

# The symbiosis of skills and the cognitive factor in the training process of regular basic education teachers

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## ABSTRACT:

The training processes developed in the pedagogical training institutions constitute mechanisms and educational models, with the purpose of solving the social demand; that is why the training of the teacher profile must have all the necessary attributes that allow guaranteeing the true role of the Regular Basic Education teacher. The objective of the study is to recognize the importance of the development of social skills in the teacher training process of Regular Basic Education based on the reality of 600 students from eight urban educational institutions in Lambayeque (Peru). The qualitative research experience focuses on the characterization of explanatory models, social skills and feelings; and finally, social skills in relation to the nature of interaction. These three scenarios are based on the contributions of John Mayer and Salovey (1999), Goleman (2003), Gardner (1994), Piaget (1987), Vygotsky (1979) and Bandura (1969). The aforementioned contributions made it possible to record findings related to the symbiosis generated between social skills and the cognitive factor when the teacher approaches the teaching process with the expectation of achieving his or her purposes.

## Keywords:

social skills, cognition, education, teaching.

## INTRODUCTION

In the Lambayeque region, there are teacher training institutions that have roots and trajectory in the development of proposals for the training of education professionals at different levels and modalities; however, when analyzing the profile of the graduate, the professional conditions do not represent the best characteristics that define the teacher through the management of social skills. The objective of the study is to recognize the importance of the development of social skills in the teacher training process of Regular Basic Education, given that it is a category that should be reflected upon in order to understand the role of the institutions as a response to labor demand. Within this context, it is possible to indicate that the Universidad

Nacional Pedro Ruiz Gallo (Lambayeque, Peru) is part of the social development of the region, which represents a strong level of syncretism of all kinds because the process of internal migration is recurrent due to the lack of opportunities in the regions adjacent to Lambayeque.

The study emphasizes the analysis of three perspectives on social skills, starting with the analysis of the proposals of John Mayer and Salovey (1999), Goleman (2003), Gardner (1994), Piaget (1987), Vygotsky (1979), Bandura (1969) to understand the role and contribution in order to experience the concept of social skills.

In this way, the possibility of judging: 1. the explanatory models and the consequent effects in relation to human behavior is contextualized, considering that an individual who decides to become a teacher probably

does not have the same experience of learning social skills and it is also possible that, having learned them, he/she does not manifest them. It is important to analyze the symbiosis that produces the relationship between social skills and feelings in a given circumstance knowing that "intelligence is registered in all areas of the brain" (Gardner, 2019), then, the spontaneous or motivated mixture of social skills and feelings is inevitable, but it is not always externalized when working in a team. The manifestation of social skills when they generate synergies with the nature of the interaction. These are three spaces whose symbiosis is a powerful tool to contextualize the meaning of the training of professionals dedicated to teaching in Regular Basic Education.

## METHODOLOGY

The study was developed based on the socio-educational approach, with the purpose of analyzing the relationship between both categories (social skills and the cognitive factor). Qualitative studies are characterized by the real contribution of the protagonists, which is why it is important to situate the analysis of social skills from ethnography to explain the synergy or subordination of one of them when talking about the profile of the graduate, recognizing that the teacher is part of the life of schoolchildren when human maturity or immaturity is judged through social skills within the school. The data presented here are considered to have "validity and universality of the mental representations" (Packer, 2018, p. 210) of the protagonists who participated in the study. This is a population of eight institutions that provide the educational service of primary education: I. E. Juan Manuel Iturregui n.º 10106, I. E. Juan Fanning García n.º 10104, I. E. Sara Antonieta Bullón Lamadrid n.º 10110, I. E. 27 de Diciembre n.º 11036, I. E. San Martín N° 10112, I. E. Santa Rosa No. 10113, I. E. Nuestra Señora de la Asunción No. 10111, and finally I.E. Guardia Republicana N° 10109. All institutions are located in the urban area of Lambayeque. The population that was the subject of the research comprises 600 schoolchildren and the study was carried out during the period 2013-2019.

