). Over the years, there has been an increase in research on the relationship between emotion and motivation in educational psychology. Turner et al. (2003) found that emotion or affect is a key factor in classroom motivation, perhaps acting as a mediator or fundamental element of the learning process.

On the other hand, Ogunjimi and Lawal (2020) said that learners' emotional reactions or involvement, such as learning experiences in the classroom, instructors, and institutional environment, have an impact on academic performance results. Emotion and motivation are termed "hot" since they may influence one's actions (Stangor & Walinga, 2014). As a result, it is critical for educators to thoroughly comprehend these two hot components of the "affect" domain, particularly in terms of successful classroom management and increasing learners' learning outcomes.

Attending inclusive schools or classes helps students with SEND gain social acceptability and build connections with their classmates (Shogren et al., 2015), and it is connected with less behavioral issues (Wiener & Tardif, 2004). However, data suggests that students with SEND who attend ordinary classes for the most of the school day experience psychosocial challenges and have poorer self-esteem than their classmates (Avramidis et al., 2018). These findings underline the need of providing social support and implementing preventative programs and treatments to improve the resilience of students with SEND in the school setting (Hart et al., 2014).

Since social and emotional learning (SEL) programs aim to develop students' social and emotional skills, which are a crucial protective factor for their academic performance and social and emotional development, they may be helpful in this respect (Cefai et al., 2018).

In response to theories and research on promotion and prevention, SEL was developed. It is different from this method in that it emphasizes the development of social and emotional skills in order to enhance children's personal functioning, even if it is called an "application of the science of emotional intelligence" (Zins & Elias, 2007).

SEL is the process through which kids and adults learn to identify and control their emotions, set and accomplish constructive goals, show concern and care for others, build and sustain healthy relationships, make responsible decisions, and effectively handle interpersonal situations, according to Payton et al. (Payton et al., 2008). While SEL and mental health are not synonymous, SEL can support healthy mental health in a variety of ways.

By encouraging responsive interactions, emotionally safe surroundings, and skill development, SEL cultivates essential "protective factors" to mitigate mental health risks. In this approach, SEL is an essential component of student mental health and wellbeing, helping to enhance attitudes toward oneself and others while minimizing emotional pain and dangerous behaviors, so playing an important role in building psychological stability.

SEL is the process by which children and adults control their emotions, establish goals, show empathy, form and sustain healthy relationships, and make good decisions. There are several components to SEL, but most research identifies five important components (see Figure 1).



Figure 1. Five main components of social-emotional learning (Gueldner et al., 2020)

Social awareness and connection skills are particularly crucial for children with exceptional needs in an inclusive school setting. It is especially important for children with speech impairments, since the development of coherent speech and communication abilities occurs within the context of the development of social awareness and interpersonal skills.

The confluence of teaching and psychology is evident here, with the social landscape also playing an essential role. The way humans learn to connect successfully with others is a complicated combination of neurological, behavioral, and contextual factors (Soto-Icaza et al., 2015).

According to Arts et al. (2022), adolescents with DLD struggle more than their normally developing peers (TD) in social emotional functioning. These challenges include social anxiety and shyness, fewer peer interactions, a higher risk of victimization, social isolation, and depression. They are also more likely to report behavioral problems and hyperactivity. In addition to underlying cognitive irregularities in Theory of Mind (ToM), Executive Functioning (EF), and self-directed speech (SDS), these problems are the result of a complex interplay between language and social communication difficulties. Strategies for enhancing social-emotional functioning in adolescents with DLD are provided by Arts et al. (2022). In addition to giving kids the chance to practice these skills with peers in real-world situations, they recommend that intervention programs concentrate on the social, linguistic, and cognitive processes that support social emotional functioning.

According to transactional theories of developmental psychopathology, the consequences of teenagers' cognitive and linguistic development on their social emotional functioning are most likely bidirectional. fewer developed socio-emotional abilities are likely to result in fewer rich social interactions with peers and adults, limiting adolescents with DLD's social learning opportunities. Thus, social issues in adolescents with DLD may impede the development of EF, TOM, and (social) language.

Adolescents with DLD appear to have impaired social emotional functioning due to a vicious loop of deficiencies in social communication, self-directed speech, and cognitive skills (EF, ToM) (see Figure 2). This might open up opportunities for involvement in all aspects of the model.

