

Program I am valuable to improve social skills in secondary education students of the Carlos Wiese Chao school 2023

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Abstract

Our research study "I am valuable program to improve social skills in secondary education students of the Carlos Wiese Chao 2023 school". Our work is based on a systematic review that aims to optimize the most relevant social skills to enhance basic social skills, advanced social skills and enhance social skills in relation to feelings. The creation of this program aims to improve social skills in secondary school students. The methodology is based on a systematic review, taking into account the principles established for the improvement and development of review work by the PRISMA declaration. The study strategy was given by the selection of scientific articles between the years 2018 to 2023, a search of scientific articles indexed in electronic databases was carried out, 20 articles were analyzed, of which 15 scientific articles were selected for said study. It is concluded that social skills are reflected in different situations of daily life and, therefore, can be influenced both positively and negatively.

Keywords: social skills; habits; behaviors; thoughts and emotions

Resumen

Nuestro estudio de investigación "Programa soy valioso para mejorar las habilidades sociales en estudiantes de educación secundaria del colegio Carlos Wiese Chao 2023". Nuestro trabajo se basa en una revisión sistemática que tiene como objetivo optimizar las habilidades sociales de mayor relevancia para potenciar las habilidades sociales básicas, habilidades sociales avanzadas y potenciar las habilidades sociales en relación con los sentimientos. La creación de este programa pretende mejorar las habilidades sociales en los estudiantes de educación secundaria. La metodología se basa en una revisión sistemática, teniendo en cuenta los principios establecidos para la mejora y desarrollo de trabajos de revisión por la declaración PRISMA. La estrategia de estudio estuvo dada por la selección de artículos científicos comprendidos entre los años 2018 a 2023, se llevó a cabo una búsqueda de artículos científicos indexados en bases de datos electrónicas, se analizaron 20 artículos de los cuales se seleccionó 15 artículos científicos para dicho estudio. Se concluye que las habilidades sociales se ven reflejadas en diferentes situaciones de la vida cotidiana y, por ello, pueden verse influenciadas tanto de manera positiva como negativa.

Palabras clave: habilidades sociales; hábitos; conductas; pensamientos y emociones.

INTRODUCTION

Social skills (HHSS) are fundamental to social interaction and participation in society as the people we are. Schools continue to teach social behavior as part of personal education, neglecting formal social behavior education, which affects social interaction, good relationships, and human development. HHSS also has implications for treatment and health by demonstrating the relationship between social skills and physical and mental health, identifying HHSS as protective factors, markers of healthy development, and predictors of academic performance.

In order to improve the performance of high school students at Colegio Carlos Wiese Chao 2023, we decided to first conduct a systematic review. After the analysis of the articles, we extracted the most relevant information so that the articles could be considered. As part of that, we are building the “I am valuable” program, a program focused on improving the social skills of our high school students. The content of our program is aimed at developing social skills by familiarizing intervention techniques to meet the needs of students in the social-emotional field and interpersonal relationships.

UNESCO, in its regional monitoring report SDG4 Education 2030, states that one of the causes of educational problems in Latin America is the poor coexistence and lack of development of social skills to which teachers and students are exposed, resulting in an emotionally depressed school environment and a breakdown of interpersonal relationships (UNESCO, 2022). A research work by Estrada, Mendoza and Chavelly (2021) cites Hernandez (2014) who points out the importance of adapting educational programs, since they contain the necessary elements for teachers and students to seek significant improvement. The importance of implementing the program was also confirmed by the Peruvian Ministry of Education (2010), which states that collaborative learning strategies improve social interaction and are considered an integral part of the learning process. In his doctoral thesis also mentions Roca (2014) that building bonds between people from the use of skills such as empathy, positivism and cooperation leads to the improvement of social skills and collaborative learning, he points out that it is appropriate. Encouraging interaction among students has been shown to be a great asset in the development of social skills.

