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RESEARCH ARTICLE

SOCIO-EMOTIONAL COMPETENCES AS A STRATEGY IN THE FORMATION OF GRADUATES IN PRESCHOOL EDUCATION

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ABSTRACT

Socio-emotional competences are those strategies that are useful in the school context, since they allow mobilizing the knowledge, skills and attitudes necessary to express one's own, with total freedom and derived from emotional intelligence, which is the ability to identify emotions, be aware of oneself, recognize that of others, control them and easily adapt to different circumstances; what allows to create positive relationships with others and understand and regulate yourself and your own emotions, thoughts and behaviors. It is for this reason that you aim for this review article; is to describe the importance of socio-emotional skills in the training of female graduates in pre-school education. In such a way, knowing these competences will favor communication and interpersonal relationships in the training of new teachers.

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INTRODUCTION

The Normal Schools are institutions that train teachers, throughout history they have fulfilled the transcendental task of training basic education teachers in Mexico; (preschool, primary and secondary), and this implies that future trainers possess competences to respond to the demands and requirements of students today. Given the existence of the changes, which are irreversible, nowadays the training of basic education teachers; Mainly that of teachers of pre-school level, must respond to the social, cultural, scientific and technological transformation in the world and the purpose of education that is to develop harmoniously all the faculties of the human being, which requires teachers who have skills to face the challenges and the problems of the education of the 21st century, who have the necessary tools to achieve a socio-emotional development that allows an optimal performance in the classroom. The generations that are currently in the process of formation must be brought to the awareness of both the role in the professional field and in the personal, learners of the XXI century require the teacher to raise their profile of emotional awareness; assuming as a basis the management of the emotional needs of the students. As students learn social and emotional skills, it is important that they have the

opportunity to practice in real situations and be recognized for the use of these skills in a variety of settings. In such a way, that the teachers are integral persons and it is of the teacher training where the teachers that work in the normal schools consider that the most important learnings take place in the informal relations between the student and his trainer: remember that the trainers often they play a potentially wise and important adult role model. In such a way, that next work stands out for showing some ideas that define the concept of science from various theoretical perspectives and its application at the preschool level; emphasizing the importance that reverts the fact that, from the first steps in the school, the child must be provoked and directed to the investigation of his surroundings, especially the natural one. The ideas of impregnating the desire for philosophy through reflection and research in the preschool will be the hallmark of this research, culminating in a systematic process by the use of scientific research elements. It is important to highlight that the teacher's work will be fundamental for this achievement, since it is one of the main actors that will introduce the infant in his first experiences of investigative nature, which will aim to make the child fall in love with the research process, that his it is once sheltered by science, which transits under the bright light of philosophy; therefore, the preschool teacher, will mark or not in the child, the way forward in scientific work and school, as a family space, should also push this effort so that the next

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adult is passionate about scientific work and philosophy, whether or not in the school setting.

Socio-emotional competences and performance in the classroom: It is important and urgent that future educators not only have essential concepts of pedagogy, didactics or education, they must have competences to face the teaching work and obtain an optimal performance in the classroom, where students have the opportunity to learn to learn. And be competent individuals. The environment has changed; the labor world demands professionals with new competences that give solution to the challenges of the environment, they must be acquired so that they can be applied inside and outside the school context. This reality requires, on the one hand, that educational institutions place integral training experiences in the classrooms that develop in the students other competences, beyond the traditional academic and cognitive ones; At the same time it also requires the need to have a faculty capable of responding to these new challenges, such as being an agent of change, that develops, strengthens, motivates and promotes the integral development of the students that allows to put into practice the socio-emotional competences that allow them to go building their own learning.

This section supports the assumptions, to determine, from the point of view of various authors and theoretical contributions, the relationship that exists between the socio-emotional skills of an educator and the performance at the time of intervening during their teaching, as well as obtain various strategies and actions that allow us to make the methodological proposal. Various theories of learning are addressed; humanistic, multiple intelligences, emotions from the school context, the role of an educator for the strengthening of intra and interpersonal skills, the professional practical training course of the 2012 Curriculum issued by the DGESEPE, the graduation profile of this, the profile and parameters and indicators for basic education teachers carried out by the SEP. During this chapter some terms are conceptualized; that strengthen the research work, the main ones were: emotions, socio-emotional competences, emotional pedagogy and emotional education. In this chapter some criticisms of the educational model are presented, rather than the educational model to the teachers acting; what to do of the some of them, with the sustenance of the profile and competences that they must possess and what they have really developed when they leave a normal school. An educator is an education professional who knows how to act and be, during their training in the normal school and when they graduate from it there must be a mobility of knowledge that allows them to work as agents of change and guidance in the teaching process -learning. Here you can discuss and argue about the importance of emotional pedagogy, emotional intelligence, the role of the teacher, emotions in the emotional context, the graduation profile of the initial training of a future teacher, the training path of professional practice, the performance evaluation in the classroom among other topics, which will make this research.

