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THE DEVELOPMENT OF SOCIO- EMOTIONAL SKILLS IN THE STUDENTS OF THE ECONOMIC- ADMINISTRATIVE SPECIALTY OF THE HIGH SCHOOL SPECIALIZED IN ACCOUNTING AND ADMINISTRATION OF THE UABJO

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Abstract: The central objective of this research was to identify whether the students of the B.E.C.A. They used their socio-emotional skills to identify their influence on their academic performance. Knowing that emotions are present in the life of human beings, it is impossible to live without them since they are responsible for the internal balance of the person. The emotional strengths and weaknesses of the students were identified through questionnaires and interviews. This way, the action research tools were put into practice, as well as the qualitative instruments, aspects that are essential in the development of an investigation. Likewise, the postulates of psychologists, educators and doctors that provide the theoretical support for this work are explained. It is worth mentioning that these authors, as well as their contributions, were studied during the course of the master's degree. We consider that the objectives of this research were achieved, since the needs of young people could be identified, this way psychological support can be planned and provided. The results obtained during this research are announced, which are disturbing, since the students lack adequate emotional intelligence. It is very difficult for them to recognize and express their emotions not only at school but at home as well. This has a strong impact on their academic performance because by not having an emotional balance their overall state is affected.

Keywords: skills, socioemotional, emotional intelligence.

THEORETICAL FRAMEWORK

The Russian psychologist Lev Semi6novich Vygotsky carried out research in psychology, pedagogy and neurology that allowed him to develop a theory of individual development and learning; which even today continues to be very important. It is in it where he places emphasis on the social dimension of

learning. Sociocultural theory is understood as the influence of the environment on the construction of knowledge in human beings, through this education is a social practice and at the same time a construction of personal identity. (Carrera, 2001) According to Vygotsky, the determining factors of psychological development are found outside, not inside the organism and personality of the individual, but outside, in social interaction with other people such as adults and people of the same age. That is why people develop a repertoire of behavior during childhood from the interaction of a series of behaviors, habits, knowledge, norms or certain attitudes of the people around them.

This way they acquire new and better cognitive skills that will serve as a way of life. All this occurs by appropriating those activities that are carried out in a shared way since it internalizes the structures of thought and behavior of the society that surrounds them. This is because from the moment of birth the human being is a social being. Regarding the zone of distal proximal development, it can be understood as the gap between what he is already capable of doing and what he cannot yet achieve on his own. That is, it is the distance between the student's level of effective development (what they are able to do alone) and the level of potential development (what they would be able to do with the help of others).

This occurs because not all children have achieved a certain biological maturity. Each individual from the moment they are born has a different rhythm and time in their physical, mental and emotional development. This is where the adult is a facilitator who serves as temporary support to facilitate learning. Which will provide tools for the student to carry them out without external help. Vygotsky defines all this as scaffolding. Which consists of the interaction between a

subject with greater experience and another with less experience, in which the objective is to transform the novice into an expert. (Rodriguez, 1999)

According to the above, it is important to note that not only the adult can facilitate teaching, but also peers of the same age can participate. Colleagues who have achieved a more advanced maturity than him and can support him, along with him, in the transition from the zone of proximal development.

Therefore, learning can also occur socially and is provided by the student's peers. This way, it not only individualizes learning but also socializes and self-realizes. In this process of social teaching, a very important term arises for this author called internalization. Internalization is defined as a psychic phenomenon that consists of the gradual and progressive appropriation of a great diversity of operations of a socio-psychological nature. Which manifests itself in a progressive control, regulation and self-control, behavior that is evident in the sociocultural sphere. Behavior that is necessary to adapt to the environment in which it operates. Vygotsky considers that internalization is a process of self-construction and cognitive reconstruction, since a series of progressive internal transformations are required, originating in operations or activities of an external order, mediated by socially constructed signs and tools. (Cerna, 2014)

