

**DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS IN THE BASIC EDUCATION
SCHOOL ENVIRONMENT: A RELEVANT REFLECTION**

**DESENVOLVIMENTO DE COMPETÊNCIAS SOCIOEMOCIONAIS NO
AMBIENTE ESCOLAR DA EDUCAÇÃO BÁSICA: UMA REFLEXÃO
PERTINENTE**

**DESARROLLO DE HABILIDADES SOCIOEMOCIONALES EN EL ÁMBITO
ESCOLAR DE EDUCACIÓN BÁSICA: UNA REFLEXIÓN RELEVANTE**

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ABSTRACT

Competencies are fundamental for the integral development of students and for academic and professional success. In the school context, socio-emotional competencies are essential to promote coexistence, inclusion, and the well-being of students. This article aims to reflect on the importance of socio-emotional competencies in the school environment and strategies to promote the development of these competencies in basic education students. This research is based on the technical procedures of bibliographic research. It highlights the existence of various actions that can be taken by basic education teachers based on mediation criteria that stimulate socio-emotional competencies in the school environment. The results of this research allow us to conclude that there is relevance in addressing socio-emotional competencies in basic education to improve pedagogical action and stimulate teamwork and active reflection among students, thus generating more meaningful learning permeated by student protagonism.

Keywords: Socio-emotional Competencies. Emotional Intelligence. School Environment. BNCC (Brazilian National Curriculum Base).

RESUMO

As competências são fundamentais para o desenvolvimento integral dos alunos e para o sucesso acadêmico e profissional. No contexto escolar, as competências socioemocionais são essenciais para promover a convivência, a inclusão e o bem-estar dos estudantes. Este artigo tem como objetivo refletir sobre a importância das competências socioemocionais no ambiente escolar e suas estratégias para promover o desenvolvimento dessas competências em estudantes da educação básica. Trata-se de uma pesquisa pautada nos procedimentos técnicos da pesquisa bibliográfica. Destaca-se a existência de variadas ações que podem ser feitas pelos docentes da educação básica a partir dos critérios de mediação que estimula as competências socioemocionais no ambiente escolar. Os resultados desta pesquisa permitem concluir que existe relevância na abordagem das competências socioemocionais na educação básica para melhorar a ação pedagógica e estimular nos estudantes a

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colaboração em equipe e a reflexão ativa, gerando, assim, uma aprendizagem mais significativa permeada pelo protagonismo estudantil.

Palavras-chave: Competências Socioemocionais. Inteligência Emocional. Ambiente Escolar. BNCC.

RESUMEN

Las competencias son fundamentales para el desarrollo integral del alumnado y para el éxito académico y profesional. En el contexto escolar, las competencias socioemocionales son esenciales para promover la convivencia, la inclusión y el bienestar del alumnado. Este artículo busca reflexionar sobre la importancia de las competencias socioemocionales en el entorno escolar y las estrategias para promover su desarrollo en el alumnado de educación básica. Esta investigación se basa en procedimientos técnicos de investigación bibliográfica. Destaca la existencia de diversas acciones que el profesorado de educación básica puede implementar, basándose en criterios de mediación, para estimular las competencias socioemocionales en el entorno escolar. Los resultados de esta investigación permiten concluir que es relevante abordar las competencias socioemocionales en la educación básica para mejorar la acción pedagógica y estimular el trabajo en equipo y la reflexión activa en el alumnado, generando así un aprendizaje más significativo, permeado por el protagonismo estudiantil.

Palabras clave: Competencias Socioemocionales. Inteligencia Emocional. Entorno Escolar. BNCC (Base Curricular Nacional Brasileña).

1 INTRODUCTION

The development of socio-emotional skills in the school environment is an essential need to prepare students for daily life and two projections for the future. Schools need to adapt to this reality and seek to invest in this change in behavior, aiming to promote a more harmonious school environment that contributes to the formation of more balanced citizens who are aware of their role in society, that is, the formation of an integral human being capable of experiencing the hardships of daily life more emotionally strengthened. From this perspective, it is understood the need to insert in the classes the instigations and guidance on socio-emotional competences, regardless of the curricular component that is being taught, so that students, based on reflections in groups, can develop and strengthen affective, emotional and social bonds, vitalizing learning in the classroom.

