

PSYCHOLOGICAL ELEMENTS IN EDUCATIONAL ALLIANCES: EMOTIONS AND RELATIONSHIPS

ELEMENTI PSICOLOGICI NELLE ALLEANZE EDUCATIVE: LE EMOZIONI E LE RELAZIONI

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Abstract

The evolutionary-educational process is a complex, almost continuous path that develops from the relationship between the individual and the community. Considering its articulated matrix, the educational strategy must foresee a wide-ranging intervention that makes use of the contribution of different components, family, school and social, involved in its context, aiming at their connection and cooperation. A fundamental role is represented by the teaching staff, which designs and plans educational and training spaces oriented to the development and growth of individual potential. The family nucleus, in turn, contributes to creating an adequate climate of support, transmitting meanings oriented to the subject's involvement with the school world. Finally, the contribution of the class system develops relational and emotional skills. The interconnection of these dimensions creates effective and inclusive educational paths, suitable communication relationships that promote efficient emotional regulation and optimize the entire process of the individual's educational evolution.

Il processo evolutivo-educativo è un percorso complesso, pressoché continuo, che si sviluppa dalla relazione tra l'individuo e la collettività. Considerata la sua matrice articolata, la strategia educativa deve prevedere un intervento di ampio respiro che si avvalga del contributo di diverse componenti, familiari, scolastiche e sociali, coinvolte nel suo contesto, puntando alla loro connessione e cooperazione. Un ruolo fondamentale è rappresentato dal corpo docente, che progetta e pianifica spazi educativi e formativi orientati allo sviluppo ed alla crescita delle potenzialità individuali. Il nucleo familiare, a sua volta, concorre a creare un adeguato clima di supporto, trasmettendo significati orientati al coinvolgimento del soggetto con il mondo scolastico. Il contributo del sistema classe, infine, sviluppa competenze relazionali ed emozionali. L'interconnessione di queste dimensioni realizza percorsi educativi efficaci ed inclusivi, relazioni comunicative idonee che favoriscono una efficiente regolazione emotiva ed ottimizzano l'intero processo di evoluzione educativa dell'individuo.

Keywords: cooperation, sharing, school, family, social context, education

Parole chiave: cooperazione, condivisione, scuola, famiglia, contesto sociale, educazione

Introduction

The term education, although it has an extended meaning, has often been exclusively associated with the concepts of teaching and education, understood as the transmission of knowledge. In the past, in fact, it was considered important to focus attention above all on educational content to the detriment of an audience that is not always homogeneous. Probably the aspects that have contributed over time to modify this approach can be linked both to changes and social evolutions, as well as to an increasing attention paid to the world of diversity where the interest is mainly placed on the potential and abilities that each individual brings with him. A decisive conceptual growth has changed the general perspective, which has led to analyze and consider, in an in-depth and appropriate way, the subjects, systems and contexts in which the educational projects are inserted. The educational element, to date, finds its maximum expressiveness within the school walls which represent a place where the subject can satisfy their needs for protection and autonomy, for the discovery of their potential and abilities, thus constituting an exploratory territory of knowledge of oneself and of the world. The school, together with the family, are identified as fundamental contexts for cognitive, emotional and relational development, privileged areas for socialization and for the experimentation of individual autonomy. The school, as a place of training, accompanies the subject throughout the growth path, thus becoming a particularly significant space for each individual, from early childhood to adulthood. This environment performs the important and complex function of guiding the subject through the succession of different evolutionary stages which, over time, build and define the identity of the individual himself. The school environment, as a place for growth and training, can therefore represent an opportunity for the realization of one's needs and objectives, through the construction and reconstruction of one's person and abilities. Through the school, each individual can have the opportunity to develop aspects that allow them to support and overcome any critical moments, in which it is possible to encounter the realization of one's own identity. The school context is defined through different and varied dimensions, and includes in itself all the elements necessary for understanding, support and support that are essential for the growth and training of each subject. The school environment, as an educational environment, represents a territory where it is possible to increase and increase skills and abilities in the personal, relational and cultural spheres. This didactic-training space allows to analyze and understand what is needed, operating through interventions that take on one hand, a tangible and pragmatic form and, on the other, a critical and intellectual configuration, with respect to the manifestation of certain needs and specific changes that our society and our natural evolution inevitably impose. The construction of identity, in fact, represents a life project that is necessarily subject to modification, structuring and overcoming of criticalities. There may be various periods of transition (childhood, pre-adolescence, adolescence and young adult), characterized by specific developmental tasks that could give rise to problems and difficulties related to change. Each individual goes through a unique development itinerary, in which the formation of one's own identity is expressed both as an attempt at coherent integration between the image of the past and the image of the present, and as a result of the interaction between the individual and society. (Guidano, V., 1988). In this sense, the construction of one's own identity is linked to a cognitive process that arises from the continuous perturbations that come from the relationship and connection with the external world. The school as an educational and training dimension must therefore be able to deal with these critical issues, making the context, and the subjects included in it, able to develop and possess adaptive and constructive personal and relational peculiarities. The ultimate purpose of school training must provide for accompanying and supporting the subject in the acquisition of skills and abilities capable of triggering transformative processes that are useful and necessary in order to

