Importance of social skills in regular basic education

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Abstract

The objective of the present research was to conduct a systematic review of articles related to social skills within regular basic education. The research was applied, with systematic review design. The population was 30 scientific articles selected in academic searches such as: Google Scholar, Scielo, ProQuest, Dialnet and Redalyc. The search and selection of the articles began in the period 2017 to 2021. On the other hand, important articles were found in Spanish and Portuguese. The terms for this search were "social skills" and "social skills in education", yielding results very similar to the research problem. The technique used was the documentary review, through the analysis of the results and the conclusions obtained, qualitative, quantitative and descriptive research predominates. The information in the scientific network was used, that is, all the documents reviewed were from indexed journals of an academic nature, from national to international studies to be able to rescue the different approaches of this problem with the different points of view, their approach, the problems, the solutions and their recommendations. The importance of social skills in regular basic education is concluded, infants and adolescents who have low rates of social skills, usually reflect it in having a conflictive character or little demonstration of their emotions, this may be a problem when it comes to interpersonal forms and for conflict resolution.

Keywords: Social skills, basic education.

INTRODUCTION

Regular basic education is education that encompasses initial, primary and secondary education; therefore, it is important to consider the need to help the not only academic training of the student, but also to train him with social skills that allow him to interact with his peers and create affective relationships that help him develop as a competent person at the civil and educational level. During the first years of life and the transition from infant to adolescent, the student will go through a time of very significant physical and psychological changes, as well as complicated, so it is important for the teacher, to give them the necessary tools so that they can face it without falling into aggressive relationships and conflict or exclusion by other classmates who live the same changes. Guzmán (2021) mentions that, the issue of social skills is relevant in adolescents and children, due to their relational space and the influence with other areas of vital importance such as educational and family; in the long-term children with problems to establish social relationships will have problems that are linked

to school dropout, violence, and psychopathological disturbances in their adult stage, this type of behavior will not allow them to assimilate their role in society.

The student spends most of his time within the walls of educational institutions, so the teacher has to continue complementing the training that parents must already implement. As Colichón (2020) highlights, the importance of managing emotions in the personal relationships of students and teachers is clear, which is also related to their behavior, that is, in their inclinations to approach or move away from disruptive behaviors. In this sense, emotional learning is visualized as a fundamental pillar in the reduction of inappropriate behaviors in educational centers by students.

This systematic research will allow us to infer the response of the problem raised, the correlation between social skills and their importance in basic education will be found. Education in school, say Fermoso, Coeto, and Camacho (2019), is competency-based, but they do not spread harmonious competition, and more inclusion is needed. It is good that children seek to be better every day, pass the necessary tests and achieve their goals, but now they are focused on surpassing the other regardless of the cost. A subject's social competence should be encouraged more, since it has an important contribution to their personal competence, today personal and social success seem to be more related to the sociability and interpersonal skills of the subject than to their cognitive and intellectual abilities.

METHODOLOGY

The research was applied, under a systematic review design. The population was made up of 30 scientific articles selected in academics such as: Google Scholar, Scielo, ProQuest, Dialnet and Redalyc. The items used were current with an age of not less than five years, on the other hand, important articles in Spanish and Portuguese were found. The terms for this search were "social skills" and "social skills in education", yielding results very similar to the research problem. The technique used was the documentary review, through the analysis of the results and the conclusions obtained, qualitative, quantitative and descriptive research predominates. The information in the scientific network was used, that is, all the documents reviewed were from indexed journals of an academic nature, from national to international studies to be able to rescue the different approaches of this problem with the different points of view, their approach, the problems, the solutions and their recommendations. The search and selection of the articles began in the period 2017 to 2021.

RESULTS

Figure 1 shows the systematic review of articles with information search process. By entering the search terms without any filter, results are displayed with numerous articles: Dialnet 2301, Google Scholar 485, Redalyc 19, Proquest 5843, Scielo 84. Applying language filters (Spanish and Portuguese), not less than five years old, specifying that they are only articles from scientific journals, smaller numbers of articles were obtained. It is also worth mentioning personal choice, discarding articles that are not related to the application of the subject in regular basic education. Then, the search looks like this: Dialnet 15, Google Scholar 5, Redalyc 2, Proquest 1 and Scielo 7.

