

THE IMPLEMENTATION OF SOCIO-EMOTIONAL SKILLS IN THE TEACHING AND LEARNING PROCESS IN SCHOOLS IN THE STATE OF CEARÁ

A IMPLEMENTAÇÃO DAS COMPETÊNCIAS SOCIOEMOCIONAIS NO PROCESSO DE ENSINO E APRENDIZAGEM EM ESCOLAS DO ESTADO DO CEARÁ

LA IMPLEMENTACIÓN DE HABILIDADES SOCIOEMOCIONALES EN EL PROCESO DE ENSEÑANZA Y APRENDIZAJE EN LAS ESCUELAS DEL ESTADO DE CEARÁ



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ABSTRACT

Addressing socio-emotional skills in the school context has become an important tool in holistic education. From this perspective, this work aims to address the importance of socio-emotional skills in the teaching-learning process in schools in the State of Ceará, through a literature review. According to the literature, the implementation of socio-emotional development policies in Ceará's education system, mainly the Center for Work, Research and Social Practices (NTPPS) and the Class Director Teacher Project (PPDT), has positively impacted student development, a fact corroborated by several authors, who in turn highlight improvements in academic results and interpersonal relationships, as well as the development of emotional self-regulation and the ability to resolve conflicts among students. Therefore, socio-emotional skills are a tool of paramount importance in the development and learning of students as a whole.

Keywords: Socio-Emotional Skills. Teaching-Learning. Educational Policies.

RESUMO

Abordar as competências socioemocionais no contexto escolar tem se tornado uma ferramenta importante na educação holística. Nesta perspectiva, este trabalho visa abordar a importância das habilidades socioemocionais no processo ensino-aprendizagem em escolas do Estado do Ceará, por meio de uma revisão bibliográfica. De acordo com a literatura, a implementação de políticas de desenvolvimento socioemocional na educação cearense, principalmente o Núcleo de Trabalho, Pesquisa e Práticas Sociais (NTPPS) e o Projeto Professor Diretor de Turma (PPDT), tem impactado positivamente o desenvolvimento dos discentes, fato este corroborado por diversos autores, que por sua vez, destacam as

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melhorias nos resultados acadêmicos e nas relações interpessoais, bem como o desenvolvimento da autorregulação emocional e a capacidade de resolução de conflitos dos alunos. Portanto, competências socioemocionais são uma ferramenta de suma importância no desenvolvimento e aprendizagem dos educandos em sua totalidade.

Palavras-chave: Competências Socioemocionais. Ensino-Aprendizagem. Políticas Educacionais.

RESUMEN

Abordar las habilidades socioemocionales en el contexto escolar se ha convertido en una herramienta fundamental en la educación integral. Desde esta perspectiva, este trabajo busca analizar la importancia de las habilidades socioemocionales en el proceso de enseñanza-aprendizaje en las escuelas del estado de Ceará, a través de una revisión bibliográfica. Según la literatura, la implementación de políticas de desarrollo socioemocional en el sistema educativo de Ceará, principalmente el Centro de Trabajo, Investigación y Prácticas Sociales (NTPPS) y el Proyecto Docente Director de Clase (PPDT), ha impactado positivamente el desarrollo estudiantil, un hecho corroborado por diversos autores, quienes a su vez destacan mejoras en los resultados académicos y las relaciones interpersonales, así como el desarrollo de la autorregulación emocional y la capacidad para resolver conflictos entre los estudiantes. Por lo tanto, las habilidades socioemocionales constituyen una herramienta de suma importancia para el desarrollo y el aprendizaje integral del alumnado.

Palabras clave: Habilidades Socioemocionales. Enseñanza-Aprendizaje. Políticas Educativas.

1 INTRODUCTION

Historically, education was based on the traditional approach, focused on rational and cognitive knowledge, in which emotional aspects were not part of the teaching-learning process. However, this perspective has been transforming over the last few years, and thus, emotional knowledge has been strengthened in several areas, structuring itself as a significant aspect with regard to human development (ALMEIDA, 2016; COLAGROSSI; VASSIMON, 2017; DA SILVA, 2020).

