

## Socio-Emotional Competencies in Primary School Through a Social Constructivist Approach

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### Abstract

*Theme: The social constructivist approach allows to establish processes of transformation in the educational field, guiding the motivated participation of the teacher and the concentration of efforts to promote socio-emotional competencies. Objectives: This article, derived from the doctoral research process, had as its general objective: To interpret the different pedagogical conceptions on the development of socio-emotional competencies guided through teaching under a social constructivist approach applicable in basic primary education. Therefore, the specific objectives were: 1. To identify the different pedagogical conceptions of the teacher on teaching with a social constructivist approach in basic primary education of the public educational institution. 2. To describe the pedagogical experiences on the development of socio-emotional competencies in basic primary education in public educational institutions. Method: maintains a qualitative approach, under the socio-critical paradigm, using hermeneutical phenomenology as a method based on the case study, in which six moments or phases were followed. The participants were ten teachers linked to the Luis Carlos Galán Educational Institution in the municipality of Villa Garzón de Putumayo, to whom inclusion and exclusion criteria were applied, as well as informed consent. The collection instruments were the focus group and semi-structured interview scripts, validated through expert judgment. Conclusion: Social constructivism as a support approach for the development of socio-emotional competencies implies highlighting the importance of social contact and the relevance of the learning context, showing the need to address the processes of social interaction.*

**Keywords:** *Socio-Emotional Learning, Self-Discipline, Social Competencies, Skills, Motivation.*  
(<http://vocabularies.unesco.org/browser/thesaurus/es/>).

### Introduction

The daily approach to pedagogical practices in training environments has unleashed a series of reflections on the conceptions established by teachers to achieve processes of participation and demarcation of the principles of equity and inclusion with the intention of improving teaching procedures within basic primary education. In recent years, it has been a challenge to consider the emotional impact within the feasibility of teaching and learning processes, considering the impact that the promotion of skills that involve knowing how to live together and the application of harmony for quality educational training has generated in the school environment.

The educational realities are differential in the environments, mainly because each educational institution is made up of a multidisciplinary team that seeks participatory approaches that differ from other institutions, that is, each educational campus seeks to deepen significant practices by promoting methodological proposals, based on social pedagogy, which encourages the construction of significant experiences and the promotion of knowledge based on the specific needs of the study context. In fact, the positions of teachers in the participatory mechanism have a valuable meaning, since through their knowledge and experience, new strategies of attention linked to the exaltation of values and the applicability of emotionality as a fundamental part of the educational task are achieved.

Some studies have clarified that the approach of innovative methodological strategies related to emotional education is a fundamental element within primary education, guaranteeing the inclusion of pedagogical experiences aimed at enhancing values and increasing students' rights. For Baldera & Sánchez (2022), the inclusion of strategies aimed at establishing positive emotion in students generates a harmonious school environment, thereby guiding the construction of significant learning and consolidation of opportunities and experiences framed in feeling rather than in knowing. The critical stance of the authors is framed by

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the recognition of the essence of motivation, as well as the identification with the training processes to later achieve consolidated learning processes.

Within the framework of the construction of harmonious environments, the consolidation of pedagogical strategies aimed at strengthening the teaching work in the inclusion of emotional education for students, integrates a series of complex challenges, which allow us to allude to the diversity of social problems, the family structure itself and the existence of violence within the school as well as at home (Muñoz, 2021). Consequently, the approach to emotionality within educational establishments urges us to recognize the need for reflections based on the professional experiences of teachers and on their own warmth to address the specific realities of each student and their families.

In this way, the strategic adaptation made by the teacher within the educational establishments must be inspired by pedagogical knowledge in the exercise of their professional practice, concentrating on the didactics of the theoretical assumptions that allow reasoning about the realities existing in everyday life, situations mainly of conflicts that tend to make realities change according to the way of thinking of each of the individuals. giving rise to particular conceptions.

In this sense, teaching conceptions are rewarded to the pedagogical knowledge itself and to the ability to incorporate analytical strategies based on knowledge experiences (Arroyo, 2017). However, the appropriation of conceptions can be based on an uncommon cycle, which develops according to the training process and derives from an interpretation activity based on knowledge (Abad, 2023). The experience and practice in the pedagogical function is concentrated in theoretical application, based on reflection as a key part for the teacher to be able to permanently build knowledge and with it, knowledge.