Fonte (2019, p.61) states that "when we aim at the education of the individual in its full sense: individual, social, spiritual, cognitive and physical, we realize that the collaboration of all who live with him in the formative years is necessary." For this reason, it is very important to involve and monitor the family in the learning process, in the promotion of educational co-responsibility.

The development of this research was based on the fact that the need to see the other person as a partner in the life journey is becoming more and more clarified. And this learning can be started at the earliest age and be continued throughout school life, thus generating, in our understanding, the relevance of expanding knowledge related to the theme addressed in this research.

This is a research based on the technical procedures of bibliographic research on the importance of socio-emotional competencies in the school environment. Its general objective is to foster reflections on the theoretical foundations used in educational practice related to socio-emotional skills and emotional intelligence.

2 SOCIO-EMOTIONAL SKILLS AND EMOTIONAL INTELLIGENCE

The school environment is sometimes placed as a seesaw of sensations, which are aligned in an interweaving of facts and actions permeated by a range of emotionality that strengthen or weaken the sensory threads that are reflected in interpersonal and intergroup relationships on a daily basis. In the case of classroom teaching, this is very explicit, since the most varied skills are inserted in it, among them, technical, emotional, social, psychosocial and others that foster their pedagogical practice. In this sense, Chiavenato

(2010, p. 81) states that "People's human behavior is oriented towards the satisfaction of their personal needs and the achievement of their goals and aspirations."

Wallon identifies several stages in the development of personality, since, from birth, the human being experiences an extreme dependence on the people around him, especially with the mother, "The child's sensitivity extends to the environment; it reproduces its features and does not know how to distinguish itself from them" (Wallon, 2007, p. 121).

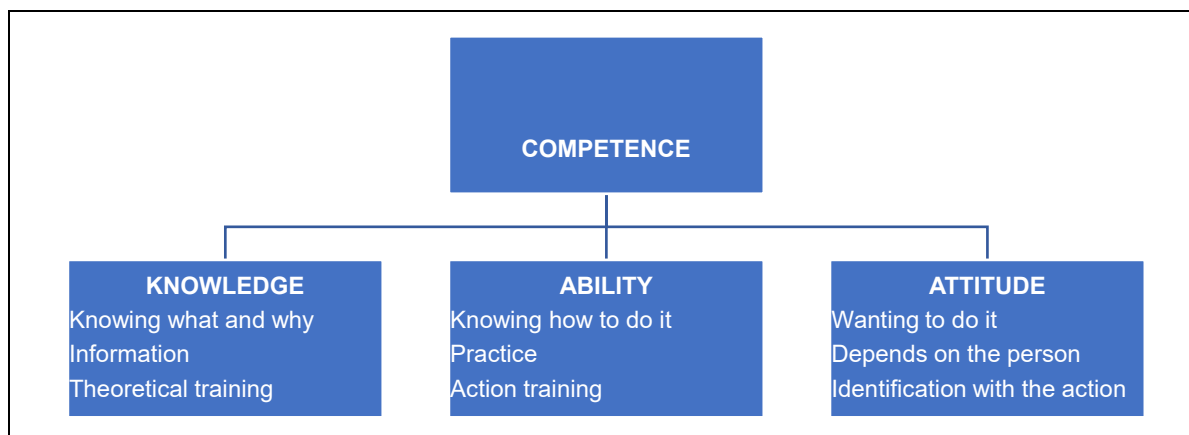
This initial period of life is essentially nourished by emotions and the child communicates through crying, because he does not know how to speak and express his needs. According to this author, in this relationship with maternal bond, a language nourished by emotionality emerges, in which the individual gradually conceives the awareness of himself and the world.

Following the development and growth of the person, this daily interaction with significant other people supports the construction of the individualization of this human being and the exercise of their emotional intelligence, based on situations, of agreement and/or opposition to other people and the world, which can be observed in the school environment or any socialization space that they are participating in throughout their life.

According to the Holanda dictionary (2010, p. 398) the word intelligence means "faculty of knowing, understanding and learning; ability to understand and resolve new problems and conflicts and to adapt to new situations. Zarifian (2001, p.72) emphasizes that "Competence is a practical understanding of situations that is based on acquired knowledge and transforms it as the diversity of situations increases". It is corroborated, therefore, with the ideas emerged by Oliveira et al (2008) when they emphasize that "for there to be total competence, it is necessary that theoretical knowledge be accompanied by the qualities and capacity that allow decisions to be executed."