In the same perspective as Packer, it should be pointed out that findings and impact "are guaranteed by an innate capacity to reason universally" (p. 210). 210), since building a curricular model thought in the development of social skills and colliding with the hegemony of cognition demands decoding the theoretical construct, since any formative purpose will always be a collective construction, whose sociocultural fabric is a factor to be considered, with the purpose of guaranteeing the profile sustained in the development of social skills to manage the coexistence climate within the classroom or outside it because the teacher's role transcends in every sense.

The study registers an important finding centered on the categorical dichotomy between the development of social skills in relation to the cognitive factor, the prevalence of one of them would allow the subordination of the factor or social skill, this determination is significant as it has strong links with the profile of the Regular Basic Education teacher. It should also be noted that the study is qualitative because it represents the nature of the knowledge resulting from the experience during the professional training stage. The ethnographic approach was used for the same reason as the social skills with ideal constructions that keep the spirit of improvement before the formative processes.

## DISCUSSION AND RESULTS

All training processes aimed at professional development require their own mechanisms that are born in the educational models of teacher training institutions. Within this sociocultural process, people with different perspectives, with different values and their own hierarchies participate. This human miscellany also manifests human nature when behavior is judged through the critique of its emotional constitution when human interaction takes place inside or outside the school. It is precisely because social skills constitute a broad field of research, with important theoretical and methodological developments in recent decades, and have aroused great interest in different areas of psychology and pedagogy for their innovative applications.

In Latin America, studies on social skills have been developed from the field of psychology and, almost always, have been applied to develop training programs aimed at personnel working in companies or to influence their need in teacher training; regarding their application at the level of students and parents, some theoretical studies highlight their psycho-pedagogical importance in school performance.

Social acceptance or the degree to which a child is liked by peers is an important index of that student's current adjustment and adjustment, and is a good predictor of future adjustment. Children who are ignored by their peers and especially children who are rejected by their peers are at risk for various problems in childhood and adolescence. Today there is a large amount of data that allows to affirm that the repertoire of social skills is the major determinant of social acceptance in childhood, socially skilled children are the most accepted and loved while the less skilled are merely ignored or actively rejected by their peers.

In accordance with the above, it is no exaggeration to state that in all groups of children there are some who experience problems in the exercise of their social skills, since it is observed with great astonishment and concern from the same school reality that some students do not know how to face or confront insults or

annoyances from classmates; others do not respond adequately when someone approaches them to play; there are some who do not initiate a conversation when faced with a new situation, do not have close friends, do not cooperate, are inhibited in interpersonal situations, isolate themselves, submit and are dependent on others or do not interact with others.

Some are shy and do not speak, others avoid social contact with others, while others are dominant and aggressive. Others fail to assert their position in a discussion because they have limitations to raise ideas assertively, there are those who experience great anxiety when facing conflict with another person and bow to it, they find it difficult to make friends, they are apathetic and indifferent in interpersonal situations, they do not defend themselves, even if they are picked on, they prefer to be with younger children, they like to be alone, self-absorbed or isolated sometimes as a result of excessive use of social networks and the internet; and so on and so forth, one could list multiple and varied difficulties that children may experience when relating to their peers.

The deficient level of social skills development exists independently or repeatedly in conjunction with other cognitive or emotional problems and many of these relationship problems have a negative effect on school performance. It should be kept in mind that, when problems in the exercise of social skills are present, it should be determined when there is a generalized social impairment and therefore constitutes a serious problem and when it is a normal functioning social deficit in the child.

### 1. Explanatory models

Although it is recognized that students' social skills are a fundamental tool for successful social interaction, the foundations are not yet in place that favor the application of programs to develop social skills that help prevent or address conflicts that occur in the classroom of an educational institution, as well as allow for better communication of the needs of each person with each other, greater respect for diversity and the finding of solutions to conflicts, preventing them from becoming entrenched and damaging the coexistence relationships between educational agents.