The main object of the study is to interpret the different pedagogical conceptions on the development of socio-emotional competencies guided through teaching under a social constructivist approach applicable in basic primary education (MANSOOR et al., 2021). The intention is to recognize: What have been the pedagogical conceptions maintained by teachers with a social constructivist approach applicable in the geographical space of the municipality of Villagarzón, Putumayo? In addition to this, it seeks to understand what are the pedagogical experiences associated with the teaching activity that involve the development of socio-emotional competencies in basic primary education? Therefore, the specific objectives of the study are considered: 1. To identify the different pedagogical conceptions of the teacher on teaching with a social constructivist approach in basic primary education of the public educational institution. 2. To describe the pedagogical experiences on the development of socio-emotional competencies in basic primary education in public educational institutions.

Methodologically, a case study is proposed based on a comprehensive perspective in which a recurrent space is generated for dialogue with teachers in order to recognize the different innovative strategies, resources and methodologies that have been applied in the educational institution. From this perspective, the global view established in the teaching process of teachers facilitates the incorporation of the socio-critical paradigm applied to the field of education, meals to the gear of teachers' pedagogical practices and knowledge, with the intention of interpreting the field of socio-emotional competencies and social constructivism within basic primary education.

The need to generate in educational spaces, a moment of reflection and deepening on the concerns of teachers in the development of basic socio-emotional competencies, starts by recognizing the pedagogical mental universe and the different variations in teaching practices and approaches that have been established throughout training periods, and under which a series of elements have been inserted that allow limiting effective processes of their peaceful resolution of conflicts in the students, showing that teachers sometimes fail to maintain an identification and management of the emotions linked to the pedagogical work and the construction of their leading role, so the application of the social constructivist approach inserts the ability to generate spaces in which the the teacher has the ability to question himself, questioning his own performance in the face of the limitations of incorporation for the adequate management of emotions.

In the same way, the social constructivist approach is based on the appropriation of the multidimensionality of the training process, thus increasing the recognition of students and other teachers as political subjects with the capacity to participate and get involved towards the formulation of strategies that allow generating a critical awareness and promote spaces for action where the teaching and learning process is based on innovation and innovation. contextualization for the scope of knowledge and practices promoted under horizontal relationships that promote the ability to recognize the other.

## Literature Review

To begin the process of literature review, it is important to mention some studies on teachers' conceptions. First, the study carried out by Baldera & Sánchez (2023) allows us to understand that teaching activities are driven by the recognition of students' educational needs, which is why it is considered that the understanding of realities facilitates the acquisition of competencies in students guided through didactic actions that promote learning, thus achieving that the teaching activity is congruent and adapts to the divergences existing in the context. In addition to this, he inserts that pedagogical management is centered on the conception that the teacher manages to analyze and describe based on his or her own experience of the geographical context in which they develop. From this perspective, the improvement of the quality of education is based on the critical and reflective sense established by the teacher for the achievement of constant training and continuous training, with which educational opportunities are guaranteed for students, showing with them the capacity for transformation of the classrooms.

From this approach, it is necessary to verify that social constructivist thinking is enunciated in the ability to recognize the spaces immersed in education, in addition to including the subjects as a key and significant part of the learning process, thus generating the application and reproduction of possible contextualized experiences that facilitate the recognition of educational needs and promote in students a higher level of participation focused on their own motivation towards the recognition of their skills and strengths (Albana, 2018). Hence, the functionality of incorporating the beliefs and conceptions of teachers as a fundamental part of recognizing the curricular structures applicable in practice, as a means and tool for the resolution of contextual problems focused on the construction of knowledge and the reproduction of experiences to improve learning.

For its part, the study developed by Mojarro & Alvarado (2021) questions the traditional performance of the teacher, in the concentration on codes that reproduce sustained information, which means the following of curricular patterns that limit constructivist thinking and the promotion of higher levels of application of innovative strategies that facilitate the mastery of realities and allow the identification of beliefs for the recognition of logical structures evident in the curriculum and of necessary application in the training context. For the authors, the recognition of teachers' pedagogical conceptions allows for the construction of contextualized theories that respond to teachers' problems, which may or may not distort their educational function.

On the other hand, the approach to emotional education has concentrated the focus of studies to determine the relationship between socio-emotionality and the learning scope of students in school contexts. One of these researches was presented by Bernal (2021) under the approach of emotional competencies and the demarcation of relationship and interrelation processes between students, the research allows us to determine that some didactic references that have been implemented by teachers are important for the development of socio-emotional competencies, considering that these are necessary for the construction of personality according to age. From this perspective, it is determined that the immediate context generates contributions and influences on students' emotions, which have an impact on the ability to interact and the achievement of a higher level of emotionality for the promotion of skills such as empathy and resilience.

