

SHORT COMMUNICATION

Interdisciplinary approach in support of academic trajectories: teacher and psycho-pedagogical training in action

Enfoque interdisciplinario en el acompañamiento de las trayectorias académicas: formación docente y psicopedagógica en acción

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ABSTRACT

Accompanying formative trajectories at the Higher Level implies two essential components: collaborating to overcome cognitive difficulties inherent to the change of educational level and promoting the construction of an academic biography through group interaction and individual adaptation in the training process. In addition, it is essential to provide students with a space for active listening that gives them meaning, empowerment, and emancipation and fosters communication and social bonding in the classroom, generating a subjectivizing experience for teachers and students. Accompaniment also implies specific constitutive elements of each career, such as a language that reflects communication and professional identity and the integration of epistemic views that support a type of knowledge necessary for teaching. These elements, developed throughout the academic trajectory of each student, become the fundamental basis for generating institutional approaches, innovative didactic proposals, and diverse psycho-pedagogical interventions. In this context, interdisciplinary postures, based on complex thinking, offer an integrated development perspective for each student, allowing unique experiences in collaborative work among peers and teaching intervention. This is fundamental for their training and future performance in accompanying the school trajectories of children and adolescents, working in a collective and interdisciplinary way in schools.

Keywords: Psychopedagogy; Academic Institutions; Language; Interdisciplinary Support.

RESUMEN

Acompañar trayectorias formativas en el Nivel Superior implica dos componentes esenciales: colaborar en la superación de dificultades cognitivas inherentes al cambio de nivel educativo, y promover la construcción de una biografía académica a través de la interacción grupal y la adaptación individual en el proceso de formación. Además, es fundamental brindar a los estudiantes un espacio de escucha activa que les dé significado, empoderamiento y emancipación, así como fomentar la comunicación y el vínculo social en el aula, generando una experiencia subjetivante tanto para docentes como para estudiantes. El acompañamiento también implica elementos constitutivos específicos de cada carrera, como un lenguaje propio que refleje la comunicación y la identidad profesional, y la integración de miradas epistémicas que sustenten un tipo de conocimiento necesario para la enseñanza. Estos elementos, desarrollados a lo largo de la trayectoria académica de cada estudiante, se convierten en la base fundamental para generar enfoques institucionales, propuestas didácticas innovadoras y diversas intervenciones psicopedagógicas. En este contexto, las posturas interdisciplinarias, basadas en el pensamiento complejo, ofrecen una perspectiva integral de desarrollo para cada estudiante, permitiendo experiencias singulares en el trabajo colaborativo entre pares y la intervención

docente. Esto resulta fundamental para su formación y para el desempeño futuro en el acompañamiento de las trayectorias escolares de niños, niñas y adolescentes, trabajando de manera colectiva e interdisciplinaria en las escuelas.

Palabras clave: Psicopedagogía; Instituciones Académicas; Lenguaje; Acompañamiento Interdisciplinario.

On Interdisciplinary Accompaniment

"(...) interdisciplinarity presupposes the flexibilization of boundaries between disciplinary fields, implying both raising doubts and returning to scientific dissemination, a narration that allows the opening of the limits of science...".⁽¹⁾

Accompanying educational trajectories is presented as one of the inherent imperatives of Higher Education. Two components responsible for this accompaniment are solidly intertwined: collaborating in the processing of cognitive difficulties that arise with every transition to a new level and the construction of an academic biography within group dynamics, the equilibrations developed by each student, and the diverse ways of organizing and progressing through their education. "Accompanying the educational trajectories of those who will in the future accompany the school biographies of children and adolescents, and collaborating with teaching tasks to promote genuine learning, is a challenge that requires constant revision of theoretical and methodological positions as teachers".⁽²⁾

In this process of accompaniment, an interdisciplinary perspective is advantageous for addressing didactic interventions that facilitate learning from different conceptual and epistemological frameworks. Additionally, interdisciplinary work dispels the uniqueness of knowledge and becomes an epistemic framework that enhances the possibilities of learning through diverse teaching approaches.