The development of this internalization phenomenon occurs in a first stage of human development when the subject, from birth, interacts with other people in a family and school environment. In this interaction he acquires experiences that gradually transform into mental processes. Which are: thinking, the capacity for analysis-synthesis, argumentation, reflection and mainly language. From the author's point of view, language is of utmost importance since

through it the person can interact with his culture. Vygotsky points out that language is the most important instrument of thought because it gives importance to higher cognitive functions. Since language will not depend on cognitive development but on interaction with its environment, it is considered that the child's first language is essentially social as a product of interaction with its closest environment, it emerges when the child transfers the forms of behaviors socially. All this arises within his psychic functions. So the language is divided into two. The first is egocentric language which is a form of speech observed in the transition from external social speech to internal speech and has a self-regulatory function similar to internal speech. Given this, language will come to join thought and develop a new non-communicative function. The second is communicative or socialized language, it is characterized by the mastery of information and its communication externally, in an adaptive way, by the child. It is a true dialogue in which the verbal message is adapted to the other. (Cerna, 2014) What differentiates it from egocentric language is that the child seeks to generate mental states and influence the behavior of his interlocutor, in this sense importance is taken and this is reflected in speech, now the child will use information that is relevant and can be shared with the interlocutor and that can generate an action or a response from the other to their questions and the own answers that the child gives to the questions of others. (Cerna, 2014).

That is why this theory manifests both language and socialization as essential axes in learning, not only academic but also personality and life in the formation of a human being.

SOCIOCULTURAL THEORY IN EDUCATION

For this author, teaching and education constitute universal forms of the psychic development of the person and the essential instrument in culture and humanization. According to Vygotsky, learning precedes development. There is a dialectical relationship between learning and development. Adequate teaching contributes to creating zones of proximal development; “That is, it will serve as a magnet to ensure that the student’s potential level of development is integrated with the current one. These modifications, in turn, can promote progress in general cognitive development. It is then that formal education, that is, school, is considered as a source of human growth. (Salas, 2001) Therefore, the human being has the following structure: collective activity and communication -culture (signs) - appropriation of culture (teaching and education) individual activity - psychic development of the individual. This abstract structure conveys a historical specificity to the development of the psyche of individuals living in different times and in different cultures.

In the school environment, the relationship between students and adults is essential. The teacher is in charge of designing interactive strategies that promote zones of proximal development. To do so, he or she must take into account the students’ level of knowledge, the culture, and start from the meanings they have in relation to what they are going to learn. Therefore, it is advisable to plan strategies that involve an effort to understand. (Onrubia, 1998)

This demand must be accompanied by support and support of all kinds, both intellectual and emotional instruments, that enable young people to overcome these demands, challenges and challenges in their daily lives.

That is why the teacher must create learning environments that provoke the mental, social and physical activity of the students, dialogue, reflection, criticism, cooperation and participation, awareness and self-regulation; environments that contribute to clarifying, elaborating, reorganizing and reconceptualizing meanings that allow us to interpret the world. Taking this into account, the student is conceived as an active, protagonist, reflective being, a product of various social interrelations that occur in a specific historical-cultural context and that reconstructs knowledge with others. (Coll C., 1998)

From then on it is to have a pedagogical practice in order to offer a more humane education, that respects cultural diversity in all its dimensions, that highlights the role of language in the construction of meaning and knowledge, that promotes dialogue, criticism, participation and that helps train critical and creative people who contribute to building a more democratic society committed to the human and natural development of our world.

Keep in mind that the teacher is a factor of influence on his student, who will teach him not only educational content but also lifestyles. As well as the necessary skills to be able to socialize and communicate in the environment in which they operate.

THEORETICAL BACKGROUND OF EMOTIONS

Emotions are essential in human life. It is impossible to live without them, they are the result of our perceptions about the facts and circumstances we face. Thanks to them, value and meaning are attributed to personal experiences. They are continually felt and influence thinking and behavior. It is impossible to live without emotions (López, 2001) defines them as the affective states resulting from perception, which are

accompanied by physiological reactions and have the capacity to awaken, sustain and direct specific behaviors. (Ancina, 2006) He states that emotions have three components: neurophysiological, behavioral and cognitive.

- The neurophysiological component: consists of responses such as tachycardia, sweating, vasoconstriction, change in muscle tone, hormonal secretions, changes in the levels of certain neurotransmitters, etc. Emotions are a response of the body that begins in the CNS (Central Nervous System). More information on the neurophysiology of emotions is given in the chapter on the emotional brain.
- The behavioral component: coincides with emotional expression. Observing an individual's behavior allows us to infer what type of emotions he is experiencing. Non-verbal language, mainly facial expressions and tone of voice, provide quite precise signals. Facial expressions arise from the combined activity of about twenty-three muscles, the voluntary control of which is difficult.
- The cognitive component: It is the subjective emotional experience of what happens. It allows you to become aware of the emotion you are experiencing and label it, depending on your language skills. The cognitive component coincides with what is called feeling.

