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THE OPERATIONAL APPLICATION OF PSYCHOLOGY IN EDUCATION AND LEARNING IN MODERN SOCIETY

Svetlana Radtchenko-Drailard

Abstract:

The purpose of this article is to define the main objectives of the operational and effective activity of psychologists working in secondary education and higher education. By analysing the main work of the researchers in psychology and my own empirical and theoretical research concerning this problem clearly distinguishes the main axes of this operational application: education, learning, prevention of school and university failures, psychological evaluation and follow-up of people in difficulties and thus prospects for the optimization of creativity, intellectual productivity, strengthening of well-being and the construction of the identity of adolescents and young people in modern society.

Key words: *education, learning, optimum of creativity, efficacy, psychological follow-up.*

Introduction

The purpose of our study is to highlight the benefits of the operational application of theories and practices of psychology that link education, learning and the optimization of the activity of teachers, pupils and students in the modern society. From this perspective our study highlights two main types of psychological theories: descriptive theories, which depart from the process of teaching and human learning and prescriptive theories, which depart from his point of view educational. The objective of our study is to design their integrative environments and analyse the many characteristics of its process: the subject matter taught, the psychosocial interactions, the personal characteristics of teachers and students, the digital tools at their disposal, etc. Finally, the issue of education is highly related to clinical psychology that investigates the manifestations and psychological conflicts of individuals in interaction during learning. Education psychologists must work towards the school and university institutions, teachers, educators and other applicants for speaking places (individual or collective), families, children and adolescents and young people. To do so, they must carry out their activities in prevention over the long term, through several major axes: the existence of multi-professional monitoring teams in schools and universities providing a watchful role to analyse the situations, allow for the necessary distance and the development of coherent and concerted actions; the creation of listening spaces where children's voices, adolescents, young people are heard and taken into account, in a framework where the educational institution effectively plays its role as a supporting structure supported by concerted working arrangements between team members; a work of observation and analysis aimed at bringing out several possible interpretations and several levels of answers including on the pedagogical and social aspects. From my point of view, its techniques used can be direct or indirect put online by digital (interviews, tests, questionnaires, investigations, negotiating techniques, content-analysis, etc.) to reveal the salient elements of the individual or the problems analysed. According to my recommendations, the concrete work of the psychologist working in education is assembled around four principal poles: 1) assessment and diagnosis, 2) the practice of therapies or re-educations, 3) counselling with maintenance and follow-up, 4) observing the modes of operation of the institution of secondary and higher education. In summary, modern technologies and methods and the

question of their integration can lead to the need for effective and adjusted psychological application in secondary and higher education and learning of the individuals.

1. The role of psychology in secondary education and higher education

The main activity of psychology of secondary education and higher education aims to promote and guarantee the taking into account of the psychic dimension of people in order to promote their functioning adapted to the norms of the current society and the personality development. From this, the practitioner psychologists study and treat, in the respect of the independence necessary for the exercise of their functions, the reciprocal relations between the psychic life of individuals and the individual and collective conduct in the society. Their intervention of psychology is part of missions of diagnosis, prevention, adaptation to societal changes, integration, contribution to the success of learning and accompaniment in the development of school projects and individuals. Psychologists therefore provide valuable assistance for the integration of children, adolescents and young people into modern society. The mission of secondary education and of higher education psychologists is also addressed to groups and institutions. It is located at the intersection of various institutional fields (medical, social, judicial) and is articulated with the action of various professionals intervening internally in various aid schemes in multi-professional teams. Psychologists design methods and implement technical means to help people. More specifically, in France in February 2017 a new body of psychologists of secondary education and higher education was created with the grouping of two categories of occupation: the school psychologist and the counselling psychologist. Thus the psychologists of the secondary education with their professional title exercise in the speciality of education, psychic development and learning in the school, on the other hand psychologists exercise in the personal development and vocational counselling in universities or higher education. Secondary education psychologists in the fields of education, psychic development and learning are most often involved in specialised aid networks for students in difficulty and schools in their constituency. For its part, psychologists in the field of personal development and counselling work in the professional information and counselling centres of academic institutions. The functioning of this new body represents an advancement for psychologists, as it allows a better definition of the profession and tasks, a recognition of the expertise and role of the psychologie, as well as a better continuity of the collaboration between the specialties. It should also be clarified that the psychologists of secondary education, perform missions for educational and psychological purposes. Taking into account the reality of the child or adolescent as a whole (psychic, somatic, intellectual, interpersonal), they have an essential perspective to provide the conditions for the optimal development of the person. Therefore, their action is aimed at all pupils and not only those who are in difficulty and also integrates parents, teachers, and educators. In our opinion to be able to fulfil its tasks the psychologists of secondary education must rely on a coherent knowledge of the elements and problems specific to the educational and pedagogical field on a theoretical and practical level. Indeed, the psychologist's action deals with subjects concerning children, adolescents and young people in collective situations confronted with educational and learning requirements, and who respond more or less appropriately according to their current competence, their academic, personal and family history, their relation to knowledge, their cultural reference and their social origin, etc. As a result, psychologists cannot restrict their actions to individual and occasional interventions. They are required to include them in a more holistic approach involving reflection and analysis on the pedagogical requirements and the standards that underlie them. A definition of the limits of its competence in relation to those of other professionals in the educational, educational or medico-social field. This assumes that the function of psychologists is clearly identified and recognized statutorily and in its missions. It