Likewise, for Castellanos (2021), some theoretical constructs related to the emotions of elementary school teachers in terms of their professional application or pedagogical practice are determined by epistemological postulates derived from the thoughts of Bisquerra (2010), Zuluaga (2005) and Nussbaum (2008). Within its theoretical approach, it is possible to visualize that the pedagogical practices of teachers are related to the

meaning that they can transfer to emotions, showing that some strategies applicable in the educational context can be optimized, when the teacher within his pedagogical conception confers emotional meanings that reflect on the applicability in the classroom. In other words, it is inferred that to the extent that teachers recognize personal and student emotions, they are able to consolidate better training strategies to reduce problematic situations in the training environment, providing an even higher level of emotionality for classes.

Similarly, Ayllon's (2023) approach allows us to infer that the impact of emotions on vulnerable aspects of the educational field refers to the recognition of emotional intelligence and creativity for the management of problematic conditions that must be resolved. In addition to this, it catalogs the relationship between social problems and emotional states that can be recurrent in educational contexts and that must be considered by teachers for an appropriate management in terms of the search for better training options and appropriate training for the approach of significant strategies that improve their quality of perception and emotionality. The author states that some social fragilities linked to economic, cultural and racial aspects can condition the rights and integrity of students, reaching emotional imbalances that prevent them from being adequately educated according to their age.

Indeed, the need to accompany basic education students in an affective and emotional way is based on recognizing the difficult situations in which the student develops, which can even lead to worsening the mental and emotional state (López, 2022). In this sense, the teacher's ability to get involved is subject to the pedagogical conception that refers to the existing problems that involve students and the frequent situations derived from interactions between family and classmates, which implies that the management of dysfunctional families, educational problems, emotional neglect, must be covered under the application of a social construction based on critical and emotional capacity. reflective of the teacher for the affective and emotional accompaniment of the students.

However, some criticisms that have been established about the inadequate management of the teacher are shown by Gutiérrez (2020) regarding the existence of coldness in the educational context for the management of vulnerable situations and the inappropriate formation of values, which counteract the capacity for development and emotional evolution of students. It also means that many teachers do not look for better strategies due to their refusal to emotionally involve students, thus refusing to promote strategies that allow the development of emotional autonomy, self-awareness, self-concept, as well as coping with reality and managing the students' life project.

For this reason, Colombia has determined the need to integrate the development of socio-emotional competencies into educational curricula and university training for future teachers (Sánchez, 2024). In addition to this, it is argued that the quality of teaching must be related to the emotional health and disciplinary preparation that the teacher has, since his or her own faculty will be able to demonstrate the capacities for effective training, as well as an evident level of emotional well-being that guarantees compliance with the requirements of the curriculum.

In reference to the above, teacher qualification must be framed in an evaluation process on the management of emotions, the ethical and political figure and training that is evidenced in the teacher's profile, as well as the capacity for inclusion and solidarity with students (Montesino & Perozo, 2018). In the same way, it is considered necessary to improve the identification, as well as the management of conflict situations that until now have been basic in the application by teachers, urging to maintain greater pedagogical reflection and promotion of values (Muller, 2019).

## Method

The epistemological perspective of the article begins by recognizing the methodological adoption of the research at the doctoral level that served as the basis for the construction of this document, which is entitled: teaching conceptions on the development of socio-emotional competencies in elementary school, through teaching with a social constructivist approach: pedagogical implications. In fact, it is adopted under a qualitative approach with the intention of verifying the subjective experiences of those involved, in addition

to being based on the socio-critical paradigm, with a view to understanding social and educational structures and seeking the transformation of the realities immersed in the problem addressed. As a scientific method, hermeneutic phenomenology was approached from the case study, focusing on the interpretation of the experiences lived in the educational context.

Within the method addressed, it was considered necessary to structure the following moments:

**Moment 1:** An attempt was made to delimit the research topic, starting with the recognition of the problem and the consequent review of the literature in order to counteract the different dilemmas established in the knowledge of the problem.

**Moment 2:** The RAE structured analysis grid was developed, together with a process of analysis and substantiation that allowed the establishment of the various categories of study, as well as the demarcation of the literature review.