In adolescence, emotional competencies undergo great development, which means acquiring greater complexity of thought, which is why information processing skills are increased. (Bauzá, 2009) mentions the following characteristics:

- There is greater awareness of affective states than at previous ages and they make more reference to mental states when explaining their emotions.

- Greater knowledge has been acquired about the effect that their emotional states have on the way they perceive people and on the performance of activities and tasks.
- There is the awareness that a person can simultaneously motivate contrary emotions and this does not nullify the feelings of affection or affection.
- A greater understanding of the emotions of others has been developed, with adolescents being much more sensitive to what personal characteristics of others can influence the modulation of their emotional response.
- The further advancement of hypothetical thinking allows the adolescent to consider the influence of multiple personal factors on the reactions of others. At the same time, it has a greater capacity to investigate and gather information about people when it comes to inferring and explaining complex emotions.
- Self-reflection and cognitive skills of adolescents are associated with greater reference to cognitive strategies in the modulation of emotional states and greater confidence in the regulation of their affective states. Rosenblum and Lewis (2004: 284), analyzing emotional development in adolescence, suggest that in this evolutionary stage the skills must be developed to:
 - Regulate intense emotions.
 - Modulates rapidly fluctuating emotions.
 - Self-monitor independently.
 - Achieve knowledge of their own emotions and be able to deal with them effectively, without them overwhelming them.
 - Understands the consequences on themselves and others of emotional

expression.

- Transform the meaning of a negative event so that it is less harmful. - Separate momentary emotional experiences from identity and recognize that the "I" can remain intact despite emotional variations.

- Negotiate and maintain interpersonal relationships in the presence of strong emotions.

- Cope with the emotional excitement of experiences that arouse empathy and sympathy.

- Use cognitive skills to obtain information about the nature and source of emotions. It must be taken into account that all these competencies require a teaching-learning process and that it is in this period of adolescence where most help must be given to develop them, both from families and in formal education in order to contribute to a comprehensive construction of personality.

That is why emotions in human beings not only develop rational intelligence, but also emotional intelligence, since both will allow us to solve the more or less complex problems that living in society entails, since emotional competence provides the ability to act effectively in the diversity of situations in which human beings find themselves. Adolescence is the stage in which emotional competencies are redefined, therefore, it is essential to enhance their development, as well as to induce self-analysis of the feelings and emotions that are experienced, in order to be able to know and understand them better and, furthermore, knowing our own limitations, which will allow us to better understand those of others. The purpose of education is the integral and global formation of the person, it is mandatory and obligatory, on the part of all educational agents, to focus

not only on intellectual development, but also to enhance emotional development.

SOCIO-EMOTIONAL SKILLS

Socio-emotional skills refer to the tools that allow people to understand and regulate their emotions, understand those of others, feel and show empathy for others, establish and develop positive relationships, make responsible decisions, as well as define and achieve personal goals. (CASEL, 2017).

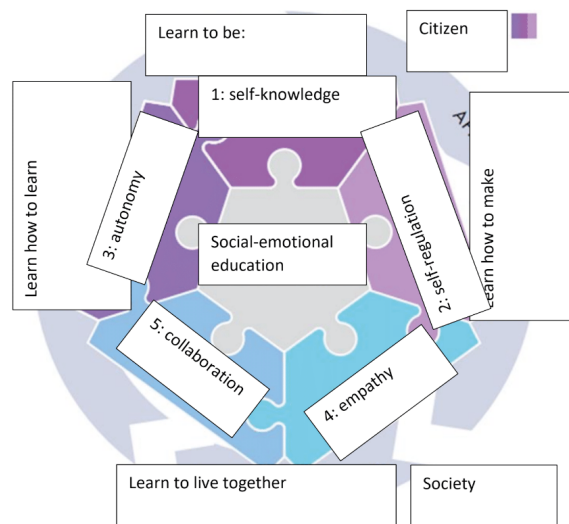
If you use them in the classroom, it has the following benefits: understanding and managing your emotions, having consideration, attention and care for others, building a healthy identity, making responsible decisions, handling complicated situations constructively and establishing positive relationships. Likewise, there is evidence that these skills can be developed and exercised intentionally in the educational context, and that childhood and adolescence are the most significant stages to learn them (Cunningham, W., McGinnis, L., García, R., Tesliuc, C. and Verner, D., 2008). There is a consensus that today young people require comprehensive training that not only provides academic knowledge, but also provides them with tools that allow them to successfully face the demands of a complex and changing world (Durlak, J., Domitrovich, C., Weissberg, R. and Gullotta, T. [eds.], 2015).