Huaman et al. (2020) report that adolescents living in adverse environments present deficits in socioemotional strategies associated with low assertiveness, social maladjustment, specific aggressive behaviors and psychoactive substance use. Currently, we are witnessing major changes in educational structures and paradigms worldwide. Because the school system focuses on content, process and pedagogical debate, the curriculum does not meet planned standards and does not address the holistic education of the individual. It emphasizes educational methods on the moral and emotional development of students.

Bazán Briones makes mention in his thesis to Huambachano and Huaire (2018) conducted a study in Huancayo. The objective is to explain the impact of social skills programs. They worked with a sample of 60 students, applied the HHSS scale of Gismero (2000) showing an improved behavior of the students. It concludes that it is important to apply an educational program.

Gallardo et al. (2020) refers within this problematic framework, there are still problems in Peru that are difficult to coexist in most rural and urban educational institutions, since teachers have little interest in improving the social skills of their students. The problem is that when working teams are formed for each learning session, conflicting opinions and criticisms prevent consensus, clarify learning within the group and foster collaboration to improve relationships. The National System of Evaluation, Accreditation and Accreditation of Educational Quality - SINEACE (2019) relies on teachers to develop better skills and competencies of their students and improve their sociability, results in encouraging teachers to be trained to be real tutors Ability, non-violence, mental intelligence.

Cindy et al. (2019) makes mention in her thesis Bautista (2019) conducted a study in Lima 2019 to identify expressions of anger aspects related to social skills in students. This study represented a descriptive correlation of cross-sectional typology and consisted of 212 high school students. They found that 44.3 % reported low social skills on the anger and disagreement side, compared to an average rate of 40.6 % and a high rate of 15.1 %.

Valdes and Maine (2019) mention in his doctoral dissertation argued that children who were not trained in social skills development during the school stage do not have the necessary tactics when they

cannot improve their social skills. He said it could get worse. Even when the problem is solved, they may still have negative attitudes toward school, which can lead to decreased ability in social relationships. These results suggest that it is important to train teachers in soft skills so that they can implement relevant educational programs. Similarly, given that families serve as a source of information about children's social behavior, we can emphasize their need to be involved in teaching social skills and behavior modification, and in evaluating them in future research.

Santana et al. (2018) refers that the lack of social skills means the development of disruptive behaviors that can interfere with learning. The good development of these skills has, therefore, a positive impact on the quality of life of young people.

At the national level, Bellido and Bendezú (2018) published the paper "Collaborative learning and social skills in high school students 'Carlos Ch. Hiraoka' Wanta - 2018". The researchers found that 44.1 % of the 29 students rated collaborative learning as good and social skills in the good to fair range (17.2 % and 24.1 %, respectively). From this result we can conclude that an adequate collaborative learning system influences the improvement of social skills of each student.

In the work "Cooperative learning and social skills for I.E. students", the following study is presented: "Cooperative learning and social skills for I.E. students". "José María Arguedas" 0086 of Secondary Level, San Juan de Lurigancho 2018" conducted by Joachin (2018), whose results are as follows: There is a significant direct relationship between the variables collaborative learning and social skills.

Pardo (2018) in his study on social skills and self-esteem of students to determine the relationship between both variables, this study presents the methodological structure of descriptive typology. Correlations and cross sections. 208 individuals were assessed using the Goldstein Social Skills Scale and the Rosenberg Self-Esteem Scale. This study showed no significant relationship between social skills and self-esteem. It also found that 67% of respondents had above average social skills and 63% had high self-esteem.

This systematic review was carried out based on works published by different authors in scientific journals in order to obtain scientific knowledge related to our topic of study, taking into account our specific objectives: to enhance basic social skills, to enhance advanced social skills, to enhance social skills that are related to feelings.

METHODOLOGY

This research is carried out using a method based on a systematic review of the literature, which will help to deepen the issues to be addressed and thus be able to respond to the objectives set. In order to carry out this systematic review, we followed the principles established for the improvement and development of review work by the PRISMA statement.

The main criteria were the selection of scientific articles comprised between the years 2018 to 2023, a search of scientific articles indexed in electronic databases was carried out, 20 articles were analyzed from which 15 scientific articles were selected for our study. It should be emphasized that the search for documents was carried out in both Spanish and English.