**Moment 3:** the planning was established based on the epistemological approach and the methodological design, as well as the construction of the information collection instrument, the adjustment to the categories of analysis and the demarcation of a qualitative analysis plan.

**Moment 4:** The execution and fieldwork was established, through the application of techniques and instruments of information collection to determine the key aspects that allowed the recognition of socio-emotional competencies in basic education through the social constructivist approach.

**Moment 5:** it starts with the analysis and evaluation of the information collected, in which the analysis of the different categories is carried out, as well as the categorization or phenomenological reduction and the construction of the meanings in the qualitative analysis.

**Moment 6:** the communication of the results is established through the presentation to juries of the results obtained and the final construction of the research document.

### *Participants*

The study population was made up of teachers belonging to the Luis Carlos Galán educational institution in the municipality of Villa Garzón Putumayo. The selection of participants was carried out through purposive sampling, where the following selection criteria were defined: for inclusion, teachers should have at least 5 years of experience in teaching basic education, in turn working in the educational institution. As an exclusion criterion, those teachers who do not work in the educational institution were inserted.

The purpose of using intentional sampling is aimed at capturing the most representative participants that give rise to the purpose of the research, in this sense the participants were chosen with the intention of deepening the experiences and perceptions they maintain about the socio-emotional competencies within the institution. Therefore, the collection of information was directed to 10 teachers.

### *Data Collection Techniques*

Among the techniques applied in the research, focus groups were assumed with the intention of conducting qualitative group interviews, through the appropriation of a script of questions, as well as the implementation of an in-depth interview and personal diaries or written narratives that the participants could present considering thoughts and emotions, as well as the evolution of the pedagogical experiences they have manifested during their professional practice.

In the case of focus groups and semi-structured interview scripts, they were subjected to content validation by expert judgment, who were recognized teaching professionals with experience in doctoral research in education. The experts were contacted by email and were sent the executive summary of the thesis approach, through a letter they were asked to review the instruments and provide suggestions according to

the objectives of the study. Each one made the suggestions and validated the content of the instruments, leading to their application.

For the application, informed consent was used, which was signed by each of the participants, affirming their interest in participating in the research freely and voluntarily. Both the focus groups and the interviews were recorded in audio format.

To carry out the qualitative analysis of the instruments, the statistical package called Maxqda version 2023 was used, in which the qualitative approach to the data was carried out in order to measure the knowledge and opinions of the focus groups and semi-structured interviews.

## Results and Discussion

The construction of the results is derived from the achievement of the specific objectives set out in the study. Consequently, the main findings on the pedagogical conceptions of teachers about teaching with a social constructivist approach and the development of socio-emotional competencies in basic education are presented below.

### *Teachers' pedagogical conceptions of teaching with a social constructivist approach in basic primary education*

When attending to the pedagogical conceptions of the teacher in relation to social constructivism, it is necessary to take into consideration the motivation of teachers as a central category of study. In relation to teacher motivation, Abad (2023) points out that the moments of greater freedom for the formulation of strategies are associated with the motivation that teachers have to promote learning spaces and consolidate enriching moments in which the development of autonomy by students is aimed. Similarly, Llorent et al (2019) point out that by staying motivated, teachers are able to conceive of the availability and openness for the construction of curricular elements that strengthen the institutional mission and promote the integral development of students.

In addition to motivation, it is necessary to consider that the teacher not only establishes the need to feel fulfilled in his or her actions and training function, but also, through motivation, resorts to raising the logical sense of his or her action and performance, allowing the efforts they maintain to be less tense and chaotic, especially in relation to training contexts in which there are not sufficient pedagogical resources to cover the training demands. and where teachers must undoubtedly expand their management capacities in the development of resources based on what exists (Lagos & Sandoval, 2021).

In this sense, the focus group through the teachers' reports has revealed a multifaceted network of elements that allow us to distinguish the efforts that educators have developed to propose meaningful pedagogical experiences to students. In the studies developed by Gutiérrez (2020), as well as that of Pérez & Gómez (2021), it has been clarified that the teaching work entails a series of challenges and immeasurable efforts, which if not maintained, the free institutional functioning is impeded and even the capacities to address educational problems are diminished and with it the improvement of technical aspects, theoretical and practical do achieved by students.