is on this condition that a work of collaboration between different professionals within the establishments must be effective; a delimitation of its role in relation to external actors (doctors, speech therapists, psychometricians, educators, sports coaches, socio-cultural professionals, musical professors, etc.). In universities and in higher institutes the information and guidance centres (IGC) have been created in which psychologists welcome students free of charge to accompany young people in their orientation professional project. The principal role of these IGC is to promote: a) information and consulting on education, vocational training, qualifications and professions; b) individual counselling; c) observation, analysis of local transformations in the education system and changes in the labour market and the production of synthesis documents for educational teams; d) the facilitation of exchanges and reflections between the partners of the education system, students, local decision-makers, managers of companies and enterprises, economic leaders; e) the fight against failure during exams of the semester at the University. Likewise, the networks of prevention, aid and psychological follow-up (NPAPF) of the education supervise. These NPAPF aim to promote the retention in employment and the professional reintegration of education personnel subject to particular or weakened occupational hazards. The purpose of these actions is to provide solutions to the personal or professional difficulties encountered by the staff of secondary education and higher education (teachers, lecturers, professors, sociocultural educators, sportive coaches, technic and administrative services, etc.), in order to promote the maintenance of employment, promote the quality of life at work, participate in the social and professional reintegration of vulnerable personnel, victims of accident or illness, in a situation of handicap. I add that the psychology of secondary education and higher education occupy a pivotal position between teachers, lecturers, professors parents, other professionals of the educational teams and practitioners outside of schools and universities. This role of mediator and facilitator can only be the result of highly qualified professionals, trained at the level of all other psychologists and benefiting from a very strong preparation in the faculty of psychology of the university.

2. The intervention of psychologists in the learning process and education

The psychologists of education are accessible to all pupils, adolescents and young people, to all families and to all teachers and professors in their sector. The role of psychologists exceeds the strict academic difficulty or orientation by considering the person suffering, in demand, as a whole. The stall can therefore be apprehended from a dynamic perspective as a process of disengagement, of disaffiliation inscribed in time. Whatever the cause, school failure is always violence to the child and sometimes at its most age. Whatever the pedagogical skills of the professors, if nothing is done psychologically, in most cases the exclusion is waiting for these children. Indeed if from the college they feel that their possibilities of becoming restrict themselves, that they are doomed later in their youth to formations or trades that they did not want, they soon did to unhook, to disinvest the schooling, to return their helplessness against the school or against themselves. Therefore, exclusion is not a fatality, no more than school failure. To combat them, psychologists, recognized by a status and sufficiently numerous, are indispensable in education and learning. A young person in failure has little other solutions than to make the school responsible for his suffering; the school, thus the society, leading thereby, exclusionary behaviors and their violent overflows (failure, suffering, rejection, exclusion, violence and suffering). This dangerous spiral is the competence of the psychologist but it is in the educational system itself, that it is necessary to take over this cycle and break the chain of the disasters it entails, and only the psychologists who can do it. Interface between the school and higher education and the subject, its mission is to adapt to each other taking into account personalities, differences, backgrounds, cultures, etc. From an early age, it is essential that the first step towards learning the social life that the school represents, is not a misstep. In a high-

competition society the term of failure appears more and more early, generating stigma if not exclusion. Early learning must reinforce self-esteem and cause narcissistic fractures to the devastating effects. Educational psychologists or school psychologists must carry out preventive and follow-up work within the school system. They must work with families when communication difficulties arise, within them or with the school; then they must analyse the difficulties that appear to give them meaning, sometimes allow the child to allow himself to learn, to propose the possible appropriate aids. Their position in the system and their professional expertise also allows them to bring to each other elements of reflection that will lead everyone to find their own solutions, the only ones allowing change. It must be clarified that at the beginning of the studies at the college or in university the failure takes on another dimension: at the individual level, because of its resonance in the psychic universe, the particular period of adolescence and the institutional plan because the orientation concerns are never far away.

For school psychologists or educational psychologist it is important to rely on psychological theories adapted to the effectiveness of such or such learning. In this context, in our theoretical-empirical study, we compared the strengths of several psychological theories of learning. Specifically, if the program promotes programmed learning and the establishment of a connection between a stimulus and a behavioral response determined by the environment, Gestalt psychology proposes to apprehend learning in without separating the elements from their entirety; cognitive theories of learning are interested in the mental processes that underlie the acquisition of information (Monneret and Marc, 1996). These theories believe the act of learning as a modification of long-term memory under the influence of external influences and use in particular research on the functioning of semantic memory, or short-term memory to infer teaching techniques that are directly applicable in the classroom. Social theories postulate that the acquisition or modification of human behaviour is possible through the relationship it has with itself or with others (Bandura, 1986) the principle of social facilitation is the basis of the learning process According to Bandura, which means that in his eyes an individual acquires more easily a behavior in a reference group than if he tries to develop it alone; learning is therefore promoted by observing models. For psychoanalysis (Freud, 1925), in learning the thought possesses the ability to feel again, by reproduction in representation, something once perceived and it can be reassessed by mergers between various elements, then, the reality exam allows the subject to control how far are going these deformations. On the other hand, for constructivism (Piaget, 1977) all learning requires the introduction, in the learner, of basic cognitive skills but with the adaptation of the operative patterns by assimilation and accommodation: assimilation is the process by which cognitive structures incorporate new information because they are compatible with existing patterns; accommodation requires the modification of cognitive structures and because the new information is massive, incompatible with the existing patterns, the organism no longer seeks to maintain the initial equilibrium, but rather it modifies its framework in order to adapt to the new situation and the achievement of the balance is therefore achieved by setting up new structures. The theories of Vygotsky or Leontev insist that the activities and learning are culturally publicized, and that language plays a key role. In addition, Rubinstein's overall theory of thought (1958) is represented in two essential forms: a) as the activity of the subject, which is characterized by motivation (intrinsic/cognitive and extrinsic), the formation of goals, the abilities personal, etc.; b) as the dynamic process consisting of the analysis, synthesis or globalisation of the object studied but which is inseparable from the personal aspect of thought. Based on Rubinstein's theory, my study achieves the following results confirming learning optimization: the link between the originality of the solutions and the productivity of intrinsic motivation can stimulate the appearance of "an optimum of creativity mechanism" that intervenes at the crucial moment of