Figure 1

Understanding the concept of competence



Source: figure created by the author of the research

In this sense, it is observed in figure 1 that the exercise of competence requires the accumulation of knowledge about something, the ability to know how to perform actions related to this knowledge and, mainly, the attitude, which is characterized by deciding to do something. This determination to do something must be aligned with the values of the individual who performs it, as it can generate consequences for themselves and for their surroundings. Currently, these socio-emotional skills are called *Soft skills*, especially in the business area.

For Robles (2012, p. 457) conceptually "*Soft skills* are character traits, attitudes and behaviors, rather than technical aptitude or knowledge". *Soft skills* are intangible, non-technical skills specific to the personality that determine strengths as a leader, facilitator, mediator and negotiator.

From this perspective, Swiatkiewicz (2014, p. 678), when dealing with universal/transversal skills, brings them closer to the understanding of socio-emotional competencies by stating that

Universal/transversal skills, non-academic and not related to the training or performance of technical functions, personality traits, goals, preferences and motivations, career attributes, such as: ability to communicate, dialogue, response, cooperation with others, teamwork/group work, ability to solve problems/conflicts, motivate, stimulate, encourage, facilitate, support, know how to adapt, creativity, initiative, knowing how to behave and having etiquette.

We agree with this author when he deals with these universal skills and the possibilities of behavioral improvement that can come from their exercise, especially if they are stimulated

in the school environment and that can help in shaping the personality if they are experienced earlier, stimulating emotional intelligence.

Currently in business environments, when exercising *Soft skills*, employees can, based on socio-emotional skills, manage their emotions, formulate goals, seek to achieve objectives, problematize situations, seek to solve problems, in addition to maintaining social relationships and making decisions responsibly. These situations can be experienced in work, social or school environments. The dynamics of work action in various environments has changed from the moment they began to identify that their employees can master both technical skills and demonstrate behavioral, emotional and social skills supported by socio-emotional skills in the performance of the tasks and actions proposed in the sectors in which they are included.

At school, this complexity of human coexistence can also be observed in various sectors. In the classroom, for example, when educators organize teamwork, problem solving, adaptation, creativity, there is an urgent need to exercise cognitive and sociobehavioral characteristics for the educational proposal to be successful, despite the level of complexity of the defined task. Fonte (2019) corroborates when he states that

Learning must be done together. Together, we can seek new paths, envision possibilities that meet the real interests of the life we have to face. All of this implies emotional intelligence. I don't think it's easy, but I believe that we are on the path and we need to unite to gather forces.

We agree with this author and also affirm that there is an urgent need to learn to deal with the new generation that is in school environments. We must be willing to learn in the same way that we must prepare ourselves to teach, thus transforming the school space into a space for the exchange of experiences and the realization of learning.

Regarding Emotional Intelligence (EI), psychologists Mayer and Salovey (1990, p. 189) defined it as "the ability of the individual to monitor the feelings and emotions of others and his own, to discriminate against them and to use this information to guide his own thinking and actions". (free translation) Subsequently, Mayer, Caruso and Salovey (2001) perfected this concept of Emotional Intelligence and highlighted the existence of the Quotient (EQ) which has four components, which are: the ability to perceive, evaluate and correctly express an emotion; the ability to generate or have access to feelings when they can facilitate their understanding of oneself or others; the ability to understand emotions and the knowledge

derived from them and the ability to control one's emotions to promote emotional and intellectual growth. Emotional intelligence implies both intrapersonal relationships and interpersonal and intergroup relationships.

Fernández-Berrocal et al. (2012) highlight that the development of emotional intelligence increases the feeling of well-being and helps to formulate people's concept of happiness, in addition to helping to cope with problematic situations, generating adaptation and regulation, which can increase the chances of success and minimize the possibility of failure.

It is understood, therefore, that an emotionally healthy person is one who experiences their emotions when they occur, who is frustrated with losses, who gets angry when something is out of their control, who seeks to understand their fears and inconstancies, but is also one who seeks to improve themselves daily by understanding their potentialities and weaknesses. For this reason, the promotion of education focused on the development of socio-emotional skills aims to form more understanding and problem-solving human beings.

The pillars of EI are shown in Table 1 below, according to Goleman (2007), who organized the conceptualization of Emotional Intelligence based on competencies, which include affective and cognitive skills, structured in five dimensions and two categories.