Similarly, Wesely (2021) states that motivation guides the teacher towards the construction of a teaching model that addresses educational recontextualization, thereby implying the unlearning or resignifying processes that allow the recognition of personal and professional goals and in turn demarcate the gear that facilitates the integration of collective goals for a prudential scope based on the periods organized in favor of the institutional educational project (Muñoz, 2018). Indeed, within the pedagogical conceptions of the teacher, it is decisive that the social constructivist approach has relevance through the recognition of the motivation to legitimize the efforts established by teachers to reconstruct the meaning of training and seek to raise the critical and reflective sense by directing training processes with a broad human sense, that is, focused on students and their own needs to be solved for better training projections.

For the purposes of data analysis, adaptability emerges as a subcategory associated with the teacher's own need and capacity to adapt to the different sociocultural conditions present in educational institutions and that can condition the free functioning and development of the training task (Gutiérrez, 2020). In this sense, social constructivism within primary education starts by recognizing the need for adaptation of both the teacher and the educational actors immersed in the institution (Muñoz, 2021), considering that adaptation is a means that allows mitigating incongruent sensations and thoughts that lead to anxiety, demotivation and improvisation in acting (Macaya & Navarrete, 2016).

Consequently, for teachers in public educational institutions, adapting to existing circumstances is a guarantee to harmonize the processes of learning construction, which are framed under a timely follow-up of educational practices guided by emotionality and the ability to adapt to the pedagogical, cultural, and technological possibilities of the educational context. In reference to the above, the studies developed by Cejudo (2015) ratified by Castellanos (2021) allow us to account for the need to improve the perception of teachers regarding the management of the resources and possibilities existing in learning environments, it is then a matter of incorporating existing materials and resources, whether human or not, for the capture of a significant experience where the environment and local conditions are valued for the approach to persistent problems and eventualities within the institution and its surroundings (Abad, 2023), for this reason, adapting emerges as a subcategory that clarifies the need to encourage the harmonization of the teaching function according to local realities.

Another influence perceived in the study is related to the pedagogical conceptions held by teachers in relation to the transformation of the educational context based on the influence of innovative technology. In this sense, the teachers have referred that a significant way to ensure learning in a comprehensive way in elementary school students has been the incorporation of technologies and the use of audiovisual resources within training practices. The significant experiences associated with the incorporation of technology refer to the need to create 3D office automation tools, as well as educational platforms in which new learning experiences can be formulated, involving the student in a series of resources that guide their learning and promote quality teaching (Bisquerra & Chao, 2020).

However, the teachers themselves state that the pedagogical development of technologies applicable according to the curricular components and regulations, make the social construction limited to the teachers' own capacities for management and creation of content, they also refer that one of the most predominant limitations is related to the time of planning and digitization of them. which constitute an extra effort for the teacher.

Consequently, innovative technology within social constructionism, based on the experience of teachers, is a potential tool that allows the incorporation of different educational actors for the promotion of learning (Albana, 2018), however, the technical applicability suggests the attention to different elements that may or may not be recurrent within the educational context, for example the low possession of technological materials such as computers and the internet, that may diminish the benefits of the application of technological innovations within the training environment. This result differs from what was established by Mojarro and Alvarado (2021) in that the application of technological innovations is an element that facilitates and integrates different educational actors, which can contribute to the finding of the necessary resources, so that social construction could be carried out from the basis of the consolidation of tools for the promotion of training and pedagogical opportunities (Aguayo, 2017).

Consequently, the pedagogical conceptions of teachers applicable from social constructivism are emphasized in the approach to motivation as a fundamental axis for the achievement of institutional objectives and goals (Vega, 2018), but it is also conceived as a means to ensure that students can acquire learning focused on their own needs and based on experiences, thus implying the improvement in the promotion of learning (Ortiz, 2018). 2017). In addition to this, social construction refers to an element that implies the recognition of the capacities of educational environments (Navarro & Samón, 2017), as well as of training and educational actors, so that through motivation and monitoring of efforts, high expectations are promoted to capture greater pedagogical coverage. In the same way, technology is considered as a fundamental basis to promote the construction of knowledge in students and awaken the sense of

participation of families through the implementation of innovative resources that enhance knowledge and give meaning to curricular content.

*Pedagogical Experiences on the Development of Socio-Emotional Competencies in Basic Primary Education in Public Educational Institutions*

The pedagogical experiences related to the development of socio-emotional competencies in basic education point to the recognition by teachers of the need to generate training conditions that imply the development of socio-emotional competencies in students to guarantee personal well-being and improve teaching and learning. By virtue of this finding, it is necessary to consider that teachers maintain as a priority to generate experiences that involve the establishment of socio-emotional competence (Sarmiento, 2019), considering that each of the students has a particular history, a different way of life (Sotomayor & Leiva, 2022), which implies the use of different pedagogical tools for the construction and emotional development of all educational actors.