learning in order to promote its progression and to block, at the same time, all other negative impacts, likely to prevent its performance (Radtchenko-Draillard, 2011, 2016). In this sense, I consider learning to be studied according to four interdependent psychological approaches: communicative, interactive, perceptual and reflexive. Based on the idea that interpersonal relationships in learning can be essentially analyzed according to four essential approaches: communicative, perceptual and reflexive interactive, I studied interpersonal relationships in the different periods of ontogenesis of individuals. Precisely, the communicative approach in interpersonal relations examines all the processes through which exchanges of information and meanings between people or between groups in a given situation are carried out and we have observed the process of exchanging information and meanings of the interlocutors (transmitter and receiver) interacting, according to their psychological variables during the different periods of ontogenesis of individuals. By analyzing the interactive approach in interpersonal relationships, my analysis focuses on interindividual and intraindividual relationships, the functioning of attitudes and assessments of the self and others in the activity of groups or students of different ages. According to my analysis, the perceptual approach of interpersonal relationships during learning emphasizes the influence of internal organization and relationships between group members or between groups, the contrasts and the similarities that manifest themselves in the perception of individuals during the periods of ontogenesis. (Radtchenko-Draillard, 2016). Finally, I consider that the reflexive approach in interpersonal relations is the effects of the environment on the cognitive process and creativity, which can be observed at the family level or in broader contexts, as school or university in individuals of different ages. From our point of view to optimize learning and education the teacher must use together three interdependent activities: 1) the teacher-planner, 2) the teacher- pedagogic engineer, 3) the teacher-environment designer with the computer programming techniques.

On the other hand, the elaboration of a project in adolescence and youth, completely taken up in the construction of personality, is not just a matter of learning. Behind the uttering of a project, profession or formation, one must hear a desire to position oneself in the society of adults, to assert itself as a future man or future woman, to revalue a self-image, well put to harm in school or high school, by the choice of a prestigious profession. The psychologists of education, in high schools, are counselling counsellors-psychologists, can decipher what is played for the teenager and replace it with a prospect of change. By pointing to projects designed to restore self-esteem, to repair a situation which is painfully lived, to satisfy the expectations of the entourage, they help the pupils to become aware of them. The work of education on future projects proves to be very difficult when they appear prescribed, closed, decided in advance. This is often the way students feel when their academic results the dominant discourse explains that the fight against school failure is based on an increase in learning time applied to fundamentals so that students can fill their shortcomings. But the experience of psychologists shows that it is not by doing more than one does better, but by doing otherwise. Too often, the teaching aids that are made, catching up, school support, homework assistance, are not always adapted and, in addition, are accompanied, in a latent way, by the disqualification of the role of the parents. Alone, the psychologist of the institution can accompany them in this narcissistic wound that is the failure of their child, revalorize them, and guide them for another look at his school work. Thus, throughout schooling (elementary and secondary school, college, university), families may use the service of a psychologist of education, whether in transient or longer lasting crises, resulting in disorders of behaviour and thus difficulties in learning. He will be able to analyse what is problematic and work for effective solutions. Then, by offering a specific and neutral space, the dialogue with the psychologist, away from the stakes of the evaluation, will help individuals to explain his report to the studies, allows him to clarify the stakes of his school work, makes him take awareness of its thought processes and

possible blockades. Sometimes a clinical and psychometric assessment can open up a new dynamic to alleviate the difficulties encountered in education. Only psychologists can enlighten on the imbrication between psychic life and social life, yet decisive in the evolution of the pupils and the students. Finally, in the direction of teachers, of lecturers and by fostering an approach of the child, adolescent or young people as a whole, facilitating exchanges and circulations of observations, viewpoints, highlighting the human resources of individuals, psychologists must act as mediators, contributing to the reflection for the establishment of adapted devices according to pupils, to students or their training groups.