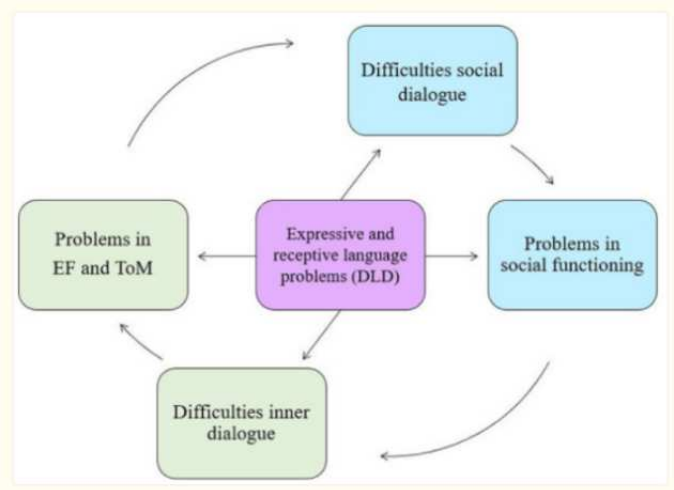


Figure 2. Theoretical model of problems in social functioning, EF and ToM in DLD (Arts et al., 2022)
Source:

Based on the theoretical framework and examined therapies, Arts et al. (2022) propose prospective important features of interventions to increase social functioning among adolescents with DLD. First, they propose treatments to improve social emotional functioning by teaching language, social communication (pragmatic) abilities, and cognitive components (EF, ToM, and SDS) that underpin social emotional functioning. Second, it appears to be effective to provide direct teaching in social communication and pragmatic skills. The third recommended critical factor is to analyze social video snippets.

Video clips can assist teenagers in recognizing language cues in a genuine social environment with actual peers. Fourth, it appears that teaching emotion words, facial emotion identification, and sentential complements is particularly helpful for enhancing ToM. Finally, it is proposed that role-playing in relevant and realistic circumstances may aid in the generalization of taught social communication abilities.

It should be highlighted that social development refers to the changes that occur in a person when he or she interacts with others (Woolfolk, 2019). Similarly, Thornton (2016) described social development as an individual's awareness of their relationship to others, including how they socialize, communicate, make friends, grasp social rules, and behave appropriately.

Apparently, social development results from socialization processes such as physical and cognitive maturity. The ability to foster emotional intelligence in order to form meaningful interactions is important for social growth (Farrer, 2022). According to several literature research, socialization processes are classified into two types: primary socialization and secondary socialization.

Crisogen (2016) defined primary socialization as when a youngster learns the behaviors of a member of a given culture, notably from immediate family and friends. Secondary socialization, on the other hand, refers to the process of acquiring habits as a member of a smaller group within a broader community, such as at school, a religious institution, or the workplace. Furthermore, Caplan et al. (2019) said that an individual's social development may be influenced by both genetics (nurture) and the social environment.

In another piece of literature, Woolfolk (2019) explored how an individual's self-concept might impact their social and emotional growth. Self-concept is changeable and responsive to social circumstances, especially one's motive for attaining self-awareness or self-knowledge (Vinney, 2018).

Fundamentally, self-direction understands that effective supports do not come in one size. Every individual's journey is unique. It is critical to enhance self-directed learning capabilities

in the early phases of primary special education, beginning with the first grade. Building a model of reciprocal interaction between the social emotional environment and self-directed learning should lead to the development of a positive social emotional environment in the classroom.

This will directly affect elements like students' motivation to learn and their cooperation with peers and the teacher, both of which are essential steps in the process of developing high-quality self-directed learning abilities.

5. CONCLUSION

Emotions play a quite significant role in guiding and directing the behavior. Emotions have traditionally been identified as a category different from cognition or reasoning. Combination of cognitive, affective and conative domains opens a new area of intelligence called emotional intelligence.

Emotional intelligence is one of the tools that can help inclusion of difficult learners a smoother process. In turn, emotional intelligence is directly related to resilience and, through that connection, it is related to achievement and achievement motivation.

Thus, further research in the convergent landscape of psychological and pedagogical scientific discourse within the field of special education should be directed towards studying the link between emotional intelligence and psychological stability/resilience of students with special needs.

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