recreate paths built on awareness and well-being for each individual. The heterogeneity and diversification of the school intervention is established, inserted and intersects within evolutionary paths that promote adaptive social and relational modalities that allow the subject to grow and evolve through new and incessant revisions, designs and plans, which can satisfy the needs and peculiarities of each person. In this sense, the educational process takes on a physiognomy and a structure that looks at the globality and complexity, supporting the individual in the formation and structuring of knowledge and competence. It is a question of operating on several fronts and on several levels, so that the individual can effectively increase the ability to regulate and self-regulate their skills, favoring, at the same time, the conscious development of personal, relational and social attitudes. This is achieved by providing the subject with a broad spectrum of knowledge that is addressed, on the one hand, to the concrete and strategic sphere of teaching, and on the other, to the awareness and understanding of personal skills, increasing autonomy in the design of the individual growth path. The evolutionary-educational process that the subject carries out over the years is recognized and identified as a complex process in continuous deconstruction and restructuring, determined by the relationship between the individual and the community, and defined through different dimensions and varied aspects. It therefore appears necessary to carry out an intervention that uses the collaboration of different systems, school, family and social, aiming at an interconnection and cooperation between all the parties involved within the training process. Within the school system, teachers contribute significantly to the provision of an educational and training space based on the growth and recognition of the potential and abilities of the subject, allowing to recreate a relational climate functional to the collaboration and participation of each individual. The family system, in turn, contributes to establishing a supportive educational climate through the meanings that the family attributes to the school, to the relationship of the parents themselves with the school and with the teachers. In fact, relations of collaboration and mutual involvement should be established between school and family, respecting the boundaries of roles, tasks and competences, according to the needs of the subject. Parental support is, therefore, essential since it represents a point of connection and conjunction between the individual and the school environment. Finally, the class system, as a social system, becomes a dimension in which each individual develops relational and emotional skills, which represent an essential resource in defining supporting relationships of connection. The growth and development of the individual therefore occur through the establishment of bonds of closeness and belonging. In fact, the bonds of belonging provide a network of interpersonal relationships that are indispensable to the process of individuation and autonomy. The development of human potential therefore takes place both through the establishment of a functional system that supports and supports the subject along its path of growth and evolution, and through cooperation, participation and alliance between the different dimensions. This interconnection makes it possible to recreate valid and inclusive educational paths, as a result of the intersection of multiple variables, which contribute to establishing a welcoming educational context that is adequate to the needs of the subject. The adoption of a methodology and a behavioral modality based on the alliance and cooperation between the parties must necessarily make use of elements that are able to sustain and support the aforementioned collaborative actions. In this sense, the establishment of effective communicative relationships and the establishment of an efficient emotional regulation, as substantial aspects of the connection between the different dimensions, allow for the construction and construction of congruous and functional educational and training courses. The relationship as contact and connection and emotions as closeness and understanding of oneself and the other therefore constitute two essential elements in order to structure interconnections between valid and profitable systems.