Learning is a process by which the human being acquires, develops, builds and reconstructs a set of knowledge, skills, attitudes, values and skills that will be put into play in different areas of life. The result of the learning is related to the change that happens in each person, either by new experiences or the result of the association, the interpretation and the adaptation of previous experiences. The dictionary of pedagogy defines learning: Learning is a relatively permanent change in

behavior, which is reflected in the acquisition of knowledge or skills through various experiences and interactions with the environment that surrounds them, which leads to a transformation of thinking and acting. People require "unlearning at the same time as" learning "to achieve a" transformational learning "that allows not only to acquire new knowledge but also to stimulate the modification of behavior in the light of the review of their own frames of reference (Lira & Vela Álvarez, 2013). The commitment to provide the tools to students to be able to respond to the needs that are presented has put education in Mexico the challenge of proposing challenging, meaningful and motivating activities for its students through competencies. To acquire and strengthen a competence requires a learning process, where a knowledge mobilization arises. We understand the competition as "the ability to adequately mobilize the set of knowledge, skills, abilities and attitudes necessary to perform diverse activities with quality and efficiency". Which means activating a whole set of knowledge, which emanate from the four pillars of Education: learning to know, learning to do, learning to live together and learning to be. "The Delors Report, with its four pillars of learning, supports the" current "models of teaching and learning in educational institutions. In them, the pillars are raised as a maxim to follow, because they delineate the vision of a new society that, being educated with this emphasis, apart from knowing and doing, learn to live and be. (Lira & Vela Álvarez, 2013). The competences are defined in the first instance and in a general way as the ability to find a solution to the demands or carry out tasks successfully, and considering the success, and considering both cognitive and non-cognitive dimensions. (Iglesias, 2009).

Emotions in the school context

The word emotion is derived from the verb to excite, which means to set in motion. For that reason, when we are excited we sometimes say "that moves from within". The word emotion also includes the term motion, which has the same root as the word motor. It can be said then that emotions are the powerful motors that make the human being move in a sensitive way, and this both inside of he and externally. For Eric Jense, a member of the Society for Neurosciences, he defines it as: "A biologically aroused response to an environmental stimulus" (Panju, 2011) Sometimes, in order to better understand a concept, it is necessary to make a comparison with what many Sometimes he gets confused. Emotions are impulses that involve automatic reactions and constitute an innate set of systems of adaptation to the environment. On the other hand, feelings are blocks of integrated information, synthesis of data from previous experiences, of desires and projects, of the value system itself and of reality (Segura & Arcas, 2010). In this document it is not necessary to make a deep analysis between these two terms, what really matters is to know the importance, the benefits in the educational field to control and the development of emotional and socio-emotional competences. "Emotions depend on the thoughts and thoughts of emotions, and when negative emotional states persist; the organs of our body are kept in emergency (Lozano, 2014). After having analyzed some terms, emotions are intimately linked with movement, which entails being related to the actions and behaviors of human beings. "The researchers could also establish the link between emotions, their activators and the resulting behaviors. It is certainly known that fear is triggered by a potential dawn and that, of course, engenders flight behavior. Anger, on the

other hand, is linked to an obstacle in the face of the reach of survival objectives and engenders the attack, designed to eliminate the source of frustration. Sadness is associated with a loss and provokes a retreating behavior. As for the surprise, it is triggered by an unexpected situation that provokes a response of orientation, whose role is to put the organism on alert, in order to be able to evaluate the potential dangers of a situation. Aversion, provoked by a substance or an adverse situation, leads to rejection and choking and can, in the same way, save life. Disdain is generated by something repulsive and produces a behavior of condescension toward the person who inspires repulsion. Disdain is almost always directed towards a person.

Finally, happiness is triggered by the arrival of a desired situation and induces approaching behavior (Chabot, 2017) with this we can say that each of the emotions influence our actions. Emotions predispose individuals to an organized response as a primary assessment (Bisquerra, 2001), this response can be controlled as a result of emotional education, which means being able to exercise control over the behavior that manifests itself, but not about emotion itself, since emotions are involuntary, as behaviors are the product of decisions made by the individual (Casassus, 2006), that is where teachers have the influence and responsibility to provide students with the tools and strategies necessary to regulate those behaviors in various events or events that arise throughout his life. Studies on the emotional and affective aspects involved in school education were limited to establishing relationships between these characteristics of the students and their learning outcomes. However, most of the research is aimed at analyzing the interaction that occurs between these variables and the characteristics of the context, which includes the intervention of teachers. The new educational model in Mexico places the school at the center of the system, to gradually move towards the strengthening of school communities. The schools in turn locate the students at the center in order to train citizens with values, informed and responsible who participate in the social, economic and political life of Mexico. That is, people who have the motivation and ability to develop in the staff, work and family, willing to be improving and transforming their own paradigms, as well as to continue to learn throughout life.