Table 1

The Pillars of Emotional Intelligence

IE-related dimensions		Skills	Competency Categories
1.	Knowledge of one's own emotions – Self-knowledge	Cognitive skills	Dealing with you
2.	Control of one's emotions – Self-control		Dealing with you
3.	Ability to motivate yourself – Self-motivation	Affective skills	Dealing with you
4.	Empathy		Dealing with the other
5.	Good interpersonal relationship		Dealing with the other

Source: Adapted from Goleman (2007)

From this line of reasoning, it is understood that the structural organization of socio-emotional competencies can be understood as an interdependent set, formed by knowledge, postures, actions and attitudes permeated by emotionality and that are necessary for the exercise of living in the school environment, making this space productive and harmonious.

In this context, Malta and Teixeira (2022, p. 296) in the article called "Socio-emotional skills in Elementary School with the use of games and dynamics" when dealing with good relationships in the work environment highlight that

This well-being related to the school work environment can activate non-cognitive skills and be transmuted into motivation, functional engagement, good interpersonal and intergroup relationships, and commitment to their daily tasks.

Due to the sharing of experiences in the area of Basic Education, Higher Education and studies from specializations in the area of Psychology, it is understood that socio-emotional skills are aligned with individual capacities when the construction of thought and stimulation in the brain of cognitive, conative, affective and practical functions that can awaken skills, assertive skills and attitudes, which are essential for the exercise of a healthier social experience. To better understand the conative functions, it is explained that these are related to emotions, motivation, temperament formatting and the organization of the person's personality.

Over the years, these skills have received other names and have been adapted to the various living environments to stimulate meaningful learning aimed at individual and collective development.

Thus, it is noteworthy that regarding emotional intelligence, Goleman (1997, p. 54) deals with the need to regulate the state of mind in the organization of thought

The ability to motivate oneself and persist in spite of frustrations, to control impulses and postpone reward; to regulate one's own state of mind and prevent discouragement from subduing the faculty of thinking; to feel empathy and to have hope.

According to this author, emotional intelligence groups five behaviors (Figure 2) in a generalized model to be cited: "self-awareness, self-control, motivation, empathy and relationship management" (Goleman, 1997, p. 63).

Figure 2

Model of the five behaviors of Emotional Intelligence



Source: Escola Objetivo website (2016)

Observing Figure 2, it is possible to understand socio-emotional competencies as the set of skills related to cognitive competencies that activate characteristics capable of making conviviality more sociable, such as: empathy, decision-making process, flexibility in conflicts, curiosity, persistence, creativity, among others, which are very significant for the formation of the integral human being. Mullins and Sabherwal (2018, p. 66) regarding the importance of emotion for the variety of the human experience and the construction of its motivational force, point out that

The importance of emotion to the variety of human experience is evident in evoking feelings of joy, sadness, pleasure, and pain. Emotion provides the main currency in human relationships, as well as the motivational force for the best and worst of human behavior. (our translation)

Therefore, it becomes relevant to know yourself more and more every day and try to live collaboratively with other people so that we can give more meaning to the act of living in this world.

Corroborating the ideas of the authors cited above on the exercise of social relations, Malta and Teixeira (2021, p. 322) state that

Precise education is always focused on the exercise of social relations, since the human being is an essentially social being. Thus, it is understood that the development of social thinking is as important as operative thinking. Thus, it is interesting not only to study the development of logical thinking but also to encourage students to think

and apply this thinking not only to the sciences and arts, but to moral and social life, to the relationship of man with his fellow men and with society.

It is emphasized that we can suppose that when social relations in the school environment are permeated by affectivity, there is a regulation of the relationships that are established between the mediation made by teachers, students (learning subjects) and the objects of knowledge that are interwoven in the curricular components existing in the common base and in the diversified base that are taught in the classroom or any learning space of the school, such as: experimentation in the laboratory, games on the court, reading projects in the library.

3 THEORETICAL FOUNDATIONS IN EDUCATIONAL PRACTICE RELATED TO SOCIO-EMOTIONAL COMPETENCIES

The theoretical foundations in educational practice related to socio-emotional competencies are based on several theories and models that seek to understand and promote the emotional and social development of students.

It is noteworthy that Meier and Garcia (2008), based on Feuerstein's contributions, list some mediation criteria, in agreement with actions supported by socio-emotional competences, which can be transposed to the classroom

Next, in Table 2, we organize and adapt from the BNCC the mediation criteria that are interrelated with socio-emotional competencies and support teaching action.