2. Emotions: manage, recognize and welcome

Emotions are a particularly important aspect in the process of growth and evolution of the subject, they represent a substantial element in the educational field and a fundamental condition within the dynamics of teaching and learning. Emotions in fact influence our acquisition systems, our ways of interacting and our ability to cope with certain situations or circumstances. Emotions contribute to the improvement of personal, relational and social experience, are a constitutive part of our being and are expressed as the main function of our life. They represent responses to stimuli and events relevant to us, they include neurophysiological and biochemical, behavioral and cognitive components. A valid proposal in the deep and comprehensive understanding of emotions, and of the emotional competence generated by knowledge, was proposed by D. Goleman (2001) with his theory of emotional intelligence. Emotional intelligence is defined by the author himself as a set of affective, empathic and mutual mirroring skills, fundamental and substantial in order to create or recreate a climate and a context of profound sharing, cooperation and closeness between people. Emotional intelligence refers, in other words, to the ability to recognize one's own feelings and those of others, to motivate oneself, to manage and regulate one's emotions in a functional way and to use them, effectively and adequately, to internal social interactions. Goleman (2001) also states that, in order to live a balanced and solid life in relationships, characteristics of emotional competence are necessary and indispensable. The ability to channel emotions towards the achievement of a productive goal can in fact prove to be a powerful engine, capable of giving greater efficiency and effectiveness to the subject who learns and relates. People with high emotional intelligence recognize their internal states, their strengths and their limitations, are empathic, have the ability to perceive and participate in the feelings of others, intercepting their emotions and their needs. Goleman D. in describing the characteristics and peculiarities of emotional intelligence asserts the importance of the existence of both a personal competence, linked to the way we control ourselves, and a social competence, linked to the way we manage relationships with the others. Emotional intelligence essentially consists of five elements, which identify and characterize it: knowing one's emotions, controlling emotions, motivation, managing relationships, recognizing the emotions of others. Knowledge of one's emotions derives from self-awareness, which can be defined as the ability to recognize a feeling when it arises, to understand its meaning and its origin. People who are confident and aware of their feelings and emotions can better manage their lives and relationships. In the educational context, this aspect allows the subject to recognize their abilities and capacities, to increase their self-esteem, to develop greater confidence in the resources available and in those that can be strengthened and increased. In this sense, these subjects will show a greater aptitude in putting into practice effective strategies to deal with commitments, tasks and relationships. Supporting and encouraging the development of awareness by working on resources allows one to increase one's own peculiarities and one's own effectiveness, or self-efficacy (Bandura A., 1986). The ability to control emotions so that they are appropriate to the event or circumstance is based on the subject's ability to recognize, manage and contain their feelings. Individuals capable of emotional self-control are therefore competent in coping with difficulties and in recovering much more quickly from defeats and problems, sometimes catching such negative episodes as a push to change and growth. The control of one's emotions turns out to be a particularly important aspect since being able to manage problematic situations regarding a task to be solved or an objective to be achieved can allow to obtain positive and satisfying results. In the context of relationships, the ability to control one's feelings can inhibit and limit potentially dysfunctional behaviors, in favor of functional attitudes aimed at greater awareness. Motivation can be defined as the ability to dominate and guide emotions in order to achieve a goal, pushes and stimulates individuals towards a given goal by orienting emotional impulses in an advantageous and productive way. Those with these skills tend to be more productive and efficient in whatever field they apply. Motivation therefore determines, regulates, supports and directs our actions. The ability to use one's emotions as a stimulus to react to failures and / or failures determines a change and modification towards one's own evolution. Motivation plays a fundamental role as it guarantees