Given their importance in the school context, the issues inherent to socio-emotional skills have been commonly implemented in contemporary educational public policies (CARVALHO; DA SILVA, 2017; GONÇALVES; MAGALHÃES JÚNIOR, 2021; RUIZ, 2021). In 2020, the National Common Curriculum Base (BNCC) reorganized teaching, defining new guidelines for the school curriculum aimed at promoting various skills in the pedagogical field, in order to subsidize the development and learning of students in their entirety (CANETTIERI; PARANAHYBA; SANTOS, 2021).

This document directs educational institutions to include, among other competencies, socio-emotional competence in their curricula. However, for this guideline to be implemented, it is of great relevance that the school understands how to carry out the approach, so that an intentional pedagogical action occurs, avoiding superficial practices or those that negligently enter the student's psychology, overcoming the teachers' field of action (SOUSA CAMPOS, 2022).

In general, socio-emotional competencies help students to establish positive interpersonal relationships, the ability to resolve conflicts, as well as the development of responsibility to make decisions and manage challenging situations in a constructive and ethical way (ALZINA; ESCODA, 2012; WEISSBERG et al., 2013; CASTILHO-GUALDA et al., 2017; HAMBURG, 2019; ARAÚJO; OLIVEIRA, 2022; FÁVERO et al. 2022).

Therefore, the aforementioned competencies are of paramount importance for the development of students, considering that such skills enhance cognitive competencies and benefit individual and collective life, increasing the levels of academic proficiencies and, consequently, their quality of life (BRITO, 2019; CHAVES, MOTTA; GAWRYSZEWSKI, 2020; SILVA; DA SILVA, 2021).

In the international scenario, socio-emotional competencies in schools are approached as an important instrument in the personal and professional formation of the individual, as highlighted by the works of Durlak et al. (2011), Knowler and Frederickson (2013), Weissberg et al. (2013), Berger et al. (2014), etc.

In Brazil, several researchers in the field of education have been seeking to understand the effectiveness of its implementation in the school context, including the works of Abed (2016), Caluz (2018), Tessaro and Lampert (2019), Canettieri, Parahyba and Santos (2021), Araújo and Oliveira (2022), Bortolossi et al. (2022), Muto and Galvani (2023), Santos (2023), among others. At the State level, the works of Monteiro (2019), Gonçalves and Magalhães Júnior (2021), Cordeiro (2020), Farias (2021), Pontes (2021), etc. stand out.

In this way, it is understood that the inclusion of socio-emotional development permeates pedagogical practices, they help students to know their emotions and think about their reactions to them. Thus, the student will develop their emotional intelligence, focusing on self-development and preparation to deal with the adversities experienced, improving their social skills and feeling safe to relate to the external world and the people around them, acting positively for the common good (SOUSA CAMPOS, 2022).

In this perspective, this work aims to analyze the importance of socio-emotional skills in the teaching-learning process, in order to contribute to the dissemination of the theme, especially with regard to the implementation of socio-emotional development policies in schools in Ceará and their positive impacts.

The methodology used concerns a bibliographic survey in which national and international articles obtained from the *Scientific Electronic Library Online* (SciELO) and *Web of Science* database were analyzed, as well as dissertations and theses available in the Capes database, with a time frame of fifteen years (2008-2023), using the keywords "socio-emotional development", "socio-emotional competence" and "teaching-learning process" as descriptors.

Therefore, the present work is divided into two sections, in order to contemplate the socio-emotional aspects and their importance in the school context, and the positive impacts arising from their implementation in schools in the State of Ceará. The approach will be carried out under the prism of several authors, in order to establish their relationships with regard to socio-emotional skills and the construction of the student's professional and personal knowledge.

2 SOCIO-EMOTIONAL ASPECTS AND THEIR IMPORTANCE IN THE SCHOOL CONTEXT

According to Abed (2016), the discussions about socio-emotional aspects in the school context took place, a priori, in the 90s, when the global movement was instituted that supported the reflections on the desired school for the twenty-first century, having as one of the main historical facts, the publication of the report by Delors (2010), entitled *A Treasure to Discover: Report to UNESCO of the International Commission on Education for the 21st*

Century, which, in turn, contemplates a critical reflection on the education desired and necessary for the current century, emphasizing knowledge from a more active teaching perspective, linked to the skills of coexistence and the development of different skills.