In the study carried out by Arteño et al. (2020), the need to incorporate some pedagogical experiences that allow teachers to dignify their role in terms of the use of tools that encourage emotional education in students is discussed, considering social fragility (Prado, 2015) and the inability of families to maintain harmonious spaces as a mitigating factor (Ronquillo et al, 2023) that allow establishing solid foundations for the determination of the self-concept, as well as the self-perception of the members of it (Sánchez, 2017). In the study, it was considered that the fundamental basis of all emotional incorporation in educational institutions must be established by the teacher's ability to accept the establishment of actions and strategies aimed at achieving the well-being of the student and the deepening of elements of analysis and approach for families (Mullo & Muso, 2018).

Both for the key informants and what Vaello & Vaello (2018) contemplate, allow us to assume that some experiences related to the development of socio-emotional competencies in educational contexts are associated with communication mediations between the family and the school, making possible the creation of spaces for participation such as the parents' school and some spaces for social interaction addressed in the community itself. In such a way, the central category of study was determined by the expression of emotions in educational contexts, thus guiding the appreciation that mediated communication between the teacher and the family could effectively contribute to the achievement of socio-emotional competence (Muller, 2019), with which the well-being of students and even families is achieved (Ruvalcaba et al, 2017).

One of the meanings constructed within the research allows us to consider that students who can establish processes of social interaction, lead to generate significant learning results (Castillo et al, 2017), due to the ability to adapt to social differences, which allows a space of good coexistence to be generated (Arevalo et al, 2016). In other words, a specific result allows us to consider that the development of socio-emotional competencies is associated with students' capacity for social interaction (Bisquerra, 2005), which is why it is important to predict that the more educational actors are involved in favor of the student's well-being, the greater the capacity for coexistence to be developed by him (Bournissen, 2017).

In accordance with the above, the study developed by Briceño (2023) concludes that the development of socio-emotional competencies is directly related to the ease of interaction achieved by the student, in addition to ensuring that the teacher's role has a notorious impact on the assimilation of integration processes that involve the community, the family, and the student to promote a social sense (Chaljub, 2017), with which it can be perceived as a fundamental part of the educational environment. Similarly, Montesino & Perozo's (2018) approach also states that the teacher must contribute to the student's adaptation process, especially in public educational institution scenarios, in which social differences are evident, leading to the establishment of support mechanisms (Gutiérrez & Buitrago, 2019) and common action aimed at strengthening ties (Posso et al, 2020) and generate links between students (Vega, 2018).

## Conclusions

The study allows us to conclude that social constructivism as a support approach for the development of socio-emotional competencies, implies highlighting the importance of social contact and the relevance of the learning context, showing the need to address the processes of social interaction in educational contexts, setting as a basis the cultural and social experiences that are part of social diversity. In addition, it is concluded that the methodologies implemented by teachers should maintain a pedagogical approach focused on the creation of interactive, collaborative and introspective training spaces, in which the approach to socio-emotional competences such as empathy, self-control, conflict resolution and interpersonal communication is achieved.

On the other hand, it is concluded that socio-emotional competencies are linked to the particularities of comprehensive educational projects, since actions and strategies aimed at promoting teacher-student-family mediation are incorporated, establishing through family schools and community areas of interaction, the possible scenarios for the deepening of emotional development and the capacity of incorporation of educational actors.

In the same way, the conceptions of teachers regarding socio-emotional competencies and their relationship with group dynamics, concludes that the experiences perceived by teachers urge to recognize motivation as a fundamental means to guarantee the teacher's incentive towards the planning of strategies that link the increase of rewarding moments in which it is possible to mediate in the effective bonding to guarantee the consequent development of competencies socio-emotional in students and families.

In addition, it is concluded that effort is one of the main elements of action that guide the teaching activity, since the contextualization suggests the teacher's resourcefulness in terms of the search for answers to educational concerns and problems. In addition to this, innovative technology is considered to be a key element in reformulating teaching processes and effectively engaging students in the promotion of solid and quality knowledge. Likewise, the identification of needs, constant training and self-reflection stand out as key elements to transform classroom practices and guarantee educational opportunities for all.

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