There is also little emphasis given by teachers to the development of students' social skills, despite the fact that they recognize that the classroom is a space for socioemotional, communicative and cognitive interaction; so much so that in the context where the educational institutions are located at the primary education level (ages 6, 11 and 12 years), whose students are the subject of the study, there is currently little or low level of development of their social skills. In recent years, it has been observed that (29 %) students present problems related to the poor development of social skills, which is evidenced by

poor participation in classroom sessions, fear of asking teachers about their doubts related to the content of the curricular areas or about the completion of a task, which is reflected in repeated cases in the poor grades obtained. Likewise, inadequate interpersonal relationships have been observed, manifested in conflicts between peers, scarce empathy, apparent shyness, feelings of anxiety, aggressiveness, isolation and progressive loss of self-esteem, poor performance, truancy, addictions, rejection, low level of assertiveness, poor communication skills, personal conflicts, school maladjustment, inability to seek solutions to their problems, generating difficulties when interacting with peers, family members and people in their social environment.

Regarding the problem described above, it is stated that the lack of didactic strategies leads to a deficient level of development of social skills in students, given that a large percentage of children who belong to primary educational institutions in our country experience difficulties in relating to others regardless of age, gender, economic or social status, as it has been observed that there are children who sporadically and punctually or chronically, suffer and have a bad time or do not enjoy interacting with other people; On the other hand, there are also others who give others a hard time when they interact with them because they belittle, humiliate, please or threaten them.

There is a progressive increase in the problems related to a deficient development of social skills presented by children in the different contexts in which they live; for this reason, since the problem under study continues to increase, it has been considered to ask what is the cause of this situation and what are the factors that cause this problem.

#### a. *The skill deficit or deficit model*

The behavioral repertoire explains why the subject does not have in his/her repertoire the behaviors and skills necessary to act in a given interpersonal situation; here the subject does not know because he/she has never learned them; however, it can also happen that the subject does not have the knowledge of the desirable behavior in a given context. One of the explanations for why the subject does not have the interpersonal skills is, for example, an inadequate history of reinforcement, absence of appropriate models or lack of stimuli and learning opportunities.

#### b. *In interference model or also of the implementation deficit*

Several explanatory models that state that the subject has or may have certain skills in his repertoire, but does not use them because emotional, cognitive or motor factors interfere in their execution. Among the interfering variables that block or interfere with the acquisition or performance of social skills may be

mentioned: depressive thoughts, poor problem-solving skills, inadequate skills to put oneself in the other person's place, low self-efficacy expectations, anxiety, fear, aggressive behavior, motor behavior (may be inadequate by being absent, significantly deficient or excessive in intensity, duration or frequency), inaccurate attributions, negative self-affirmations, irrational beliefs (e.g. exaggerations) deficits in social perception and discrimination, negative expectations, helplessness, thoughts of self-defeat and frustration; according to this model, overt behavior is not necessarily an indicator of social skill.

The models presented typify the forms of behavior through the development of social skills. There are important precedents that characterize the role of the sciences and scholars of the problem with significant alternatives. For example:

John Mayer and Salovey (1999), Goleman (2003), Gardner (1994), Piaget (1987), Vygotsky (1979) and Bandura (1969) analyze the behavior of individuals in terms of the development of social skills; however, each one offers perspectives for analysis. This exercise is compelling because it deals with the integral formation of primary education students in educational institutions at the national level.

The theoretical contribution of the research would be the aforementioned proposal, since although the topic of social skills is widely known, there is little research on the subject, which constitutes a challenge for the present research study, from which further research can be elaborated that can be applied and validated in diverse contexts of the educational field that demands so many original proposals for the solution of a wide range of educational problems.

The dichotomy between the breadth of knowledge in this regard and the few investigations has explanations centered on the professional development of teachers, whose origin has the same limitations that students offer; that is, teachers trained with a profile that characterizes their social skills have the same gaps to be able to communicate, which is why schools almost always develop a social fabric based on their interests. The development of social skills has marked characteristics when individuals are grouped together, considering that they have the same interests and needs, perhaps the same scale of values. For example, at the Pedro Ruiz Gallo University (Lambayeque, Peru), teachers belong to groups that have political affinity, there are two groups with marked cultural patterns, but within each group there are other subgroups that can join or not when they consider it appropriate.