3. The issues of psychological follow-up and psychotherapy training

In practical work the psychologists of education (secondary and higher) are led to perform the psychological acts, precisely, the analysis of the application, the diagnosis and clinical assessment, the observation, the content-analysis, the interviews individual (with children, teenagers or young people, as well as with parents and teachers and educators), psychotherapist work with school or university groups, psychological monitoring, etc. Psychological follow-up or counselling is one of the forms of intervention used by psychologists. The proposed follow-up may consist of a psychological work of preparation for the recognition of the need for care in pupils or students; support in their therapeutic commitment, and in their evolution. The psychological follow-up proposed by the psychologist associated with interventions in the direction of the groups and the institution, often represents a good enough way to solve the problems. But sometimes it is an essential journey towards the acceptance of more appropriate external aid. It may also be support in a difficult period but will not need to be linked to a care structure, for example during orientation choices. Apart from this follow-up, of classical form whatever the underlying theoretical reference, there is another kind of accompaniment: the institutional follow-up. It can endure during a whole schooling, supported by some interviews, sometimes balance sheets, it is a support of a fragile child for whom it is necessary to talk with the teacher, possibly to ensure that he benefits from the aids adapted this form of work, very interesting, more thorough than a simple continuous observation, often has good results. Learning disabilities frequently reveal the psychological difficulties of young people, especially in adolescence, when the increased demands of schooling will bring them out. And school failure is very quickly impacted by the creation of a negative identity and the conception that the student and his family can make of the future. The school environment is thus one of the privileged places of identification of the difficulties of the child and the adolescent. I think that the definition of this monitoring is very broad, leaves a great diversity both in the choice of the theoretical framework of these follow-up (psychoanalytic therapy, systemic observation, etc.) as in their practical organisation (individual interviews, family interviews, groups of words, psychoanalytical therapies and cures, etc..) and their periodicity. If the school should not be a place of care, it can be considered as a privileged place for the recognition and expression of the child's difficulties. It is therefore necessary that it be within the school that there are mechanisms to listen to the difficulties of children and adolescents, implemented by the psychologists of the national education the analysis of the demand of the teacher, the family, the child and the analysis of the problem will determine the most appropriate response. Is this a one-time problem related to an event of his life (separation, divorce of parents, death of relatives and mourning, etc..), of a behavioural problem in the context of the school (interpersonal conflicts, violence, jealousy, hatred, rivalries, etc.) of educational problems within the family, requests from teachers with difficulties with a class, a particular school audience (e.g. specialised teaching), as many situations, as many types of answers that must provide psychologists. The presence of the psychologist of education in the schools makes it a privileged interlocutor, accessible and well separated from the teachers, but also a professional

less disturbing than an external psychologist, for many of pupils. The variations related to the framework are easy to describe and have often served as a basis for describing the flexibility of practices. In addition or less, it would be to clarify what changes in the framework introduce. But reducing psychotherapy practices to the effects of changes in the framework seems to me to greatly impoverish clinical questioning and considerably rigidify the prospect. Especially since these variations of framework depend on many factors, the provisions of the patient but also those of the psychoanalyst, the consideration of the necessary minimum but also that of a desirable optimum. The dynamic processes that we are going to consider now only partially depend on the conditions of the framework. Intense regressive movements, positive or negative transference, can occur in a much distended frame, and vice versa. One can just as well think of the conditions of the frame according to what we discount or dreads the dynamic process. Variables related to the dynamic process and the pulsed game in the field of transference, counter-transference and regressions. Unlike the framework, they are hardly dependent on the therapist's initiatives. At least in appearance, because the share of neutrality and abstinence in the relationship will not have any effect on the transference movements. The variables related to the process of associative listening and interpretation are due to an interaction between the psychic devices of the two protagonists. The associative listening of the therapist is much related to the associative activity of the patient. It would be appropriate to consider several parameters here: attention to the preconscious, or unconscious, operations relating to the external material reality or to the offspring of this (productions from the unconscious psychic reality). In the psychoanalytic Freudian theory the transference is a shift of the affect of a representation to a representation of the analyst (psychiatrist, psychologist). It has the double dimension: the actualization of the past and its displacement on the person of the analyst. In this sense Freud distinguishes two transferences: one positive with the displacement of tender feelings and the other negative with the displacement of hostile feelings. During the psychoanalytical therapy we also see the influence of person on the unconscious feelings of the analyst. This counter-transference, also has two main types: the counter-transference of the first type refers to all the feelings experienced by the analyst towards the person whose conscious care allows to deepen his understanding, for example when these feelings are caused by unconscious communication processes emanating from the patient. The second type's counter-transference is linked to the intense emotional reactions to the patient when it leads the analyst to meet his or her own needs rather than the patient's. What Freud (1910) called counter-transference (in the pathological sense) is the inability of the analyst to decentralize his emotional response to the patient due to unconscious problems of his own. In my opinion all these psychoanalytic particularities must be taken into account by the psychologists of education during analytic therapy. In order to reduce these effects of transfer and counter-transfer, it is possible to use trading techniques. It should also be remembered that negotiation can be as distributive and in which competition would be linked to the rigidity and perseverance of individuals. This situation is so similar to that of therapeutic work. When conflicting goals are activated simultaneously, they do not subtract from each other or remove each other, they contribute to the formation of an intermediate purpose of arrangement and compromise. In this situation the negotiation can shift from the distributive dimension to the integrative dimension which includes communication and dialogue, intersubjective Exchange and the sharing of perceptions between psychologists clinics (psychoanalysts and psychotherapists) and individuals (high and students). This methodological approach uses the following research devices: experimental games, simulations, analysis of observations, scenarios, etc. Among the experimental games used during the psychotherapeutic sessions there are zero-sum games (one wins, the other loses is comparable to the success-failure situation) and the games with positive or non-zero sum (everyone wins together is comparable to sit success to if success). In my opinion during the various methods of negotiation, psychologists can study the sources of

intrapersonnel and interpersonal conflicts and also errors in taking the patient's assessment to adapt the methods of correction. (Radtchenko-Draillard, 2016). During this therapeutic work, the transmission of resolute solutions from intra-subjective negotiation to intersubjective negotiation (and vice versa) is accomplished through the transindividual discourse of individuals.