Participants

Our work is a systematic review study.

Strategies

A search of scientific literature of the last 5 years was carried out, different articles related to our study were reviewed in the following databases: pubmed.gob, Virtual Health Library (VHL), Cochrane Library and Scopus, which reported on “social skills in secondary school students”. Approximately 20 original articles were reviewed in the databases already described, 15 articles related to the research topic were chosen taking into account the selection criteria of the researcher.

Procedure

The creation of our program arises from the problematic reality that is being presented in high school students, such as the lack of social skills training, aggressive attitudes, low tolerance towards their peers, lack of respect, lack of solidarity, low empathy, social isolation, low self-esteem and low academic performance, as well as other problems which leads to a tense and unfavorable environment for coexistence among peers.

On the other hand, it was also evidenced the scarce application of educational programs in Carlos Wiese school, records of incidences issued by teachers where they show that students present difficulties when interacting with their classmates and teachers, these antecedents lead to behavioral changes in their different forms generating an antisocial climate, aggressive behaviors and deficiencies in group work.

From this problematic and reflective of the role played by social skills in the emotional and cognitive aspect in secondary education students, the interest of carrying out a systematic review of research articles focused on our research topic is born.

The theoretical relevance will allow us to conceptualize social skills, to know their foundations and to have a global view of the topic under study that will allow us to create a program to improve social skills in secondary school students. After analyzing the information obtained, this research will serve as a practical result, which will be useful, feasible and novel and used for high school students through the creation of our program that will help develop their interpersonal skills and relationships. This work intends to serve as a guide and help to future researchers and teachers who are interested in the same problem related to our study.

Analysis of the information

This systematic review was carried out based on works published by different authors in scientific journals in order to obtain scientific knowledge related to our topic of study, focused on students to enhance basic social skills, to enhance advanced social skills, to enhance social skills that are related to feelings.

RESULTS

After having carried out a systematic review, it is evident that there are not many works that have been carried out in the years from 2018 to 2023, which are published in electronic databases in relation to our study topic. After an exhaustive analysis, we can say that cooperative learning, as a methodological technique, seeks to integrate secondary education students in a group, in this way a connection will be generated between the members, therefore, this interaction improves the social skills that students have, by integrating them, showing them new forms of interaction and training them in coexistence.

DISCUSSION

A systematic review was conducted according to our study topic to improve social skills in high school students at Carlos Wiese Chao 2023 school. The electronic databases used were very helpful. Below, some aspects predominate, which will be considered important and some implications for educational research and practice will be examined. Regarding the conceptualization of social skills, it is characterized as a set of behavioral strategies that are capable of effectively dealing with various situations without acceptably changing the healthy coexistence of the individual and the environment that surrounds him. For a better understanding, it must be distinguished from other concepts such as emotional intelligence, emotional control, emotional health, and life skills, since existing research in these areas is often analyzed as a measure of self-regulation of social skills.

The study of social skills has gained importance and lack of its practice has created confusion in various fields, such as education, work, clinical, social, so it is necessary to measure it through questionnaires, scales, tests, etc. We have: Gismero (Social Skills Test), Ríos (EEHSA Social Skills Assessment Scale for Adolescents), Goldstein (EEHS. Social Skills Assessment Scale), Merrell (Preschool and Kindergarten Behavior Scale), m. Moraleda (A. González Galán) and J. García-Gallo (questionnaire of social cognitive attitudes and strategies).

CONCLUSIONS

Of the scales and questionnaires mentioned above, it should be noted that, according to the studies reviewed, the most used scale is of Elena Gismero Gonzales, which is a clinical tool developed by Ps. Cesar Ruiz Alva, Cesar Vallejo University, Trujillo. 2006.

As for the relationship with other constructs, it is observable, it is broad and the connection it maintains with other variables will more or less emerge, which will allow a better understanding of the behavior of students in different areas, we have the following variables: social anxiety, self-esteem, emotional intelligence, empathy, relationships, self-concept, family social climate, resilience, parental socialization, all of which sought to learn self-regulation, emerged as predictors of improvement in coexistence.

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