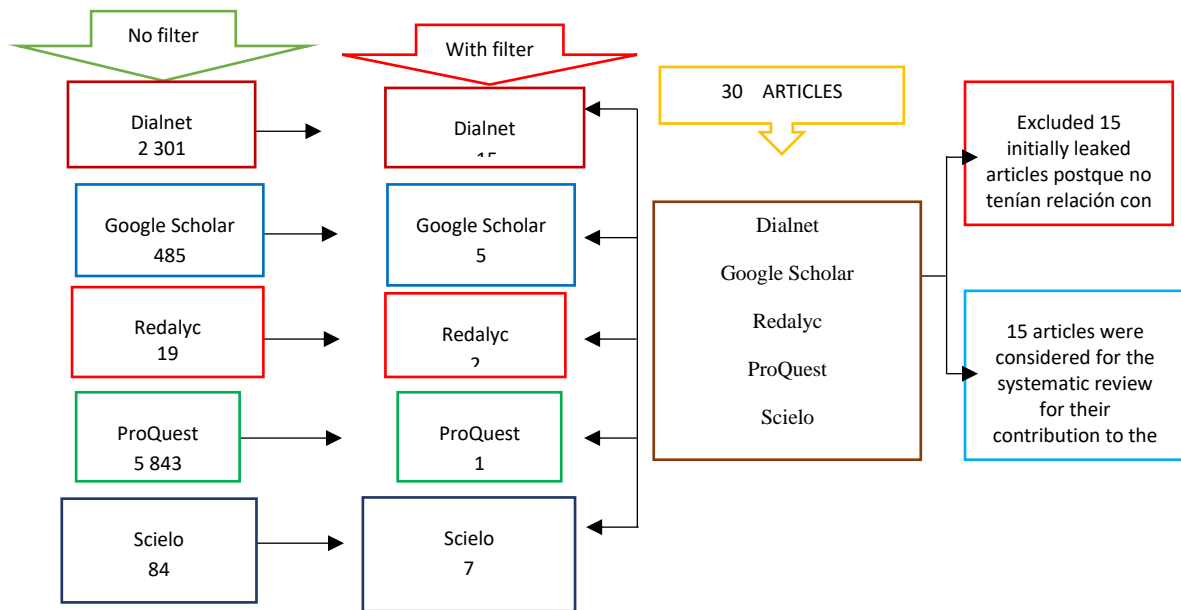Importance of social skills in regular basic education

Figure 1. Flowchart of inclusion and exclusion criteria taken for systematic review

In figure 2 it is observed that 40% of the systematic review of the articles with respect to the Google search engine, this is due to the greater use and access it has by students, while 27% belongs to Google scholar 13% Redalyc, 13% Scielo, 7% Dialnet. It was evidenced that the majority of articles in the last 5 years between 2017-2020,
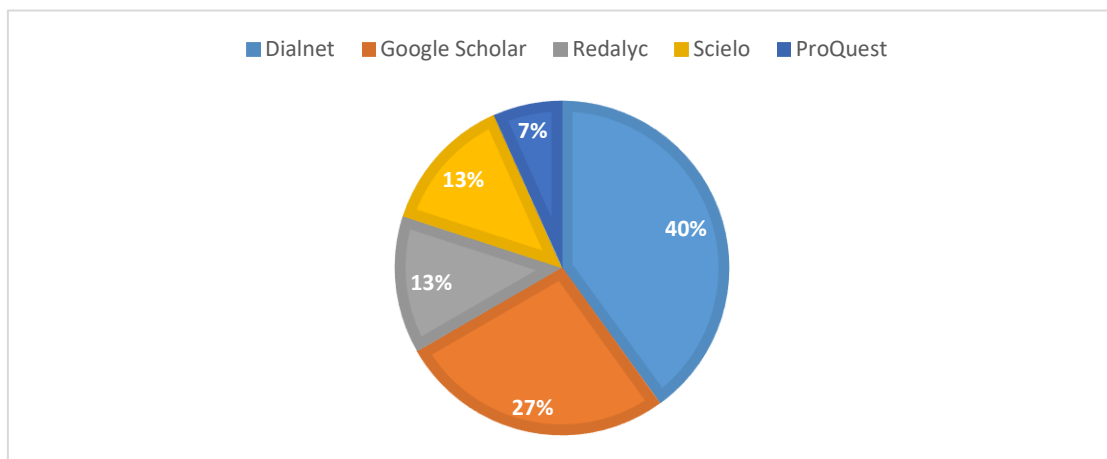