It is therefore essential that the management of counsellor-psychologist who is the psychologist of secondary education, can intervene as early as possible at a time when the phenomenon of stall is structured. These passages from school to college, such as that of college in high school, such as that of high school at university can be a period of fragility that reactivates, or triggers, psychological problems going up to school phobia. The psychologist- adviser, thanks to his training as a psychologist, is able to guarantee a qualified listening and the distance necessary to analyse the situation, thus giving the pupil the leads to move forward. This is why the work of follow-up is essential, articulated with the other dimensions that are prevention, assistance to the reciprocal adaptation of the pupil and the school institution, the accompanying work to promote academic success, assistance to development of future projects. The advising of counsellor-psychologist creates the most favourable conditions for an early identification of the psychological difficulties of pupils, likely to sound on learning and thus to prevent a positive orientation. It plays a leading role in the pupils, potentially dropouts or who are engaged in this process, by proposing listening and monitoring and by realizing, whenever necessary, a balance sheet with the young person in order to determine his motivations, its strengths and difficulties and to open up prospects for the future. Following the interview, a follow-up will often be proposed which may include a balance sheet with instrumentation, (psychometric tests, questionnaires, enquiries, evaluation of interests, etc.) or advice concerning a management of psychotherapeutic order. Interviews with families are in most cases to be considered in order to understand the family environment and sometimes to take care of the relationship between the adolescent and his family. The advising counsellor-psychologist who is part of the educational team, participates regularly in the meetings of multidisciplinary monitoring teams (in particular with the medico-social teams) in the institutions for the care of these students. It also intervenes in the various relay devices where these teenagers can be enrolled. The quality of the first school attachment can determine the investment of schooling. In our opinion, often the first separation with the family, the school will confront the child with the passage of the maternal link to the social link. Between the banal phenomenon of the crying of the day of re-entry and the child installed in a desperate despair, the teachers are sometimes destitute. Lighting, possibly taking over by the institution's psychologist, contributes to an effective shoring. Various devices can be set up, reception and listening points, parent groups, consultations with the teacher: the offer of a local psychologist so asked, individual requests or proposals of encounter emerge. Often a few parents/child interviews, sometimes one, will verbalize other separations than this reactive school re-entry, or the parent's anxiety to let her child go. It is at the earliest, at the very school that the psychologist is effective, in a role of offer and vigilance. The child arriving in the classroom in the suffering, the tear, may little invest the learning and will abandon all the faster as this grip has been fragile. From the violence suffered by the child or adolescent victim to that which he manifests towards others, society, institutions, his own peers, young people. Psychologists who work daily in kindergartens, elementary schools, colleges and high schools have a much broader and more complex view of the problem. Considered a protected place, dedicated to the transmission of knowledge and entrusted with a social promotion mission for all, the school has become the last hope of social remediation. For some the school institution through pedagogical and language practices, the norms of behaviour and the modes of relationship it imposes, can appear as violent in the transformation of self that it requires. Sensitive at the end of elementary school, the problems appear strongly in the college and in the university. The generalization of the phenomenon of adolescence, due to the extension of

schooling for all young people, has brought with it the time of indeterminacy in relation to the future, of the distance, of the reflection on oneself and of a less individuation subjected to social determinism in the past. Emancipation that necessarily passes through a critical inventory concerning not only the parents but also the adult society and what it proposes as identification media. However, it must be noted that the deterioration of living and working conditions, the erosion of values, ideals and benchmarks put adults in difficulty to respond to the recurrent questions of young people about what can lead to growing and assuming its place in the chain of generations. This more open access to the different forms of schooling, which has individualised the school trajectories and opened a new field of possibilities for all, also makes it feel the failure in an increasingly unbearable way for both pupils but also for parents. The Psychology Department of the Education contributes to the accompaniment, the follow-up, the mediation, the negotiation, the orientation for the success of all the pupils. It is intended to receive and to treat at all levels the requests concerning the missions of expertise, studies, research, training and information (pedagogical universities, associations, educative establishments, etc.). Behavioural psychologists respond with techniques that approach the techniques of mental preparation in a more focused and short way. Clinical psychologists and psychoanalysts rely on techniques of listening to conscious and unconscious psychic processes. This accompaniment can be limited in time and is an approach linked to a better self-knowledge. The longitudinal follow-up imposes on the athletes on list an annual psychological assessment. The indispensable exchanges between the psychologist and the coach about the athlete do not concern the confidential medical data of the balance sheet. To recognize the condition of the person, describe and differentiate his problems, the psychologist can sit his diagnostic approach on the use of tests and the questionnaires.

In situations of absenteeism that the factor is social or psychological, the school is poorly invested and the threat of suppression of family allowances is not enough. It is necessary to give meaning between the impossible parent/child rupture and the analysis of counsellor-psychologist who is part of the educational team, he participates regularly in the meetings of multidisciplinary monitoring teams (in particular with the team's institutions for the care of these pupils. It also intervenes in the various relay devices where these teenagers can be enrolled. Pain in the school is often killed because it does not always manifest loudly even if it can burst into reaction behavior disorders. Cause or consequence of school failure, sometimes generated by confrontation with another, by an institution that can be destabilizing, it refers to the psychic dimension whose recognition bases the action of psychologists. Through their balance sheets and the knowledge they have of local realities, social psychologists participate in evaluating the adaptability potential of the pupils and the institution that welcomes them and, eventually, looking for a more suitable institution. It is also necessary to prepare the teams of the school of reception to the psychological and even pedagogical characteristics of the pupil. In the same way, he works in connection with institutions and personal partners. The evaluation is the determination of the material or human resources (computer, auxiliary of school life, third pedagogical time, transport, etc.) is intended to compensate the pupil's handicap. Subtle arbitration should maximize the aid provided by lowering the subsequent stigma, especially for all visible measures. A second arbitration must decide what the student can do alone: it is not a matter of clearing it from any effort. By their institutional reading of the difficulties encountered, psychologists offer assistance to the various actors of integration. In my opinion, the question of continuity and the future is at the heart of their accompaniment to the schooling of pupils with disabilities. It is a question of allowing, through work on the project, that schooling is not interrupted during changes of establishments (kindergarten-elementary school, elementary school-secondary school, secondary school-college, college-university), hence the need for courses of appropriate training.