Human behavior is represented according to the social conditions in which they develop. These possibilities generate expectations because there are paths to take. That is why Mayer *et al.* (1999) state that "in order to face the multiple challenges of today's world,

educational institutions have recognized that in addition to information and intellectual training, children need to learn other types of non-cognitive skills" (p. 284), since this is a demand that has no limit. In addition to this, schools have subscribed to the importance of learning emotional and social aspects to facilitate the global adaptation of citizens in a changing world, with constant and dangerous challenges. Therefore, the school of the 21st century is committed to the dual mission of educating *both the head and the heart*; that is, the academic and the emotional, since they are certain that both types of learning are inseparably connected and that this is a false dichotomy; in other words, that it is not necessary to bet on one of them to the detriment of the other.

Mayer is forceful because he warns that the work to develop social skills comes from the cognitive aspect because the cultivation of emotions precedes and precedes the cognitive aspect. The development of skills has direct implications in human development, therefore it is pertinent to determine that when talking about elements closely linked to emotions, it is important to recognize the context in which they are properly developed, as Fernández (2021) points out that:

"The skill system presented has a cognitive and emotional basis. Interpretation, analysis and evaluation are connected to self-regulation, the nature of which is emotional and rational. This contributes to and encompasses these processes in order to achieve an adequate development of critical thinking" (p. 268).

The trajectory of emotions as a variable of the human constitution would not exist if the level of cognition has not been determined beforehand; therefore, if one intends to develop social skills, it is necessary to recognize the potentials in the same proportion of both cognitive and affective.

Emotions help to solve problems and facilitate adaptation to the environment. This is a functionalist vision of emotions that allows recalling the classic definitions of intelligence that emphasize the ability to adapt to an environment of continuous change. Therefore, taking into account the given proposition, it can be affirmed that emotional intelligence is considered an ability centered on the processing of emotional information that unifies emotions and reasoning, allowing us to use our emotions to facilitate more effective reasoning and to think more intelligently about our emotional life.

It is very evident that symbiosis is emerging for the formative purposes of teachers who will be in charge of the emotional formation of schoolchildren.

In the school context, students face daily situations in which they have to resort to the use of emotional skills to adapt adequately to school; therefore, it is important



to take into consideration that teachers must also use their emotional intelligence during their teaching activity to successfully guide both their emotions and those of their students.

Mayer and Salovey's (1999) ability model consider that emotional intelligence is conceptualized through four abilities centered on the following:

- a. Perceive, value and express emotions accurately.
- b. Access and/or generate feelings that facilitate thinking.
- c. Understanding emotions and emotional awareness.
- d. Regulating emotions, promoting emotional and intellectual growth.

A look at the above typification is very objective in that it characterizes the emotional side of people, but at the same time it is born of cognition when *perceiving*, *accessing*, *understanding* and *regulating*, so to speak, behavior. Although Mayer's contribution attempts to clarify the spaces and contexts in which emotions are cultivated, it is also proper to recognize that to reach

them it is necessary that cognition is a strong argument for it.

## 2. Social skills and feelings

A person's success is not only determined by his or her IQ or academic studies, but also by emotional knowledge, since emotional intelligence refers to the **individual's ability to identify his or her own emotional state and manage it appropriately**. This ability has a very positive impact on people who possess it, as it allows them to understand and control their impulses, facilitating communicative relationships with others.

The rules that govern the world of work are changing, since nowadays people are not only judged by how intelligent they are, nor by their training or experience, but also by the way they relate to each other and to others.

Among the social skills that today's globalized and competitive world requires to be put into practice can be characterized as follows:

Table 1. Perception of the scenarios for social skills in the context of the professional training of regular basic education teachers.

<i>Communicative forms</i>	<i>In front of the uncertainty</i>	<i>Around itself</i>
<ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Ability to communicate verbally</li> <li>• Ability to work in a team</li> <li>• Ability to negotiate disputes</li> <li>• Ability to develop arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Ability to solve</li> <li>• Ability to propose a creative response to setbacks</li> <li>• Ability to achieve objectives</li> <li>• Ability to face fear</li> <li>• Ability to take on challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to control oneself               <ul style="list-style-type: none"> <li>• Trust</li> <li>• Motivation</li> </ul> </li> <li>• The feeling of wanting to blaze a trail and being proud of what has been achieved</li> <li>• Group and interpersonal effectiveness</li> <li>• Willingness to actively participate and leadership potential.</li> <li>• Development of self-knowledge</li> <li>• Development of the self-assessment</li> </ul>

Source: Own elaboration.