Figure 2. Percentage distribution of articles according to the academic search engine

Figure 3 shows a percentage distribution of articles according to countries of origin of the research to make a comparison in terms of countries that have studied about the problem raised. Spain and Peru, stand out in this opportunity, in this research 26.67% are Spanish articles and another 26.67% are Peruvian.
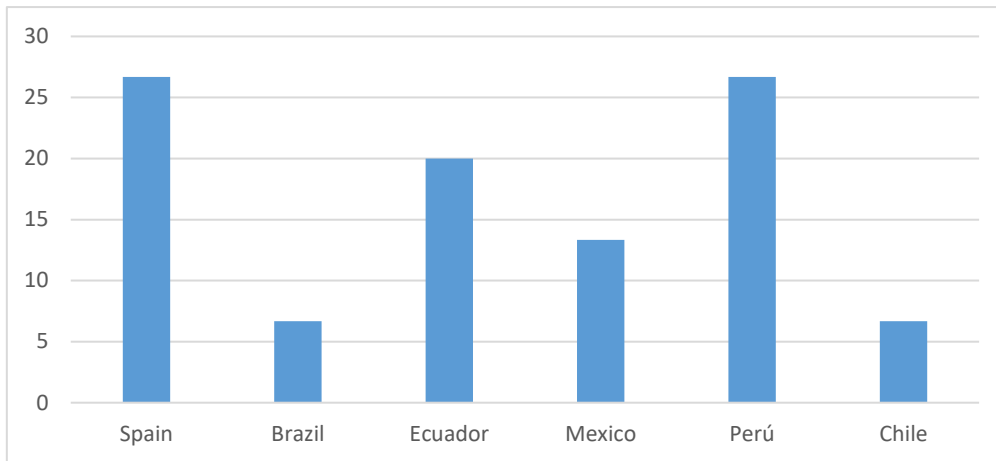
Figure 3. Percentage distribution of items by country

Table 1 shows the contributions of the most important collected studies of each research to solve the question posed about the importance of social skills in regular basic education: These 15 articles demonstrated the importance of social skills in regular basic education. Each study has brought a part of the answer for the subject, but they agree on the deficiency of the school curriculum for the application of subjects and / or activities that promote the development of social skills, thus removing the possibility of forming students who can manage their behavior and way of relating to peers, and citizen in general.

N°	Authors	Contribution to the study
1	Rosas, A. R. (2021)	The practice of social skills is an important requirement to be able to socialize, it is thus, that when applying these evaluation instruments, they allow to know what comes to be the level of social skills that are present in the environment with the purpose of being able to apply corrective strategies that maintain a healthy coexistence and an efficient climate in the environment where it is related, the one that is acquired in childhood, where the family is responsible for its learning, the internalization of positive behaviors in the child and adolescent, where the teacher in the school cannot be indifferent, since they are the ones that reinforce these learnings.
2	Colichón, M.E. (2020)	It is clear the importance of managing emotions in the personal relationships of students and teachers, which is also related to their behavior, is that is, in their inclinations to approach orale jarse of disruptive behaviors. As for social skills, the school is suggested to encourage the appreciation of social skills and their interdependence; exercise listening with attention and start a conversation effectively, and thus maintain and cultivate social skills reflecting on the basis of one's own feelings to express them within a good interpersonal treatment.