4. The perspectives of psychological activity in professional orientation and acquisition of creative innovation

The psychologists of education are in solidarity with this ambitious project of a school more tolerant and open to all, leading to school acquisitions, social skills and if possible, diplomas and recognized qualifications. They occupy a central place in this system and provide diagnostic, support, counselling and liaison services between internal staff in national education, partners of other institutions and families. Guidance, disorientation, information, opportunities, employment, all these terms are very often associated in the media. In the education system, the professional orientation is governed by state procedures that concern high school students. They determine the possibilities of choice according to the cycles, specify the responsibilities of the class councils and the heads of establishments, organise the methods of recourse of the parents and the assignment of the pupils. The counsellors-in-orientation: psychologists (COP) intervene in this system in a function of assistance and counselling to young people and parents, but have no decisive role in the orientation or assignment. Their role as a psychologist is often disputed because it places them resolutely on the side of the subject, its development and its success and not as would the parliamentary majority and the employers, on the side of the management of flows and the adequacy of training-employment. In the secondary school, issues related to the future are becoming increasingly important in the psychological development of the adolescent. Through his new cognitive, affective and social abilities, the child accesses a universe of possibilities and a temporal horizon, which radically transforms his perception of himself, of others and of the world. But this development is also taking place in a school context marked by a diversification that requires it to be placed on the board of school positions. Initially limited to options and then to diversified routes, the choices concern soon types of training and courses. The action of counsellors-in-orientation: psychologists (COP) relies on several similarities with that of their fellow school psychologists or psychologists of education. Among the essential activities I can note the setting up of a continuous observation and monitoring system for fragile or troubled pupils, as well as the contribution to academic success and consultation with teachers.

Thus, these three rings of the innovation of the involvement of the psychologist here are: the development of semantic memory and engagement in the task, as well as reinforcement of creativity. It must be clarified that the commitment in the task is the theory of motivation, but it can also characterize a type of personality. Indeed, the commitment to the task is appreciated by: enthusiasm, determination and perseverance in the realization of an activity. The analysis of people's thinking occupies an important place in the studies devoted to the problem-solving process. It should be noted that most research on the thinking and decision-making process is based primarily on the following global theories: 1) the classic Wallas model (1926) with the four troubleshooting steps: a) the preparation, which requires preliminary analysis, in order to define and pose the problem; b) the incubation phase in which he has no conscious work on the problem and many associations of ideas are thought of; (c) the illumination phase, which is defined by a "flash" and a sudden illumination or by an emergence of an idea; d) the verification phase, which requires evaluating and redefining and developing an idea; 2) Rothenberg's theory of thought (1979), which is interested in the selective combination joining two pieces of information, which, together, will lead to a new idea and in which homospatial thinking is distinguished the conception of two or more thoughts occupying the same space and producing a new idea and janusian thought conception of opposing and antithetical thoughts; 3) Guilford's divergent thinking theory (1967), according to which divergent thinking as a that the process

of multi-directional search for many ideas from a simple starting point is an essential capacity for creativity; and the model of the intelligence of Guilford (1967) with the unfolding of its cyclic stages (initial stage of filtering, stage of reflection, a phase of production, stage of another reflection with the obtaining of new information, one step of another production to the final result), 4) the overall theory of thought of Rubinstein (1958,1959), according to which thought is represented in two essential forms in the interaction with the world: (a) as the activity of the subject (b) as the process dynamic and scalable. As part of this theory, Brouchlinski (1979) defines the process of thought as follows: a) it has a higher level of non-additionality and permanent, dynamic and interdependent transmission of all phases and all components of the real psychic process; b) it has a rigorously defined and developed orientation progressively or suddenly and a selective formation of the process of thought using the anticipation of the result, while excluding disjunction and selection of immediate or programmed alternatives; c) it has no back-up activity of thought and all its components. Following this point of view of Brouchlinski, I decided to analyse the process of the thought of the subjects in the experimental study during the following phases: 1) period incubation – period illumination (creativity) of the process of thought, 2) rigidity-flexibility of ideas, 3) divergence – convergence of thought, 4) impulsivity-hesitation in the development of proposals (expectations), 5) fluidity of inferences-rapidity of deduction, 6) verification (acceptance, redefinition, abandonment)-lack of control of solutions, 7) decision making (success)-refusal to make the decision (failure), etc. (Radtchenko-Draillard, 2016). Specifically, I have developed the analysis grid for the functioning of decision-making strategies (risk strategies, realistic or optimal strategy and prudence strategy) during the task-solving process (initial phase, phases and final phase of decision-making) and I found that: 1) individuals, who use the risk strategy, apply the tendency to access success and have a spontaneous and immediate presentation of their emerging solutions, which are analyzed briefly and quickly at the initial stages of the process; they have the ease to implement operational assumptions during the essential phases of this process and finally, they make the decision often innovative and creative without hesitations, etc.). 2) individuals, who use the realistic or optimal strategy, apply the resultant tendency to accomplishment and have, from the outset, a balance between the quality and quantity of the solutions proposed, they analyse solutions in depth (with the rationality, self-criticism), study their feasibility and usefulness perspective during the essential phases of this process, and finally, they take the reasoned decision after verification, etc. 3) individuals, who use the precautionary strategy, apply the tendency to avoid failure and have a very long and inappropriate unfolding of their proposals to the initial phase of this process, they analyse during the essential phases of this resolution process their solutions with hesitation, anxiety, difficulties to advance or breaks that can lead them until cognitive blocking or refusal to continue their analysis and finally, they only take the decision before measuring and evaluating to the maximum its plausibility, etc. Furthermore, following this study on problem solving we found that the anxiety (high level) of individuals plays a different role during this process: a) it can stimulate the development of the most creative, unusual solutions and development of intrinsic motivation and anticipation in individuals, who have a high level of self-esteem (positive role); (b) it may promote the use of argumentation, persuasion, the definition of preferences for the globalising agreement of solutions in individuals, which have an average level of self-esteem (positive role); c) it can increase the justification of its position, the disapproval of certain solutions with the analysis of their "disadvantages" in individuals, who have a low level of self-esteem (negative role). Finally, anxiety (low level) can cause overconfidence in its solutions and lack of cognitive verification in the process of solving problems in some individuals, who have a high level of self-esteem (negative role). (Radtchenko-Draillard, 2011). Currently, this grid of analysis of decision-making strategies is adapted for the study of negotiations. I also found that during teaching cognitive styles, as the