Table 2

Actions supported by Socio-emotional Skills

MEDIATION CRITERIA	BNCC SOCIO-EMOTIONAL COMPETENCIES	ACTIONS THAT CAN BE TAKEN BY THE EDUCATOR BASED ON THE MEDIATION CRITERIA THAT STIMULATE CSE
Intentionality and reciprocity	Self-control	Present clear and concrete objectives/goals – seeks to increase congruence of objectivity among students.
Meaning	Self-knowledge	Explain the concept/theme taught in class and its inferences with other concepts clearly and verify the student's level of understanding.
Transcendence	Social awareness	Articulate learning in a way that favors the student's understanding of the sublimity that exists in the information that is being passed on and the social context in which he is inserted.
Competence	Responsible decision-making	Activate the student's ability to learn, with motivation, self-esteem and self-confidence, providing opportunities for explanations, evaluations and languages according to the theme and level of

		complexity addressed in class. Stimulating the ability to make conscious personal choices.
Regulation and control of behavior	Self-control	Guide the student to perceive/control/regulate their emotions/actions in different situations, including stressful ones. Reflective discussion in the classroom is an important strategy.
Share	Relationship skills	Reinforce the school climate of respect permeated by the exchange of ideas and the like, aiming at mutual help and the appreciation of shared coexistence and the balance between personal and group objectives/goals.
Individuation and psychological differentiation	Social awareness	Clarify and value differences, developing awareness of individuality and also of collectivity in each classroom.
Planning and pursuit of goals	Self-control	Support the student in identifying their goals, since they need to be objective, clear, feasible and respectful of other people. The anticipation by mental images helps in the concrete planning of the possible steps to be carried out. Dialogue is an important tool at this time.
Search for the new and complexity	Responsible decision-making	Propose situations with various levels of complexity that can favor the search for new knowledge and problem solving in a balanced and respectful way.
Awareness of modifiability	Self-knowledge	Seek new paths, resources, strategies to generate cognitive and socio-emotional support for all students. Every day a new learning process can be accomplished.
Sense of belonging	Social awareness	To help students to feel that they belong identified with a group, activity or physical space, so they can learn to identify in the people they live with their congruences or disagreements of ideas.
Bond building	Relationship skills	Seek to interact with students in order to generate the creation of bonds to improve daily coexistence by feeding back trust.

Source: Adapted from the text of the National Common Curriculum Base (BNCC, 2017)

In Table 2 it is observed the interconnection between learning and teaching permeated by socio-emotional competencies that has an interactionist approach that appears in the theoretical foundation of this dissertation from the theories of Jean Piaget, Lev Vygotsky and Henri Wallon. Alicia Fernández's contributions help in the design of a psychopedagogical look that seeks to rescue the complexity of the teaching-learning process, thus weaving a web of interrelations and interdependence between the numerous factors involved in learning. The authors chosen and cited bring in their theories subsidies to reflect on some of the aspects of the problem of integration between cognitive, social and emotional skills and competences.

Among them, we will concentrate the research on Henry Wallon on the theme of affectivity, so necessary for good coexistence in a society that is placed with sensitivity

surfaced by many motivations transmuted in various daily situations and added to all this, a global pandemic that has strongly affected everyone's education, especially Basic Education.

For this reason, the participation of the family in the monitoring of their children in the school environment can be characterized as a preponderant factor of emotional strengthening of the students, the closer this relationship, the more the possibility of problem situations being solved with balance, consistency and harmony is strengthened.

From this perspective, Vera Vale in the article "From weaving to mending: the threads of socio-emotional competence", suggests that it is essential that there is a more concrete and enlightened interaction between teachers and families by highlighting that

Classically, the social and emotional function was attributed to parents, and teachers the intellectual function. Nowadays these boundaries are blurred, and parents and educators sometimes clash over value systems. Prevention that really prevents is based on adequate, early and concerted emotional education between parents and educators. (Vale, 2009, p. 142)

It is corroborated by this author, stating that re-signifying this division of tasks between family and school in the formation of children and adolescents in its various aspects and, specifically, in the socio-emotional aspect is essential. In this sense, Resolution No. 4/2010 of the National Council of Education, which deals with the General National Curriculum Guidelines for Basic Education, emphasizes that basic education must be governed by the principle of caring and educating and in its pedagogical work

[...] It seeks to ensure the learning of curricular contents, so that the student develops interests and sensibilities that allow him to enjoy the cultural goods available in the community, in his city or in society in general, and that also allow him to feel like a valued producer of these goods. (Brazil, 2010, p. 9)

In this sense, it is argued that education has the power to rescue the development of the human being despite all its complexity and diversity, in addition to structuring the possibility of creating new social and cultural knowledge.