The three perspectives have an intertwined cognitive process, it is relevant that the learning processes linked to the development of social skills have, objectively, the contribution of the importance of valuing social skills within the training process. To all this, Goleman (2003), points out that:

*"Emotional intelligence is a way of interacting with the world that takes feelings very much into account, and encompasses skills such as impulse control, self-awareness, motivation, enthusiasm, perseverance, empathy, mental agility" (p. 18).*

Goleman's argument offers a complex system of convergent and divergent categories to the state of social skills because the condition is human self-awareness as a factor that allows socially assuming that any form of interaction; there cannot be an unbeatable interaction without the individual assuming that his decisions come from any self-conscious exercise. On the

other hand, when an individual, in any scenario, manifests his concerns assuming that he must respond successfully, that response corresponds to the sense of motivation created before the interaction or that this generates the motives. Observing, graphically, the emotional side of people could be as follows, in Figure 1:

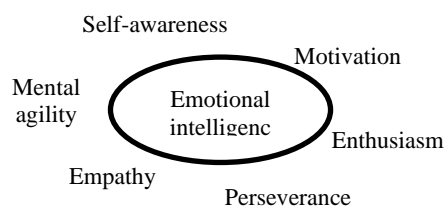


Figure 1. Six characteristic behaviors of Emotional Intelligence, according to Goleman (2003).

The perspective, however, transcends in the understanding of all the processes of social skills as attributes of human nature and its projections around the role of interaction. It is not noticed that the mental ability is the mental representation or the cognitive exercise that with openness to assume this or that behavior or is the product of them. In schools there are constant synergies in which the teacher develops within his nature, decides according to his belief system and everything that constitutes the human heritage; therefore, social skills are products and inputs at the same time so that a person can be mentally agile.

Goleman himself states that "they shape character traits such as self-discipline, compassion or altruism, which are indispensable for a good and creative social adaptation" (p. 18), since with them the individual manifests his or her being: under this perspective, it can be argued that the development of skills is the intentional exercise that precedes the development of mental agility. Both the teacher and the students who have not cultivated the development of cognitive or mental processes and with it their mental agility may have limitations to build a system of social skills.

One way to understand more deeply what emotional intelligence is requires to analyze its components, which according to the author are the following: **emotional self-knowledge (or self-awareness), emotional self-control, self-motivation (motivation), empathy and social skills. The categorical analysis will make it possible to delineate positions in order to assume that social skills cannot be built only with the flourishing of good manners because everything depends on the previous cognitive exercise with the purpose of assuming new roles. It should be**

**understood that social skills are individual manifestations that allow the creation of groups under certain conditions. For example, when trying to work in a team, it is implicit that each individual knows how to be and knows how to be in the group if he/she has been admitted.**

In today's school reality, one can observe people of great intellectual capacity (mental agility), but incapable of choosing their friends well; on the contrary, there are fewer brilliant individuals who succeed in the business world or in their personal lives. Succeeding in business, in sports, in professional performance requires being intelligent, although in each field a type of intelligence is used because, in itself, "it is not something innate and fixed that dominates all the skills and problem-solving abilities possessed by the human being" (Gardner, 2019, p. 175); therefore, it is up to the education system to train teachers with social skills, since intelligence is the taxative demonstration of knowing how to do, knowing how to be and knowing implies that any individual can manifest itself in different ways because, as is known, intelligence "is located in different areas of the brain, interconnected with each other and can also work individually, having the property to develop widely if they find an environment that offers the necessary conditions for it" (p. 175).

Gardner's contribution is clear in understanding the location of intelligence in the different areas of the brain, which is why it is evident that the development of social skills depends on how cognition develops during professional training. Until very recently, intelligence was considered something innate and immovable, one was born intelligent or not, and education could not

change that fact; so much so that in very recent times the mentally handicapped were not educated, because it was considered a useless effort.