It must be noted that various authors point out that working with the HSE helps prevent risk situations, such as violence, depression, drug addiction, school dropouts, stress, among others; It also promotes the skills necessary for young people to imminently enter a highly competitive labor market (Cunningham et al., 2008; Bisquerra, 2011; CASEL, 2015).

For this reason, facilitating the development of young people's HSE from the educational field is essential, since they are going through a crucial moment in which they must make

decisions that will have a decisive impact on their future. In other words, students who acquire HSE get along well with other people, work cooperatively, identify problem-solving strategies, know when and where to ask for help, and are more motivated to learn. There is no single formula for developing social-emotional learning. students in the context of school and in the classroom. Instead, we find a great diversity of strategies that have been associated with greater school attendance, greater involvement in the classroom, and greater conflict resolution among peers.

The 2017 Educational Model recognizes the role that the HSE plays for the comprehensive development of people. Based on the impact reported by socio-emotional education programs, the educational agendas of different countries such as Australia, South Korea, Austria, Belgium, Finland and Russia, among others, have integrated this component into their educational policies (OECD, 2015).



1 - SEP MODEL

Source: Model (educational, 2017)

Based on this model, it is proposed that to strengthen the development of the socio-emotional dimensions of the collective level (collaboration and empathy), it is necessary to work in parallel on the dimensions of

the individual level (self-knowledge, self-regulation and autonomy), and vice versa, since the Different dimensions generate synergies among themselves and enhance each other. For example, autonomy without collaboration runs the risk of fostering selfish individualism, and collaboration without autonomy risks educating submissive people who lack initiative.

This way, the five dimensions form an interdependent framework in which each of them has specific components, but at the same time shared with the other dimensions to together harmoniously build the emotional health of a person.

The five dimensions and their associated abilities are:

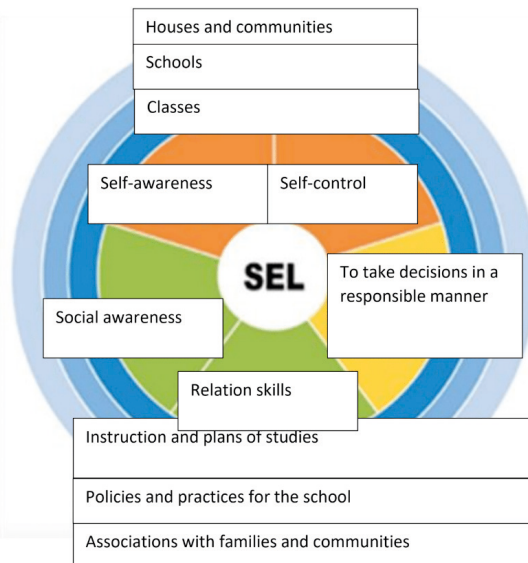
- **Self-knowledge:** It involves developing attention to one's own cognitive and emotional processes, and expressing emotions appropriately. The purpose of self-knowledge is to accept and value oneself, and to strengthen the sense of identity. It demands the gradual development of the following skills: attention, awareness of oneself and what surrounds us, self-esteem and well-being.
- **Self-regulation:** Allows you to modulate your own thoughts, emotions and behaviors; It involves controlling impulses, tolerating frustration, persevering in achieving goals, postponing the need for immediate rewards, managing the intensity and duration of emotions, and even ensuring that constructive emotions arise voluntarily. It requires cultivating the following skills: metacognition, expression and regulation of emotions, self-generation of emotions for well-being and perseverance.

- **Autonomy:** Favors making decisions and acting responsibly, considering not only the good for oneself, but also for others, and consciously assuming the

foreseeable consequences of actions. It includes the following skills: personal initiative, identification of needs and search for solutions; leadership and openness; and commitment and self-efficacy.

- **Empathy:** Implies the ability to perceive, identify and understand affective, behavioral and attitudinal elements that the other communicates, verbally or non-verbally. It is an essential element to create healthy interpersonal relationships. It involves well-being and dignified treatment of other people, perspective taking in conflict situations, recognition of prejudices associated with diversity, sensitivity towards people and groups that suffer exclusion or discrimination, and care for nature.