Although the emotions have been considered for years as a fundamental element or variable of research and for the students' learning, its incorporation in the formation of students of basic education or undergraduate level, the teachers suppose rather to a declaration of good intentions. The emotions are in every moment of the life of the human being; in the educational context and the process that they live in the schools they also inhabit. Learning is based on emotions see students who fail to develop their potential, most of the causes are their lack of emotional skills. Some studies reveal, emotionally competent students are much less problematic and need less disciplinary interventions. When starting formal education from the preschool level, the educational context aims to promote a comprehensive education and are the students of the normal school of preschool, which today are formed as future teachers, who have the commitment and responsibility of emotional education of our childhood. Humanity needs children and adolescents to be educated with emotionally intelligent parenting practices. The learners of the 21st century forces the teacher to raise their profile of emotional; assuming as a basis the management of the

emotional needs of the students (Lira & Vela, 2013). An emotional education is fundamental for the learning process, above all, for a humanistic, integral education, based on values, with the purpose of developing and strengthening knowledge, skills, attitudes for life "when the emotions of a student are involved, the brain codifies the content and the experience is marked as important and significant (Panju, 2011) with the aforementioned, teachers become the main emotional leaders, which implies acting as a model. If the teacher is able to respect, grasp, understand and regulate their emotions, they can do it with their students and achieve emotional balance in the group.

Emotional and Social Competences: The commitment to provide the tools to students to be able to respond to the needs that are presented has put education in Mexico the challenge of proposing challenging, meaningful and motivating activities for its students through competencies. . To acquire and strengthen a competence requires a learning process, where a knowledge mobilization arises. We understand the competition as "the ability to adequately mobilize the set of knowledge, skills, abilities and attitudes necessary to perform diverse activities with quality and efficiency". Which means activating a whole set of knowledge, which emanate from the four pillars of Education: learning to know, learning to do, learning to live together and learning to be. The Delors Report, with its four pillars of learning, supports the" current "models of teaching and learning in educational institutions. In them, the pillars are raised as a maxim to follow, because they delineate the vision of a new society that, being educated with this emphasis, apart from knowing and doing, learn to live and be(Lira & Vela, 2013). The competences are defined in the first instance and in a general way as the ability to find a solution to the demands or carry out tasks successfully, and considering the success, and considering both cognitive and non-cognitive dimensions (Iglesias, 2009). Social competences go hand in hand with emotional competencies; the first is the combination of learning diplomacy and truthfulness in order to interact with people or groups in a way that contributes positively to the members of society. The social aspect is related specifically to the interaction with people (external). The emotional aspect is related to properly understanding and controlling one's emotions (internal). An appropriate combination and coordination of social and emotional development is critical to have a rewarding and purposeful life. Here are some definitions of emotional and socio-emotional skills mentioned by some authors:

Emotional competences: those that allow you to feel things, experience emotions and react accordingly(Chabot, 2017).

The emotional teacher competence, necessary to establish a teaching-learning relationship that fosters the integration of academic intelligence and emotional intelligence in the educational process, for the achievement of pedagogical objectives (Lira, 2006).

The socio-emotional competences are conformed by: emotional conscience, emotional regulation, emotional autonomy, social competences and abilities for life and well-being. The first of these is understood as the ability to become aware of one's own emotions and the emotions of others. Emotional regulation as the ability to handle emotions appropriately. Autonomy is the set of characteristics related to personal self-management, among which is self-esteem,

positive attitude towards life, responsibility, etc. Social skills are the ability to maintain good relationships with other people. And finally, life and well-being skills are the ability to adopt appropriate and responsible behaviors for the solution of personal, family, professional and social problems (Bisquerra, 2003). According to what the authors mention, emotional and socio-emotional competences are intimately related, and to achieve a good interaction with others requires knowing oneself, knowing how to name each one of the emotions, expressing them and regulating them. In conclusion, you cannot develop an interpersonal competence, if you do not have intrapersonal competence; both are related to the performance results in the personal, academic and professional life of an individual and are a construct of emotional intelligence, several authors affirm the relationship that exists between them.

Conclusions

As already mentioned before, the teaching exercise includes the application of a series of skills, attitudes and knowledge that are acquired throughout the academic training and the experience in the educational context; social and emotional skills that are fundamental for the optimal exercise of their work, since it involves the praxis of the teaching of competences to respond assertively, empathically and coherently before the situations that happen inside and outside the classroom. We find the figure of the teacher as an entity of change, trainer, guide, constructor of learning, in this case, of infants. And it is recognized then, to the childhood as the period of life that is of great importance, since it is at this stage where the personality structure is forged that in the future will lead them to become "functional" adults, determined to live in a healthy way, becoming responsible citizens or, on the contrary, by not receiving the necessary recognition and restraint, not learning to recognize their emotions, that of others, to relate assertively and to decide responsibly, their adult life could be "dysfunctional" " It is therefore essential to consider the development of these skills in teachers and of course, in students of normal schools, promote the development of their own emotional intelligence as a teaching competence, should become a mandatory task of teacher training institutions, because you cannot teach something you do not know and you cannot show something that has not been learned.

Finally, emotional intelligence, the development of social and emotional skills, their application and teaching, may not be the panacea, however, they definitely provide a great benefit because they help the individual to recognize, self-affirm, restrain himself, relate healthy with the others and make better decisions ... results consistent with the purpose of education: guide an individual to become a free person and express their full potential.

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