greater concentration and greater commitment, promoting the search for effective strategies and adequate tools. Working on motivation can lead to a more functional and effective approach in the educational and training path. Relationship management refers to the ability shown by the subject to dominate their own and others' emotions within relationships and social interactions. It is a skill that increases and increases popularity by structuring functional and effective links. Establishing adequate and balanced relationships with the surrounding environment allows you to perceive greater support and greater support in dealing with difficulties, avoiding the tendency to altered and ineffective behaviors. Finally, the recognition of the emotions of others is closely linked to the concept of empathy. Empathy is a substantial element in interactions and relationships with others. Empathetic people are more sensitive to the subtle social cues that communicate a need or desire of others. Being in the other's shoes, feeling and perceiving what the other experiences, defines the significance of every human relationship, activating cooperation, sharing and a sense of belonging. Developing an empathic environment, where each individual can feel welcomed and protected in their frailties and difficulties, is a fundamental aspect to reduce dysfunctional relational behaviors and to promote a climate of supportive acceptance and inclusiveness. All these factors, if supported and expanded, can contribute to the development of a real emotional competence, since an individual, able to master and recognize their feelings, within certain contexts, has the possibility to achieve socio-relational goals. effective and functional. The psychological and educational intervention therefore moves along a continuum, which goes from the promotion, support and increase of specific skills, up to an intervention aimed at those modalities or behaviors that appear emotionally disturbing and harmful, both for the subject who implements them, both for the context in which it is inserted. The regulation of emotions defined as dysfunctional can frequently break or distort the ordered and programmatic flow of the environment, compromising not only the relationships within a system or between systems but, also damaging aspects related to the subject's educational and training development. Emotional skills can therefore contribute to success in learning, in the internalization of knowledge and meanings, in improving personal, relational and social experience.

3. Relational dynamics and elements of communication

The school, the family, together with the peer group, represent privileged and fundamental contexts for cognitive, emotional, communicative and relational development. The relationships that are established within the different environments are recognized as elements of substantial importance, which allow the subject to be formed and structured, extending and increasing his interactive and social skills. The process of building identity and relational skills, in fact, must be sought and placed between the area of experience with the family, the area of experience with intermediate groups (friends, school, work) and area of social experience in a broad sense. The possibility of learning, using and applying effective communication and relational methods at school, whether we are talking about students, whether we are talking about teachers and / or family members, constitutes the main instrument of connection, bond and connection with each other and with the environment. The establishment of functional relationships allows you to face and support every evolutionary and training process as an opportunity for intellectual, emotional and social growth and evolution. The interactive and relational dynamics between teachers, family members and students are particularly important in the context of learning processes. The connection and the bond between learners, teachers and parental figures should be built and structured through relational modalities that can favor virtuous changes and functional learning. Understanding the rules and methods of interaction and relationship is not an easy task, since they are complex and articulated mechanisms, yet they are fundamental to support and stimulate processes of transformation and evolution. With this in mind, thinking of the class, family and school as systems composed of different interconnected parts gives