Another milestone related to the theme concerns the publication of the book *The Seven Necessary Knowledges for the Education of the Future*, authored by Edgar Morin (2011), which addresses the fundamental learning for the education of the future, based on the paradigm of complexity. The aforementioned documents refer to and reiterate the importance of the integral development of the student, especially in relation to socio-emotional aspects, permanently transforming the patterns of school education until the end of the twentieth century.

According to Silva and Da Silva (2021), such publications, among other factors, influenced the elaboration of Brazilian policies, such as the Law of Guidelines and Bases for Basic Education (LDB) and the National Common Curricular Base (BNCC), the latter is characterized as a normative document, which, in turn, establishes a diversity of competencies to be worked on throughout basic education and highlights:

In the new world scenario, recognizing oneself in one's historical and cultural context, communicating, being creative, analytical-critical, participatory, open to the new, collaborative, resilient, productive and responsible requires much more than the accumulation of information. It requires the development of skills to learn how to learn, to know how to deal with the information that is increasingly available, to act with discernment and responsibility in the contexts of digital cultures, to apply knowledge to solve problems, to have autonomy to make decisions, to be proactive in identifying the data of a situation and seeking solutions, to live with and learn from differences and diversities (BRASIL, 2018, p. 15).

Among these competencies, the socio-emotional one stands out, which from the perspective of Cardoso and Castro (2020), in the school environment, concerns the skills that contemplate the construction of knowledge and make up a set of characteristics that can support the learning process, through the development of competencies and contexts. Thus, it is of paramount importance to address the needs related to skills to deal with issues other than academics.

In general, socio-emotional skills and competencies in the school context preserve and assist the individual's personal development. Such competencies also collaborate for the learning of curricular contents, aiming to ally the matrix of competencies for the new century, that is, malleable and adaptable to the different strategies that add cognitive and socio-emotional competencies (CARVALHO; SILVA, 2017).

From the perspective of Zabala and Arnau (2010), the socio-emotional competencies addressed in schools contribute to the development of students in an integral way, through the performance of contextualized and interrelated actions with conducts, concepts and procedures, as well as allowing the re-signification of various memorized and stereotyped knowledge, which in turn hinder their interaction and growth in society.

For Colagrossi and Vassimon (2017), the teaching of socio-emotional capacity can currently be considered one of the most relevant methods for promoting efficient reforms in the school environment. Based on several researches, the authors highlight the benefits of social-emotional learning, highlighting improvements in academic results and interpersonal relationships, the development of emotional self-regulation, the reduction of conflicts between students, the understanding of content in the classroom and finally, allow the individual, from an early age, to be healthier and more successful in the personal and academic sphere.

According to Morais (2024), the promotion of socio-emotional skills in education becomes a basic element in the holistic growth of students. For the author, it is not only about transmitting academic knowledge, but also addressing the skills that help them face life's challenges. Therefore, the educational environment is of paramount importance in this process, as it provides opportunities for socio-emotional development.

It should be noted that socio-emotional development is not limited only to students, but also to teachers and non-teaching staff. It is important that the educator receives adequate training in order to understand and identify signs of emotional distress, as well as the ability to provide the necessary support (ABED, 2016).

Nevertheless, teachers are the protagonists of the process of socio-emotional formation in basic education (ALZINA; GONZÁLEZ; NAVARRO, 2015). Therefore, promoting the development of these competencies and skills in these professionals will contribute to their development, also in the students (MARQUES; TANAKA; FÓZ, 2019).

The teacher must guide the teaching-learning process of the emotional aspects of the students, always relating the elements that go beyond the theories addressed in the classroom (VITAL; URT, 2022). Given this situation, socio-emotional education should not be considered as an additional responsibility for educators, but as a pedagogical strategy that will provide the construction of better relationships and more humanized learning (SOUSA CAMPOS, 2022).

In short, socio-emotional development is an essential factor to improve the teaching-learning process, and thus, provide school success, as well as stimulate the social development of students, in view of the involvement of internal and external factors to the institution, but which must be addressed throughout the school process (MORAIS, 2022).

In this context, the importance of the implementation of educational programs aimed at socio-emotional development in the school context is highlighted. The following topic will address the effectiveness of these development policies in Ceará, and the positive impacts of their implementation will also be presented.