individual's preferences for a given mode of information processing, influence just as personality traits the process of solving problems.

From the viewpoint of Lubart (2005) a global style characterizes people who prefer to focus on the General aspects of the problem, whereas a style of "meticulous work" is rather in those that focus their thinking on the details of the task. So creativity also comes from several models. One can nevertheless distinguish two characteristics that compose creativity: divergent thinking (many different ideas) and originality (the unusual character of the idea). Nevertheless, in a second time, converging thinking is necessary for the selection of the most relevant idea. The most creative individuals are also very productive: indeed, although they are not particularly characterised by a very conscientious personality, the number of production on the same theme promotes quality improvement. If one concentrates on the elements of personality that seem more specific to creativity, one can cite three: tolerance to ambiguity, risk taking and the search for new experiences. In the psychology of learning, it is possible to think that in order to train individuals who are capable experts of innovation, it is necessary to: a) work in priority on the capacity of engagement in the task (therefore the goals of mastery and motivation seem more favourable to the development of engagement in the task): (b) to reinforce semantic memory through apprenticeships based on several conceptually related information; c) encourage creative transfers by analogy; d) learn to use his episodic memory (idiosyncratic memory based on the experience of the subject); (e) practicing diverging thinking; f) promote convergent thinking as a reconstruction of a new structure integrating the contributions of diverging thinking. It can therefore be estimated that in this model, the innovator appears as an expert capable of being creative in his field of competence. A dimension is central because it is the commitment in the task. It is necessary to develop semantic memory and also intervenes in the process of creativity of students and studies during their studies.

5. Progressive psychological preparation in the education system for personal well-being and building identity.

The considerable evolutions in modern society and in the field of access to information (Internet) have shifted the demand and make more visible the solicitation of counsellors as psychologists to help young people articulate construction identity, representation of the future, professions and training pathways. In fact, according to the singular history of each teenager, of his social origin, of the relationship he has with his schooling, the counsellor-in-orientation: psychologist (COP) is able to interpret the meaning of the formulation of a school choice or professional. These projects, in adolescence, have a function at a given time in psychological development. They can be used as a motor or a brake and it is up to the psychologist to understand the issues and to allow them to be developed. The psychologist thus directly captures the links between these anticipated representations of the future and the construction of identity. Moreover, because it exercises in the educational field, the COP is attentive to the decisive weight of the school system to model the school representation of self and professions. Several researches have shown, in fact, that according to the sector in which a teenager is educated, he will construct a corresponding representation of himself, valuing the strengths of the section and devaluing certain personal assets that he deems irrelevant. We measure the importance of the experiences and the possibilities that can or cannot offer the school or university environment to promote the development of personality in all its dimensions. According to his school position, the teenager is going to be more or less pushed to internalize the reflection of himself offered by the school. This internalization influences (positively or negatively) the self-esteem, the representation it makes of its future and thus the development

of its personality. Thus, even more than in the past, a dissociation of issues related to the orientation and psychological problems of adolescents, would be to deprive themselves of the dynamics that represents the anticipation of the future for the development of personality and academic success. In this context the psychological well-being of young people must be taken into account and studied with the analysis of their motivation during the education and learning. In this sense, this psychological well-being must be regarded as a construct both cognitive, motivational and emotional. This concept is generally conceptualized in terms of self-evolution and positive relationships with others (social well-being, Keyes, 1998; subjective well-being, Diener, 1984), autonomy, control of its environment, goals in life, personal intellectual and emotional development (Ryff & Keyes, 1995). However, the psychological well-being of adolescents and young people must also contain the need for autonomy, the need for skill and the need for social affiliation.