us the opportunity to have a broader vision and understanding of the relational mechanisms that can be established and how many elements can influence this process. Therefore, the management of the interactions of these systems cannot be governed or controlled by a single party, but all the elements participating in the relationship will have to assume greater awareness and understanding of their roles. Establishing a functional relationship gives the possibility to recreate a climate of intellectual, emotional and social growth and maturation. The closeness and understanding given by a constructive interaction can lead, in turn, to the implementation of proactive behaviors, thus triggering a virtuous relational circle, structuring a climate of inclusion and collaboration. The presence of all these aspects, therefore, leads to the development of a training path based on collaboration, acceptance and recognition. The Palo Alto school, in the sixties, was one of the first to take on an innovative perspective of communication, described through human behavior and its relational modalities. This model, in fact, describes communication as a relational system, the main instrument of bonds, connection and connection between individuals and, between them and the surrounding environment. Human communication represents, in fact, the vehicle of behavior and, therefore, of its relationships. In particular, the concept of pragmatic communication reformulates the analysis of the communicative function of man, taking into consideration above all its analogical aspects and focusing attention on the metacommunicative, non-verbal and contextual process. Within an interpersonal relationship, be it a couple, a group or an organization, a communicative action takes place that determines and defines the relationship itself. Watzlawick, Beavin and Jackson, in the pragmatics of communication, postulated the existence of fundamental properties of communication called axioms. The first of these axioms states that "it is not possible not to communicate". Anyone who is in a social situation is still a source of an information flow, regardless of their intention, the effectiveness of the communicative act, or mutual understanding. The second axiom establishes that two different levels can be distinguished in human communication, the content and the relationship. The first represents the information transmitted, the second identifies how this news should be interpreted based on the relationship existing between the interlocutors, and how this relationship is modified (Watzlawick et al. 1967). The relationship level is higher than the content level, as it provides "information about information" (metacommunication). Generally, the more problematic a relationship between communicators is, the more the relational level will prevail over that of content, vice versa, in defined and balanced relationships, communication is mainly about information. The third axiom states that "the nature of a relationship depends on the punctuation of the communication sequences between communicators". It is therefore the modality with which each communicator organizes (punctuation) the events and the interactive exchanges. The regulation and structuring of the event, by each subject, will give meaning to the communicative exchange. The fourth axiom states that human beings communicate with both the numeric and the analog module. The numerical module allows the transmission of information while the analogue code includes every non-verbal aspect such as body positions, gestures, facial expression, inflections of the voice, sequence, rhythm and cadence. Through the analog module we can give meaning and value to the information we are transmitting. The fifth and final axiom of communication states that all communication exchanges are symmetrical or complementary, depending on whether they are based on equality or difference. A symmetrical exchange takes place between interlocutors placed on the same level, who perform similar communication functions and social roles. A complementary exchange takes place between interlocutors placed on different levels, who perform different communicative functions and social roles. Communicating in a symmetrical way in certain situations and, in a complementary way in others, is essential to recreate a balanced relationship. The peculiarities of the axioms of communication allow us to understand the complexity and the different facets that human interactions and relationships can assume. Awareness of these mechanisms facilitates and promotes the establishment of functional and effective relational contexts.

Conclusions

The evolutionary-educational process has a complex structural system consisting of a set of elements that include learning, intellectual growth and the socialization of the individual. In the past, the educational intervention has largely focused on a substantially notional teaching transmission, therefore limited to a school environment and structured in a canonical and formal manner. Over time, this perspective has changed, mainly due to the evolution of the social context that has led to the development of a new operational approach based on the concept of diversity and individual identity, aimed at recognizing the individual's abilities and potential. From this comes a conceptual model that promotes and stimulates the development of these characteristics. This speculative maturation and evolution testifies and strengthens the close connection between the educational process and the context in which it takes place, so the process itself is enriched with other components such as the family and the wider social context. This, of course, makes it inappropriate, and not even productive, a vision aimed exclusively at the transmission of notions, but leads to adapt a procedural line that involves the different systems, school, family and society, which constitute the whole, and the nucleus, of the whole educational process. In the meeting of the different components there must be a communicative osmosis, a mutual flow of contributions, ideas, projects, experiences and emotions that complete and strengthen the entire process. The didactic element, which has a central value in growth, not only cultural but also in the construction and formation of the individual and his identity, must materialize through a work program that includes an inclusive educational path, capable of recognizing and consider the inevitable differences, aiming in parallel to the development of individual prerogatives and potentials. Another component of the educational system is the family, a social reality characterized by the presence of emotional ties and a climate of sharing values that favor interpersonal relationships and mutual support. These prerogatives play an important supporting role, strengthening the meanings and educational attributes of the school, acting as a glue with the technical and planning phase of teaching, thus constituting the key to interpreting border situations that concretely enrich the heritage. operational of the educational process. Lastly, there is the "class system", a complex social system, as well as an important place for comparison and growth in which the student shares experiences and relational and emotional dynamics with peers, aspects of particular importance that can favor both learning, albeit a climate of sharing and belonging, which make individual value perceived, overcome diversity and promote inclusion. In essence, the evolutionary-educational process must mean the development of human potential. Its path, therefore, acquires value when it manages to intercept all the variables that represent its structure, to connect them to each other, and to harmonize and balance them in a functional and productive whole that emphasizes inclusiveness.

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