The studies of Vygotsky and Wallon always lead us to reflect that the relationship between affectivity and intelligence has a social character and is necessary for the process of development of the human being to be valid.

In this context, it is emphasized that public policies and political-pedagogical projects in school environments need to prioritize actions that provide the construction of cognitive

knowledge and the search for the development of socio-emotional skills in the learning process. Thus, it is essential that there be more investments in the construction of pedagogical materials that can strengthen the integral development of students, especially in Basic Education, a phase in which learning is stimulated from the knowledge of oneself and of the other.

Regarding the need to discover the other, Delors (2010, p. 97) states that "education has the mission, on the one hand, to transmit knowledge about the diversity of the human species and, on the other hand, to make people aware of the similarities and interdependence between all human beings on the planet." It is understood that because we are biophysical-psycho-spirit-social beings, we are constantly adapting to environments and people.

The Organization for Economic Cooperation and Development - OECD (2018, p. 4) formed by member countries that are dedicated to promoting economic development and social well-being highlights in its project "The Future of Education and Skills" regarding the mobilization of knowledge that

Students who are best prepared for the future are agents of change. They can have a positive impact on their surroundings, influence the future, understand the intentions, actions, and feelings of others, and anticipate the short- and long-term consequences of what they do. The concept of competence implies more than just the acquisition of knowledge and skills; It involves the mobilization of knowledge. (our translation)

In this line of thought, it is observed that the much-envisioned change is placed from the moment that both the school with its pedagogical projects and the students and their families are directed towards the same goal, which is the formation of an integral human being capable of cognitively accumulating knowledge and living with balanced emotionality. It is understood that neither this concern nor the studies are recent in relation to socio-emotional competencies in education.

It is noteworthy that the role and importance of socio-emotional skills were highlighted in the 1990s, since during this period the Jacques Delors Report was published, organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO), which represented an important step towards discussions on the importance of full education, that aims to consider the human being in an integral way. "The process of learning knowledge is never finished, and it can be enriched by any experience." (Delors, 2010, p. 92)

In this document, the concern about the teacher's work in the school environment is identified, since his functional action does not consist only in transmitting information or knowledge to students, but must think of ways to present the contents in order to stimulate problem solving and contextualization, thus seeking to broaden the view on the perspectives that are part of his life context.

In this sense, Malta and Teixeira (2021, p. 318) in the article called "Socio-emotional competencies in the school environment: a brief discussion" highlight

In general, it is observed that the number of situations in which emotional intelligence through the activation of socio-emotional skills can be applied in the school environment is infinite. It is understood, therefore, that emotional intelligence influences both intrapersonal relationships and interpersonal and intergroup relationships to make right or wrong decisions.

The authors point out that in several situations emotional intelligence helps in the development of social thinking, helping in an equal degree of importance the realization of action through operative thinking. Thus, it is interesting not only to study the development of logical thinking but also to encourage children to think and apply this thinking not only to the sciences and arts in the school environment, but to life in its moral and social aspects, to the relationship of man with his fellow men and with society. Regarding social relations, Minicucci (2001, p. 73) states that

Our acquaintance with other people can never reach the degree of abstract-logical certainty that we can apply to physical reality. However, our intellect can stop its functioning when it comes to social relations. The most far-reaching effects of a major intellectual achievement finally manifest themselves in a change in the way society views the person. This is a complete network of values, interests, traditions and customs that society transmits to the younger generations.

This author makes us reflect that social reality includes people in concrete relationship with others and makes their network of values and intentionality permeate the generations, thus creating their traditions and customs.

Piaget (1993, p. 31) argues that "learning is a consequence of development." It results from the actions and interactions of the subject with the environment where he lives and that all knowledge is a construction that is elaborated since childhood, through the interaction of the subject with the objects he seeks to know, whether they are from the physical, cultural or social world.