3	Tolentino, H. (2020)	Society, faced with the changes it undergoes in the scientific, technological, cultural and above all political spheres, requires well-trained leaders committed to the well-being of the population. But such training should not begin in adulthood when you intend (or will) occupy some position, but must be a constant learning and preparation, which must begin in school, from basic education. Itis necessary for the school to prepare students, as future and future leaders, in the management of social, emotional, intrapersonal and interpersonal skills; because, they are the foundation for the formation of leaders. In addition, a good leader and a good leader must develop complex thinking, and this can be realized through learning based on problem solving and case studies; which allow the development of critical, reflective and purposeful skills.
4	Peñalva, A., Vega, M. A., & López, J. J. (2020)	The main finding of this research is that five factors have been found (social skills, competitiveness/arrogance, cordiality/friendship, aggressiveness and loneliness) that bring together the 62 behaviors collected in the MESSY scale with important differences between boys and girls (both in the sample as a whole and in the different courses) in primary school students. These factors, and their differences from a gender perspective, provide important evidence that must be taken into account when planning the development of social skills in childhood from an educational perspective. This will facilitate the development of an adequate social competence allowing to create and maintain successful interactions with peers, develop behaviors adjusted to each context and an adequate psychosocial adjustment. For this, it will be necessary to identify which priority areas should be developed specifically according to the gender of the students. This will have a differential impact both on the approach of the training objectives and on the selection of contents to work on and activities to be developed.
5	Llamazares, A., & Urbano, A. (2020)	Given this, it is important to work on emotional education and social skills, but not only with the students but also with their family. To work efficiently, both with students and their families, evidence-based positive parenting programs are suggested. Positive parenting is a behavior of parents by which their abilities are enhanced and they are guided to achieve the full development of children and adolescents. It is a way of understanding parenting and education that is based on respect for the needs of children. Good treatment of children favors their integral development and ensures their

		well-being, as well as the transmission of values and respect through positive parenting allows minors to develop as people with good self-esteem and grow up being active members of our society.
6	Guzmán, Ó. S. (2021)	Particular importance should be granted to the acquisition of social competences in education, these must be included in the efficient teaching and learning process. These competences still do not manage to have a transversal presence in Social Skills in childhood and adolescence, useful for the Didactic management of school curricula as it should, due to their highlight in some areas such as verbal and digital languages, as well as social competences. The Organization for Economic Cooperation and Development (OECD) highlights its research Social and Emotional Skills the model of the Five Great Factors, which highlights the close relationship between socio-affective skills and results in different contexts as detailed in the figure.
7	Martínez, M. M., Jiménez, M., & Ordoz, M. S. (2020)	The data indicate that there are no significant differences between blind or visually impaired students and their peers without disabilities. This result differs from those obtained by some researchers, who suggest that children with visual impairment (blindness or low vision) have difficulty interacting with other people. Although most of the studies reviewed have found differences between students with and without visual impairment, in favor of the latter, these results indicate that there are no such differences. In this sense, it is highlighted that not all people with visual disabilities have problems of social adjustment. Similarly, it should not be assumed that visually impaired people necessarily have deficits in social skills. Our results agree, in addition, it has been proven that there are no significant differences between the groups in the measures of the self-report when comparing, in their study, children with visual impairment and children without disabilities.
8	Santamaría, B., & Valdés, M. V. (2017)	The management of the habitat by its own inhabitants together Numerous studies relate HH. SS., IE and academic performance or success in general. Some relate specific EI factors such as awareness, adaptability, empathy to positive end-to-end academic outcomes; others state that social behaviors are predictors of academic performance. There are also programs to improve social and emotional competence to improve academic results; other studies predict academic performance with EI factors; in some, a positive relationship is established between high levels of awareness and the understanding of their own emotions about academic