3 IMPLEMENTATION OF SOCIO-EMOTIONAL DEVELOPMENT POLICIES IN CEARÁ AND THEIR POSITIVE IMPACTS

Gonçalves and Magalhães Júnior (2021), highlight that since 2012, the Department of Education of the State of Ceará (SEDUC) has carried out several interventions in basic education, based on the perspective of developing students' socio-emotional skills and, consequently, on effective and meaningful learning. In January 2016, the State proposed the formulation of educational policies through the curricular organization of Full-Time High School. This formulation was based on an education that develops the student in its entirety, covering the physical, affective, cognitive, intellectual and ethical dimensions of the human being, through the expansion of time, space and curriculum.

Regarding the formulation of the Policy for the Development of Socio-emotional Competencies in the State of Ceará, the aforementioned authors point out that several initiatives were publicized in order to present the means of implementation of the policy in question, namely: Youth in Action; Educational Psychologists; Social Mediation and Culture of Peace; Education, Gender and Sexuality at School; Cooperative Learning; Learning Community; Life and World of Work Project, Labor, Research and Social Practices Center (NTPPS) and the Class Director Teacher Project (PPDT).

According to Farias (2021), these initiatives were well received in the state of Ceará, which in turn sought to adapt the school curriculum, especially in high school. Among the actions mentioned above, the PPDT and NTPPS stand out, which were inserted in the school curriculum of regular, full-time and professional schools, and became the basis for this policy.

Sousa et al. (2019) point out that the implementation of the PPDT in Ceará took place in 2008, when SEDUC implemented the project in 25 State Schools of Professional Education in Ceará, and in 2010, adherence was expanded to regular schools. The aforementioned authors emphasize that the objective of the project is:

To raise school performance through an approximation between school, student and family, making it possible to get to know students individually not only in their school difficulties, but also in their social context and, in particular, in the relationship with the family, habits, aptitudes and personal tastes (SOUSA et al, 2019, p. 09).

Morais (2024) points out that, in general, the PPDT has played an important role in contemporary education, by highlighting the relevance of students' socio-emotional development as an essential factor for their personal and professional growth. For the aforementioned author, the project in question can help identify the challenges faced by student students and thus offer adequate support through welcoming, providing counseling, referral to specialized professionals or other strategies. Through the PPDT, students seek the healthiest way to express their emotions, to actively listen to other students and to find constructive solutions for the resolution of conflicts. Such skills are of great significance not only in the school environment, but also in everyday life, preparing individuals for future interpersonal relationships.

From this author's point of view, the implementation of the PPDT has positively impacted the development of students through several socio-emotional aspects, such as:

- Improvement in Interpersonal Relationships: PPDT helps students develop communication and conflict resolution skills, making them better able to build healthy relationships with peers and adults.
- Self-knowledge and Self-control: Students learn to recognize and manage their own emotions, which contributes to self-control and ethical decision-making.
- Development of Empathy: PPDT promotes empathy by helping students understand the perspectives and feelings of others.
- Improvement in Academic Performance: Social-emotional development is correlated with academic performance, since emotionally healthy students tend to be more motivated and involved in learning (MORAIS, 2024, p. 3078).

With regard to the NTPPS, it is understood as a curricular component that encourages the application of new pedagogical practices that aim to develop socio-emotional skills through research, interdisciplinarity, as well as student protagonism. This program aims to obtain the enthusiasm and commitment of students, and also to stimulate dialogue between the disciplines and subjects of the institution through the communication established by professors under the guidance of research, providing the improvement of the teaching-learning process (CORDEIRO, 2020).

According to Pontes (2021), the NTPPS proposes an organization of activities for each year, addressing personal, social, and professional aspects. According to the author, in the 1st year of High School, the activities are directed to the discussion about the family and the school, with the student as the protagonist. In the 2nd year, the arguments arise from the need to lead the student to perceive himself as an individual belonging to a community and as an important social actor. In the 3rd year, with the completion of the High School stage,

the focus of the program is more focused on the consolidation of life projects, aiming to reflect on the world of work and the possibilities for students to follow their trajectories at the end of the school term.