Defining intelligence as a capacity makes it a skill that can be developed and although Gardner does not deny the genetic component, he maintains that these potentialities will develop in one way or another depending on the environment, the experiences lived and mainly through the education received in which emphasis is placed on the teaching of social skills. No person can reach the top if he/she has not previously put into practice and developed his/her natural qualities. Therefore, according to the model proposed by Gardner, all human beings are capable of developing their intelligence, supported by their abilities and motivation, taking into account that every individual possesses at least some of the following multiple intelligences: linguistic-verbal intelligence, physical-kinesthetic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence.

It is observed in the school world that one of the ways in which social interaction works is when students perceive that their own points of view are not the only possible ones, because, when listening to other opinions regarding a topic addressed, a conflict is generated in them, which demands the ability to reflect more deeply on their own conclusions. That is why, in order to promote social interaction, classes should be organized in such a way as to stimulate students to discuss and confront their ideas and points of view; in this sense, the teacher's role in every learning occasion should be to stimulate children to think for themselves. On the other hand, a decisive factor in learning is the establishment of positive interpersonal relationships, which requires the development of certain social skills that allow these relationships to be fluid and satisfactory.

### 3. Social skills and the nature of interaction

All the processes linked to professional training are varied, convergent or divergent; however, they tend to develop capabilities, in order to improve learning and thus characterize the sense of social skills. In school it is very recurrent and at the same time a necessity. However, human interaction is not exclusive to educational action or that in which the teacher manifests his knowledge and, by the way, the system of skills. "Social interaction in the form of discussion and cooperation among students, and between them and adults, is an important active method. Social interaction, is one of the factors that promote intellectual and emotional development" (Piaget, 1987, p. 25).

Again, one can appreciate the perspective, as supported by Goleman and Gardner, in the sense that the interactive forms of individuals have a glimpse into intellectual development. Teachers should consider

within the educational process the teaching of social skills that facilitate the establishment of positive relationships involving both the assertive approach to the other and the development of the ability to put oneself in the other's place and listen to him/her, taking into consideration that the success of interpersonal relationships depends fundamentally on ourselves.

On the one hand, students should be encouraged to be assertive, which implies expressing feelings and beliefs in an honest, direct and appropriate way, without attacking or disqualifying others. On the other hand, they should be taught to listen effectively to what the interlocutor expresses, which implies making a conscious effort to ensure that our judgments, interpretations or analyses do not influence the content of the message or communication they are giving.

Another essential skill is empathy, which consists of the ability to put oneself in the other person's place; through empathy, in an interpersonal relationship, one person can become aware of what another person is really expressing. Finally, another important element for establishing positive interpersonal relationships is the ability to clearly identify what interactions with others provoke and, in turn, to express in a regulated and pertinent manner the emotionality experienced when relating to others. The analysis of all existing approaches is clear in pointing out that "social interaction will depend not only on the degree of effectiveness of the relationship between different social actors, but that attitudes, values, beliefs, cognitive abilities and interaction styles also intervene in social relations" (Lacunza, 2011, p. 177).

From this logic it follows that the development of social skills is not a process that attempts to avoid the emotions of the cognitive dimension. Teachers must take into account that students' sociability is the starting point of their social interactions with the surrounding environment. By origin and by nature, human beings cannot exist or experience the development of their own species in isolation; they must necessarily put their social skills into practice in order to interact effectively and efficiently with others, since in isolation the individual is not a complete being.

For the development of the child, especially in early childhood, what is of primary importance are the interactions with the adults who carry all the messages of the culture, as well as the importance of his relationship with his peers. In this type of interactions, the essential role corresponds to the signs, to the different semiotic systems that, from the genetic point of view, have first a communication function and then an individual function, since they begin to be used as instruments of organization and control of the individual behavior that will need some type of social intervention, in this case, it is the teacher prepared with this perspective and who at the same time ensures that social interaction within the school requires

mechanisms such as mediation, which Vygotsky himself (1979) points out that "through the mediation of others, through the mediation of the adult, the child gives himself up to his activities" (p.12), in order to manifest its existence, the process of mediation is a representation of the categorical of good social skills. One of the first experiences for the schoolchild is the arrival of the school, and with it comes the encounter with the teacher and its characteristics.