		performance; others determine that subjects exposed to emotional and social learning obtain higher grades.
9	Quevedo, V. E., Andrade, A., & Perlaza, P. (2019)	Insufficient mastery by schoolchildren of social skills and how to handle the most common situations that may arise in the group. Schoolchildren do not have the necessary ability to control emotions and impulses or to analyze and understand conflicts, the latter being the most affected. They do not adapt or resist conflict situations. These results highlight the need for educational programs – with the interdisciplinary competition of Pedagogy and Psychology – for the development of social skills in schools, in order to prepare students for the difficult stage of adolescence, knowing that the psychosocial group and the school are agents of socialization of utmost importance, due to the psychological characteristics of this stage of development.
10	Fermoso, F., Coeto, G., & Camacho, E. J. (2019)	Social skills are totally congenial with the personal part, because we can say that we are skilled for some sport or discipline that we like to perform, such as dance, music, playing an instrument, being good at working in a team, among others; therefore, it generates an improvement in the individual, since it is exposed to multiple changes, whether they are problematic, mistakes, but also improvements and achievements that are turning the person into a social being, including the range of coexistence with the people around him. That is when social skills begin to be generated, which help the individual generate guidelines to socialize, whether it is a greeting, a kind gesture, courtesy or address with respect, because today the part of values and empathy is lost; it is no longer quite noticeable that from a young age we learn to be generous with the person next to me; we are not determined to shake hands with my partner to support him if he falls and no longer has the strength to get up, because values are being lost. Education in school is based on competences, but they do not spread harmonious competition. More inclusion is needed. It is good that children seek to be better every day, pass the necessary tests and achieve their goals, but now they are focused on surpassing the other regardless of the cost.
11	García, A., & Méndez, C. (2017)	With the results obtained we can affirm that the children did not acquire social competences as such since to have them requires specific behaviors and both cognitive and affective variables that are determined according to the situation and that are oriented to a response congruent with the social demand. The teacher, in this sense, must act as an expert therapist in all the elements immersed in the

		EHS to practice, develop and potentiate them within his classroom, in addition he must take into account all those factors that have an impact on the improvement of coexistence. In carrying out this task, the teacher is not alone, it is protected by an entire institutional team that together share the objective of training future citizens, as well as others. Instances external to the institution, which explicitly or implicitly have an impact on what happens within it.
12	Vieira, J., Pereira, Z. A., & Del Prette, A. (2017)	In most empirical studies, participants were primary caregivers. Very few studies involved other types of educational agents. The fact that HS was mainly measured through indirect assessment resources, such as self-report tools or third-party reporting. Self-report instruments were the most commonly used, either as the only resource to assess hse, or accompanied by other measures (evaluation or observation of third parties)
13	Torres, S. E., Hidalgo, G. A., & Suarez, K. V. (2020)	The average level of social skills is related to the medium and low level of students' academic performance, while the low level of social skills is related to low level of academic performance; as found by those who conclude that there is a direct relationship of medium grade between social skills and academic performance. The area of social skills of higher level reached in the research is the saying no and cutting interactions related to a good level of academic performance, it could be explained because this social skill would allow students to cut distracting interactions in the classroom, which favors their learning; while the area of lower level social skills reached is to make requests related to low level of academic performance, which could be explained by the ability of students to ask questions or ask for some confusing topic to be repeated to the teacher to clarify the topics discussed.
14	Estrada, E. G., & Mamani, H. J. (2020)	In the light of the results, we can affirm that the development of people's social competence occurs through the interaction and relationships they establish with their peers. That is why it is important that teachers and parents guide this process so that they can be given in an appropriate way. In this way, a psychologically healthy school environment will be directly promoted. There is a moderate, direct and significant correlation between the study variables, so as long as students at the secondary level present higher levels of development of their social skills, the school social climate that is generated will be the most appropriate and vice versa.
15	Ordoñez, M.; Montes, L. & Garzón, G. (2018)	From the comparison of the answers given by the monitor of the theater workshop and the tutor of the

student, the first thing that catches our attention is the change of attitude of the student at the end of the course. In many of the items this change coincides both in the classroom environment and in the workshop environment, it can be verified how it is much more incipient and radical when the student is in the microclimate formed by the group of students who have participated in the therapeutic activity of the theatrical game. We are talking about a participatory, playful, dynamic methodology, new for the teacher, but with a didactic and formative richness that makes it worth "wasting class time".