This interdisciplinary approach also reveals personal conceptions and academic structures to understand the importance of supporting incoming students in Higher Education. Another aspect is granting students a space for active listening that holds significance, empowering and emancipating them while creating an environment for communication and social connections in the classroom, ultimately providing a subjectivizing offer for teachers and students.

Designing support in psychopedagogy and teacher education

"Subjectivity, then, ceases to be strictly identified with the individual and enters a realm of articulation with the collective and the social".⁽³⁾

Within this support are constitutive elements specific to each discipline, inherent to the disciplinary perspective, that confers a distinct language to each specialization, shaping professional positioning. This conjunction and epistemic perspectives characterizing a specific body of knowledge provide professional foundations that educators must understand to apply appropriate methodological approaches. The positioning and professional foundation each student develops in their academic trajectory become necessary for generating institutional approaches, alternative didactic proposals, and different psycho-pedagogical interventions. Thus, "We consider it important to distinguish that interdisciplinary and multidisciplinary work is relevant in the education of professionals who will work in schools. For their own education and future tasks, understanding that learning occurs with and from others, teaching for others as a political act and that school projects are collective constructions".⁽⁴⁾

We emphasize the importance of subjectivizing support in teacher and psycho-pedagogical education due to the experiences it promotes in each student. It considers the research of our practices to generate new interventions and approaches. "Researching to give new meaning to our work entails exploring interests, needs, and possibilities of knowledge recipients within the classroom and educational institutions. Through this, we analyze the epochal conditions to offer the community new knowledge and experiences. General Didactics provides necessary strategies and configurations to attend to the particularities of students with and without disabilities. It addresses the problematic teaching process, which includes curriculum design, didactic planning, methodology, teaching resources, and evaluation processes".⁽⁵⁾ Alongside these contributions, it is important to consider interdisciplinary perspectives that facilitate students' knowledge acquisition and serve as significant references for investigating our work.⁽⁶⁾

Interdisciplinary Accompaniment and Complexity Thinking

"Institutions that tolerate criticism from peers as a means to broaden the symbolic productivity of their

members are the ones that promote the complexification of their psychic activity and deepen their reflections".⁽⁷⁾

Complexity thinking, coupled with subjectivizing support in higher education trajectories, can generate a perspective of integral development for each student, enabling unique experiences that individuals will unfold through collaborative work with peers—an important stage for their education and their future role in accompanying the educational trajectories of children and adolescents in schools, working collectively and interdisciplinary.

The prospective nature of this accompaniment implies that those who undergo these types of experiences will later implement similar situations in their teaching or psycho-pedagogical work. "We believe that for this accompaniment to be valuable for those being trained for psychopedagogical work and for the future tasks they will perform, it is important to have clear conceptualizations about the objects of knowledge and epistemological references that allow us to understand and act in reality. Each social science makes its specific contribution, allowing us to approach students in formation from their subjectivity, to understand them within the contexts from which they come, collaborate with their formation as desiring subjects willing to learn, and shape our classroom interventions based on the diversity they carry and the cognitive variables that enable learning. Therefore, we reiterate that 'talking about multidisciplinary in the socio-cultural context of postmodernity implies an empowerment of the different disciplinary fields, which contribute concepts and knowledge that transcend their own scientific and epistemological knowledge. New elements emerge that account for the existence of various levels of reality, in line with the complexity of today's society, which are inherent to its study and allow the development of new paradigms'"^(8,9,10)

Beyond the possibilities that the subjectivizing potential of groups generates and the type of teaching intervention deployed in practices, the instituting aspect of schools holds a prominent place and generates various modalities of support. It is important that, institutionally, in teacher and psycho-pedagogical education, experiences of this kind of accompaniment can take place. These experiences allow social bonds to act as subjectivizing agents, enabling each student to go through experiences of being a teacher/psycho-pedagogue in training and recognize the significance of the support provided. In these experiences, they will learn to accompany the educational trajectories of children and adolescents in schools. Therefore, it is crucial that different types of institutional support foster psycho-pedagogical approaches that facilitate the construction of social bonds, promote collective construction, and enable inclusion. Moreover, classroom practices should address the theory and experience the premise that underlies collective subjectivity.

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