In view of this, it is believed that a learning process developed in a creative way allows the individual to develop their cognitive skills in a more complete way. Thus, the classroom requires social interaction with classmates and adults who experience this environment so that they can make it cognitively and emotionally productive.

Fernández (1991, p. 48), regarding the relationship between teacher and learner in the learning process, points out that

Learning is a process with a bonding and playful matrix and with bodily roots that has levels of relationship between teacher and learner that can be organized for understanding as follows: organic (inherited individual organism), cognitive (internationally constructed intelligence), bodily (speculatively constructed body) and affective (desire that is always the desire of the other).

Highlighting the affective aspect in the learning process, research is pointed out (Tassoni, 2000; Negro, 2001; Silva, 2001) that sought to delimit the possible role of affectivity in the mediation process of teachers and their students in the classroom. Tassoni (2000), identified in the interpretation of the data received in the reports of students from three classes of the 1st grade of Elementary School that the affective behavior of their teachers in the classroom helped their learning.

Negro (2001), in his research in a 4th grade class of Elementary School, sought to highlight the aspects of proximity and receptivity and identified that the students reported that *"being close is having friendship, it is liking them, it is caring about what they do, it is explaining with affection"* and this generated motivation for learning in each of the students, because it generated reliability and affection and in addition, the teachers used praise in their classes that helped to encourage the desire to learn and overcome their weaknesses and mistakes. Silva (2001) did his research in a 5th grade class of Elementary School in the classes of the Portuguese Language curricular component about the Teacher-Student relationship and from the verbalized words of the researched students, he observed that the affective mediation made by the teacher intervened in the relational dynamics of the classroom.

According to this researcher, the student-participants of the research made comments such as "we feel more comfortable to ask, it is not scary, it gives me more security, I want to be close to the teacher."

In summary, in this excerpt of these three studies exemplified here, it is identified that the interpretation made by the students regarding the behavior of their teachers in the

classroom was directed to their affective nature. This demonstrates once again the positive influence of the appropriate relationship in the teaching-learning process. Another important point observed in these three studies was the evidence of intentionality in the behavior of the teachers, as they demonstrated concern in taking care of the relationship experienced in the school environment with the objective of mediating with affectivity between the student and the object of knowledge to strengthen the motivational action of learning.

In this line of thought, recalling Piagetian theoretical points, it is understood that for learning to be effective, there must be an articulation between intelligence and desire to learn, so that there is an effective balance in the assimilation and accommodation of the information learned.

Piaget, Vygotsky and Wallon protect the great importance of affectivity in the constitution of cognitive development. For Piaget, intelligence and affectivity, although of multiple natures, are inseparable, with affectivity being a factor that generates energy for cognitive development and the structuring of knowledge; for Vygotsky, affectivity would be the driving force for meaningful and stimulating learning in the potential zone, aiming at the search for the expansion of knowledge in the potential zone, and for Wallon, "development takes place through successive differentiations and integrations between the functional fields affectivity, motor act and intelligence." (ABED, 2014, p. 49)

When studying Wallon's Theory, it is noted that the process of evolution depends on both the biological capacity of the human being and the environment in which he is inserted, since it affects him in various ways. According to this theory, the human being has organic characteristics that favor certain situations, but that the living environment can allow these potentialities to develop.

For Wallon (2007, p. 65) "The functional domains between which the study of the stages that the child goes through will be divided will be, therefore, those of affectivity, of the motor act, of knowledge and of the person."

From a psychogenetic perspective, Wallon's theory of development highlights that the development of the person is made from the interaction of the genetic potential typical of the species and a wide variety of environmental factors. The essence of this theory is the emphasis given to the interaction of the child with the environment, an integrative relationship between organic and sociocultural factors.

The Wallonian view goes through the dichotomy between the biological aspect and the social aspect related to human development, since there is an interrelationship between

them. Thus, Wallon (1990, p. 133) regarding the interactions between the organism and the environment states that

But in these interactions, between the organism and the environment, always under the selective control of the higher nervous activity, the biological is not completely distinct from the social. The interrelationship of the two is primary and fundamental. It is no longer valid to determine the properties of the two separately according to their particular natures. The processes take place in such a way that the two, the biological and the social, are complementary components. These substitutions: processes instead of properties, acts instead of substances, are precisely the revolution that dialectics has brought about in our modes of cognition.