DISCUSSION

With regard to the exhaustive search of the articles, it is realized the need for a sustained and precise implementation of social skills training for students of regular basic education. There is talk of school coexistence activities, but they are applied on a monthly basis and do not cover the time that should be seen as more playful activities than social learning. It is in this context that we see the consequences of not paying attention to the importance of social skills in school. Likewise, in the study of Estrada and Mamani (2020), students are not fully capable of defending their own rights and sometimes allow themselves to be manipulated by their peers. Similarly, the communication process has some shortcomings as they fail to convey what they wish to express and the way they exchange ideas is not effective. On the other hand, they feel an appreciation of their strengths, although they are also not entirely satisfied with their physical and psychological characteristics. Finally, they show that students on several occasions act without measuring the consequences that these actions may entail.

Santamaría and Valdés (2017), mention that numerous studies relate HH. SS., IE and academic performance or success in general, these studies expose that child around 6 years of age who have not reached a minimum of social skills (HH. SS) have a high probability of being at risk in their lives; Also, in addition, it suggests that relationships between equals will influence cognitive and social development. On the other hand, he mentions that, in another study, they indicate that, in students of all ESO courses (Secondary Level), high pro-social behavior is related to high scores in various learning and study strategies. All this underpins the importance of his research, focused on knowing the relationship that HH.SS and EI have with academic performance leaving aside theoretical intelligence.

Finally, we can conclude that, the studies of Torres, Hidalgo and Suarez (2020), who analyzed the relationship between academic performance and social skills, demonstrating that 53% of the students investigated, are located at the high level of performance and mostly, these students have a medium level of social skills; while the highest percentage of students, 61%, are located at the average level of academic performance, and their level of social skills is medium and low; finally 3.29% of students are located at low level of academic performance, and their level of social skills is low. Here it is clearly denoted how the social level is just as important as the area of knowledge in the learning of basic education. It demonstrates how a student with developed social skills is more likely to succeed.

Finally, Quevedo, Andrade and Perlaza (2019), conclude that the dimensions of the development of social skills are evaluated at a low level, given the lack of information on the subject (8%), the insufficient affectivity and motivation of schoolchildren for the issue of social skills (13.3%) and the inadequate attitude assumed for the development of these (41.3%). They present their results demonstrating the need for educational programs – with the interdisciplinary competition of Pedagogy and Psychology – for the development of social skills in schools, in order to prepare students for the difficult stage of adolescence, knowing that the psychosocial group and the school, are agents of socialization of utmost importance, due to the psychological characteristics of this stage of development.

CONCLUSIONS

In general, the importance of social skills in regular basic education was evident. The objective has been met, highlighting each contribution of the research reviewed, whose results have been able to demonstrate not only the importance, but the need to apply a model of social skills training in institutions of initial, primary and secondary education. Among theoretical studies, based on systematic reviews and empirical studies about the variable of "social skills", it can be verified the existence of frequent conflicting behaviors and little knowledge of how to speak and interact of students, this being detrimental to their growth and adolescent development, causing fear of public speaking or expressing their feelings when you want to flatter a person or let him know that what he said hurt him in some way.

There is a need to continue improving intervention instruments, adapting them to the smallest, subjects difficult to study as they cannot be imposed to answer long and complicated questionnaires. Also, studies and diagnoses must be expanded to put together a generalized instrument and at the same time that meets the particularities of each sector and age. Several studies highlight the fact that they are not so broad to obtain a general knowledge of the state of social skills – even if they agree that children and adolescents have social weaknesses. Social skills have become an important topic, but little studied, these investigations must be expanded as has already been said, always highlighting their need and how it complements traditional education, turning the child into a subject known in theoretical subjects that can relate, exchange opinions and spread respect to other peers, relatives and population.

Finally, it must be realized that, in a globalized context, although it is desired to make young people competitive, this must be moderated, also with social skills. Arrogance and greed can play against interpersonal relationships by creating relationships of constant conflict, so they must moderate and change the competitive landscape for one of respect and help.

The activities that can help and with which you can study how the formation of social skills is developing in schools, are those playful, dramatic and sports activities in which classmates must form teams or must express themselves face to face with other students, of course, this should not be day activities, rather, constant activities included in a new curriculum so that there is no setback in training.

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