On the other hand, the psychology is part of a tradition of scientific research. According to this tradition, the authors of this dossier rely on theoretical writings and research articles from scientific works, which are necessarily based on rigorously formulated assumptions, empirically tested and confirmed or invalidated. The research approach aims to highlight to what extent and under what conditions a hypothesis is verified or not, and what are the underlying mechanisms involved. Allowing teenagers and young people to think of themselves as actors of change is the ambition of learning by project. It values collaboration, involvement and action. Young people are trained in science, in new technologies, but also in eco-responsibility. Their enthusiasm and commitment to this project removes them from the stall and personal failure. In order to get the school out of isolation and to convey its new values to society, researchers have also been interested in its architecture. In my opinion, technological innovation in university pedagogy fulfils five different main functions: a) educational technologies, which are designed for teaching – learning to do more, better, faster; b) adapting to societal changes, acquiring new skills or more recently the importance of media and information education (MIE); c) the improvement of apprenticeships, qualitatively, quantitatively, by technologies or applications which have not necessarily been conceived initially for educational purposes: for example, the use of graphic analysis software in rehabilitation or even learning to write; d) new ways of working, which will have an effect on the practices of teachers and/or students within institutions: e.g. photocopying, or more recently personal digital spaces for each student; e) the effects of fashion, which consist of redoing the old one with a new dressing, by enticing the students more: for example some would games today present very few differences with the edutainment software of yesteryear. This innovation with the application of psychology in education would result in freezing the identity representations of the future, depending on the school situation at a given time and to enclose possible developments in the most probable future. According to the origins of each. In this vast survey that has just been completed, the digital practices of adolescents and young people obviously occupy an important place: the latter have been questioned about their equipment, the frequencies of their practices, their uses and their video game preferences, and especially the use of the computer and mobile phone. The data collected allow us to better understand the cultural or sporting worlds of this generation and their evolutions as the age advances, but also to measure the weight of the various transmissions (parents, siblings, buddies, etc.), in a field marked by technological renewal, which might seem to escape by nature to long-term transmissions, at least in the traditional sense. These observations allow us to rethink the social stratification of practices, on the one hand by integrating the effects of cyclical changes into the analysis and, on the other, by specifying the joint modalities of various dividing factors. Adolescence is characterised by a reorganization of sociocultural agendas, which takes on a double form: that of a redefinition of the repertory of recreation, of sports and that of a change of the rhythms of each activity. In fact, this reorganization is based on the changes in the

temporal frameworks of children, which move from stable time to primary school to greater flexibility in college and high school, and on the trend increase in both the time spent without the presence of an adult, but also the pressures that are exerted on them, both school (with the increase in workload) and extra-curricular (related to the rise of injunctions to the sociability friendly, sporty, musical, cultural and tourist events, etc.). In these different registers, digital has taken on considerable importance, so much so that it can appear today as a central part of cultural experiences in adolescence and youth. In my opinion, it is rather a normalization of the behaviors that one observes, in which the digital occupies an increasingly central place. The computer becomes indeed over time an indispensable object, without one can really distinguish here the effect of the age or the generalization of the equipment, or even of the multi-equipment, linked in particular to the manifest decrease of the costs in a few years). The influences intermingle and the dynamics of transmissions is subtle. There is thus a shift from the family universe to the juvenile universe that corresponds to the gradual empowerment of the adolescent. The transition from one generation to the next carries the traces of economic, sociological, technological, cultural, pedagogical changes, etc. These mutations in society are filters between what is transmitted and what is inherited, transforming objects over generations. The transmission is therefore not the identical reproduction of behaviors from one generation to another, but of dispositions; it is in other words a process of conversion, which mixes deconstruction, reconstruction, mutation and appropriation. Finally, for psychologists of education it is important to know that these identities constitute more global relationships to the sociocultural field: thus at each age, adolescents and young people most invested globally in leisure are those whose parents are themselves the most invested, even though the cultural objects or practices that one and the other choose are not identical.

Conclusion

As stated in the article, by their knowledge of the institution, the psychic functioning as well as the development of the child, adolescents and young people, the psychologists of the education of the kindergarten to the university, are attentive to the reception, the taking into account of the singularity, the legibility of the academic and academic requirements of the people, the effects of group as well as the emergence of the phenomena of waiting. They shall ensure that they do not install the child or young people in a negative representation, and inform the fact that occasional, even blatant manifestations may be normal and do not belong to the pathology. To prevent, it is not to detect a disorder to eradicate, it is first intervene: before it even settles, to identify the beginnings. Early warning signs appear at the nursery school, sometimes little noticeable. In regular meetings with teachers and as a proximity actor to which many parents spontaneously address themselves, psychologists must be attentive to people. Prevention is not only aimed at the individual whose potential disorder cannot be isolated from its meaning and can be considered as a symptom. In the school and university education system, it requires the taking into account of a manifestation as a whole. An institutional operational analysis should be carried out, including group effects, the different interactions between students and teachers, the difficulty of this system in taking into account the singularity of the child, the adolescent of young people and not only the alleged inadequacy of the individual to the education system. All psychologists of education must know the phenomenon of exclusion of an individual expelled, excluded from an institution and all interpersonal and intrapersonnel conflicts that accompany this type of situation. Psychologists must then undertake, elicit or participate in any work, research or training required for the elaboration, realization and evaluation of their action to assess, prevent and correct the behaviour of deviant and troubled individuals. In addition, they must also collaborate in training activities organized in particular by education training

centres. The exercise of the missions of psychology intervening from kindergarten to university through all stages of institutional education is therefore conceived in the existence of a public service of educational psychologists. These missions appeal to all the resources and fields of psychology. The operational services of psychology must receive the various requests, organise the effective interventions and mobilize the necessary skills of all the education staff (teachers, lecturers and professors, socio-cultural educators, sports coaches, health professionals, etc.) in order to provide a collective response to the problems detected. The synergy of these diversified competences must enable the service to respond to the multiplicity of requests and to organise the interventions of the effective and appropriate psychologists. The department of psychology is therefore clearly and exhaustively identified in my article at all levels of the school and university institution. From my point of view the psychologist service must combine diverse skills and knowledge to meet institutional, individual, and societal or team demands on a defined geographic area. To conclude priority should be given to requests from families, youth, teams to affirm and reinforce the indispensable and operational role of psychologists in the secondary and higher education, teaching, learning and personal development of pupils and students in modern society.

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