According to the Ayrton Senna Institute (2017), it is evident that several socio-emotional skills can be developed in students, which are a fundamental part of the NTPPS, such as self-management, interaction and engagement with others, kindness, emotional resilience, as well as the possibility of openness to the new.

Regarding the positive impacts of the implementation of socio-emotional skills in schools in Ceará. Several studies highlight the difficulties, importance, and impacts of implementing these programs in schools in the state, including the works of Monteiro (2019), Cordeiro (2020), Gonçalves and Magalhães Júnior (2021), Farias (2021), Pontes (2021), Almeida, Santos and Melo (2023), Morais (2024), etc.

Monteiro (2019), through exploratory research, discusses the challenges of developing socio-emotional skills in a full-time high school in Ceará. According to teachers and managers, the main difficulties in the implementation of the NTPPS are the staffing and training of teachers, the absence of collective planning and pedagogical monitoring, as well as the scarcity of pedagogical and material resources. Regarding the positive impacts of its implementation, 79% of the students interviewed stated that the NTPPS curricular component helped them to deal with their feelings, emotions and problems.

Farias (2021), through a literature review, highlighted the importance of developing socio-emotional skills in a full-time high school located in the municipality of Carnaubal, in the northern region of Ceará. The aforementioned author addresses the importance of socio-emotional competencies in the school curriculum addressed through the PPDT and NTPPS. Regarding the positive impacts of these programs, these disciplines stimulate students to student protagonism and work on their intellectual autonomy. This fact is corroborated by the approval results presented by the institution's Pedagogical Political Project (PPP), since the approval rate from 2016 to 2019 grew from 90% to 96.73%, while the dropout rate decreased from 4% to 2.4%.

Almeida, Santos and Melo (2023) presents the analysis of the effectiveness of the NTPPS component in a full-time school in the public school system in Ceará. To this end, the authors carried out an exploratory study, in order to discuss the perceptions of teachers. According to the results obtained, when teaching the NTPPS, the teacher perceives himself as more participative in school projects, has a greater familiarity with academic production, as well as a good interpersonal relationship with his co-workers. The professors also state

that the changes and transformations in the students after the insertion of the NTPPS are observed.

The aforementioned researchers believe that this perception of teachers is due to the achievement of one of the objectives of the aforementioned curricular component, that is, the promotion of the development of socio-emotional skills that underlie their work in the classroom. In short, the authors found that teachers need to practice interdisciplinarity, in order to be able to deal with social, emotional, cultural and cognitive issues that are often omitted or ignored.

Morais (2024) seeks to describe the importance of the PPDT as an important tool in socio-emotional development in the school context. According to the author, the PPDT is characterized as an efficient approach in promoting the growth of students as a whole, positively impacting their academic and socio-emotional needs. Through open discussions and individualized support, teachers help strengthen students' socio-emotional skills, such as empathy, emotional self-management, and conflict resolution. However, the author highlights that for a successful implementation of the PPDT, a commitment is required on the part of the teaching team, and it is necessary to carry out adequate training for these professionals, as well as to create a supportive environment for them to effectively perform their function.

4 FINAL CONSIDERATIONS

In this work, a literature review was proposed on the implementation of socio-emotional competencies in schools in Ceará, in order to address their impacts on the teaching-learning process, given their positive contributions to the development and learning of students.

It is notorious that socio-emotional skills in the school context have been strengthened over the years, in view of the need to understand and support students in their social and professional development. In Ceará, several socio-emotional development policies have been implemented, all of them based on an education that provides the development of the student in its entirety, through changes in the curriculum and pedagogical practices.

Among the educational policies adopted, the NTPPS and PPDT curricular components stand out, which, according to the literature analysis, has helped teachers to identify the challenges faced by students, allowing such professionals to provide adequate support, in order to welcome, advise or refer the student to specialized professionals. Researchers in the area also point out that such disciplines stimulate students to student protagonism and work on their intellectual autonomy, increasing the approval rate and reducing the dropout rate.

In short, socio-emotional skills are a tool of paramount importance in the development and learning of students in social, emotional and professional aspects.

As new studies, the main obstacles found in the school environment that hinder the implementation of educational policies in schools, to consider the student profile, as well as the possible pedagogical practices that may address this problem in an interdisciplinary way in school curricula.

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