The sense of independence of individuals has explanations in heteronomous behaviors, although "absolutely everything in the child's behavior is fused, rooted in the social" (p. 12), therefore, the cultivation of social skills has its arrival before the role of the teacher can break into what is normal. It is evident that judging human behavior by social skills can generate more than one controversial idea. What is very clear is that the child is a being whose habits are determined before the teacher arrives and, probably the teacher has certain disadvantages, "in this sense, it could be said of the breast child that he is a social being in the highest degree" (p. 12).

The fundamental element of Vygotsky's conception of social interaction is that, in the process of a person's development, it plays a formative and constructive role. This simply means that some categories of higher mental functions (voluntary attention, logical memory, verbal and conceptual thinking, complex emotions) could not emerge and be constituted in the process of development without the constructive contribution of the practice of social interaction skills.

From the Social Learning Theory, social skills are understood as learned behaviors, so it is postulated that the development of behavior, including the interpersonal style of an individual, can be accurately described, explained and predicted based on the principles of the aforementioned theory. This implies that, if the individual is able to specify the learning history, the way of handling situations, including those requiring socially efficient responses, should also be understood.

The same idea of Bandura (1987), when referring to the development of skills is based on the principles of - instrumental or operant conditioning, which emphasizes the importance of environmental antecedents and their consequences in the development and maintenance of behavior, thus making it clear that the development of social skills or any social behavior represents a model of interaction. This finding was clarified when observational or vicarious learning (which he called "modeling") emerged, where:

"Exposure to a model can lead to one of three effects: [1] the modeling effect, in which the observer of the model, by virtue of observing it, acquires a new behavior that he or she did not previously emit; [2] the disinhibition effect, according to which exposure to the

model causes the observer to emit more frequently a behavior that already existed; and [3] the inhibition effect, whereby the observer reduces the frequency of emission of a behavior that was frequent prior to modeling" (p. 31)

The Bandurian perspective is broad because it allows questioning the ways of learning considering, at least, three possibilities and, therefore, the development of social skills has the same perspective not only for the learner, because it is about the teacher and his own limitations. For this reason, it is considered that professional training to serve individuals whose kindergarten transit is an important opportunity and also for the relearning of the didactic strategies with which it alternates.

The teaching performance that pays attention to the conscious development of social skills must admit that the ways of approaching students does not depend on itself but that the individual can generate adverse states, therefore, a didactic strategy that aims to develop social skills is only the demonstration of the skills that the teacher has developed because "the nature of the strategy that transcends in human development is to awaken cognition" (Bocanegra, 2021, p. 270), with the purpose of configuring the system of social skills to face their own human development. This intertwined, ambivalent and oscillating process whose swaying defines the skills, although it also drags the process of cognition, makes it clear that human formation is complex, but at the same time is somewhat mysterious. Teachers should keep in mind that people learn to handle interpersonal situations as a result of their direct experience in those situations and, more specifically, as a result of the reinforcement contingencies that progressively shape behavior. In addition, another powerful source of skill learning consists of observing how another person performs in a given situation. Today, children must develop new competencies to - handle situations by observing how the models around them live, including how parents, siblings, friends, co-workers, bosses, handle certain everyday situations. For children in the primary school stage, parents and older siblings are among the most important referents or models for social learning by imitation; however, as they grow older, other models in the environment become important sources of observational learning and replace the influence of family models; later, in adolescence, peers and friends become extremely influential sources for modeling social skills.

## CONCLUSIONS

- The teaching performance in the classroom is the symbiotic demonstration of social skills and the cognitive factor, the training process for teachers of Regular Basic Education requires a synergic vision to



achieve human development from an integral perspective. It is impossible to affirm that social skills are pure because they can always be preceding or antecedent elements of any cognitive exercise.

- Explanatory models are proposals that make it possible to place learning in ideal conditions for emergent learning when social skills are valued as a rationally rooted process. The teacher is responsible for generating all the possibilities to optimize the usefulness of social skills.
- Social skills do not exclude the nature of feelings that can be manifested in the educational process, because it is a way to face many stereotypes. The synergy between both categories defines the role of the graduate's profile to perform as a teacher in the classroom.
- Social skills are a demonstration of the teacher's abilities that provokes or is part of the nature of social and emotional interaction. The school should not overlook the possibility of an openness to the construct that guides the professional development of a new pedagogy.

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