Wallon strengthens the informative web by highlighting that human development is organized from four fields or functional domains: motor skills, affectivity, cognition, and the formation of the self. The field "formation of the self" is a field in itself, but it is also the result of the convergence of the other three fields (Prandini, 2004, p. 68).

Mahoney and Almeida (2005) in the article entitled "*Affectivity and the teaching-learning process: contributions of Henri Wallon*" dealing with the emotions that accompany the human being from the beginning of life and the affectivity that is related to the availability of the human being to be affected in a negative or positive way by sensations coming from the external and internal world. From this point of view, the authors show that

In puberty and adolescence, the main learning resource from the affective point of view is once again opposition, which deepens and enables the identification of differences between ideas, feelings, values of one's own and those of the other, adult, in the search to answer: *Who am I? What are my values? Who will I be in the future?* which is permeated by many ambiguities.

The teaching-learning process that facilitates from the affective point of view is the one that allows the expression and discussion of these differences and that they are taken into account, as long as the limits that guarantee solidary relationships are respected.

Some young people use the exercise of opposition to everything they need to experience as a way to create their world in a bell jar. Understanding who you are as a human being and how to best identify with your surroundings creates internal conflicts and the possibility of misuse of your socio-emotional skills, if you are not guided with respect and open dialogue.

Nunes (2022, p. 138) states that "Recognizing socio-emotional capacities as one of the structuring axes of human development is, therefore, fundamental for us not to escape

from an integrated and integrative view of the subjects." It is understood, therefore, that this integrative vision serves as a support for the development of young students.

In the article entitled "Social and emotional learning: reflections on theory and practice in the Portuguese school" by Costa and Faria (2013), it is observed an implicit valorization of the function of emotional competencies in school and the search for their transdisciplinary and universal role. Thus, the authors point out that

From this perspective, it can be emphasized that the School, in order to guarantee its increasingly transdisciplinary and universal role, must integrate a broader and more holistic model of student development, not only focusing on their cognitive development, but also on their social and emotional development. (Costa; Faria, 2013, p. 412)

We agree with the authors when they state that it is necessary to prepare students for success in life by interweaving cognitive and socio-emotional skills that help regulate emotions. This success needs to be interwoven with a more comprehensive look at affectivity. Corroborating this idea, Laurinda Almeida in her exceptional article on the Wallonian theory called "Cognition, body and affection" makes us reflect on the child as a complete person and emphasizes that

It is worth remembering that the school designed by Wallon, like today's, is a social institution that assumes multiple roles in the continuity of the socialization of students. The culture of the school, both through the explicit content it conveys and the hidden curriculum that runs parallel to the explicit one, imposes subtle mechanisms to instill values and model behaviors. Understanding the child as a complete, integrated, contextualized person is the way for the school to promote inclusion, and not social exclusion. (Almeida, 2010, p. 31)

Observing the human being in a broad way can be essential to understand the multiplicity of roles routinely experienced and how positive and negative emotions can cause oscillating sensations in the learning environment.

For this reason, in the school environment, especially in Elementary School, individual differences in cognitive development and the potential for collaborative actions of students must be taken into account, since all of this directly implies pedagogical practice. And both the student and the teachers are bio-psycho-spiritual-social beings. These well-aligned interpersonal relationships can help consolidate cognitive-affective development in

relationships that stimulates collaboration and solidarity exercised between the individual and society, as recommended by the Wallonian theory.

4 FINAL CONSIDERATIONS

Socio-emotional skills are a fundamental axis for the integral formation of students and for the construction of more collaborative, welcoming and conducive school environments for learning. The great challenge that is currently being configured is to invest in cognitive/academic skills and socio-emotional skills in the school environment in order to improve coexistence and regulate possible conflicts that occur in daily life.

The study concludes that socio-emotional skills are essential for the integral development of students and that teachers play a key role in promoting these skills. In addition, it shows that socio-emotional development does not occur spontaneously, as it requires pedagogical intentionality, continuous planning and the participation of the entire school community, so it suggests that school management should prioritize socio-emotional education, providing formative moments to its staff so that they can help develop these skills in educational experiences with students.

Finally, it is important to invest significantly in studies, research, discussions and continuing education for all educators on socio-emotional skills in Basic Education, as it is believed that if this practice is encouraged, it will provide a school environment experienced with more welcoming, empathy, resilience, respect and cognitively more productive.

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