- **Collaboration:** It is defined as the set of skills that a person develops to establish harmonious relationships with others that lead to the achievement of group goals. It involves the construction of the sense of “we” and the search for the good of the community. The person who feels part of a community satisfies the need for belonging, and also for recognition, because in the community one is “part of something” and, at the same time, one is “someone.” It requires strengthening assertive communication, responsibility, inclusion, conflict negotiation and the sense of interdependence.



2. - CASEL MODEL

Source: The Social and Emotional Academic Learning Collaborative Program (CASEL 2017)

The Collaborative for Academic Social, and Emotional Learning defines SEL (social and emotional learning, in Spanish) as a process to develop a school community where there is systemic integration of academic, social and emotional learning at three levels: classrooms, schools and communities.

METHODOLOGY

The B.E.C.A. It is a high school that belongs to the accounting and administration faculty of the “Benito Juárez”, “ Universidad Autónoma de Oaxaca”, it has approximately 400 students, 350 in the morning shift and 150 in the afternoon shift.

For this research, a sample of 158 students was taken from the morning and afternoon shifts of the first, second, fourth, fifth and sixth semester. From the economic-administrative specialty.

This research is considered qualitative, with the action research method. Well, it is this that involves understanding teaching as a process of research and continuous search.

The characteristics of this type of research referred to by (Bauzela, 2000) are mentioned below:

- It is oriented towards educational change.
- It is built from and for practice.
- Aims to improve practice through its transformation, while seeking to understand it.
- It demands the participation of subjects in the improvement of their own practices, it requires group action through which the subjects involved collaborate in a coordinated manner in all phases of the research process.
- It involves carrying out a critical analysis of situations and is configured as a spiral of cycles of planning, action, observation and reflection.
- It cannot be reduced to the classroom, because teaching practice is not limited or reduced to it either.

Therefore, action research is a process that follows a systematic evolution, and changes both the researcher and the situations in which he or she acts.

To carry out this work, the following activities were carried out in order to obtain optimal results.

According to Sampieri, Fernández and Bastida (2006), the interview is an intentional dialogue between the interviewee and the interviewer with the objective of collecting information about the research under a particular structure of questions and answers. According to the objectives and the procedure these will be structured.

Virtual interviews were carried out with the students to give them confidence and mainly explain the reason for the questionnaire, as well as the methodology to be used to answer the questions. Likewise, it

was explained to them that if they had any questions they would be available for any questions that may arise when responding.

A questionnaire was carried out which contains 27 questions that measure the following skills: self-awareness, self-regulation, autonomy, empathy, social competence, self-esteem, assertive communication and resilience. It was prepared as an inventory in the Gmail program. Each question has a numerical value, which when the data was collected was entered into the Excel program for descriptive analysis. Afterwards, the graphs were made. Based on these results, there is the Health, Safety and Environment team, that young students have was measured and identified.

RESULTS OF THE INVESTIGATION

It is worth mentioning that the students present emotional illiteracy as mentioned (Ancina, 2006). Well, they report being aware of their emotions, they can feel them in their body as pleasant and unpleasant sensations, but they are not capable of expressing them. They report that it is difficult for them to do so in their social, family and school environments. This brings negative consequences to your life because not being able to express your feelings does not help you satisfy your emotional, physical and cognitive needs. This causes their emotions to rise in level, making it difficult for them to control them. Which causes an exaggerated expression of emotion, which manifests itself in throwing things if they get angry, breaking down in tears, etc. As a consequence of the above, students find it difficult to make decisions. It is very important to mention that a large number of young people, when they have a conflict with someone, find it difficult to put themselves in the other's shoes. For example, if a partner is sad or expresses some

emotion, it is not easy for him to experience the emotion of his partner. This is a fact that draws a lot of attention because if you do not have this competence there may be an increase in violence, bringing not only relationship difficulties but also a social problem in the long run. A smaller percentage present feelings of concern towards people less fortunate than them, they agree that before criticizing someone they try to imagine how they would feel if they were in that place. These data are alarming and it is necessary to work on this skill in young people. It is therefore that through empathy we search within ourselves for the thoughts and emotions that another human being is going through in order to offer help. If a student lacks this, it is essential that he learns to use it as it will bring great benefits to both himself and his classmates.

It is clear that when it comes to making decisions, they feel insecure about themselves, taking a long time to resolve a situation that arises. Contrary to what was mentioned above, the positive data obtained are mentioned. There is a smaller percentage of students who, despite not being able to self-regulate, are able to achieve some of their goals. They make a greater effort and although it takes a little longer than expected, they achieve the objectives they set. Well, they quickly look for solutions to the difficulties that arise.

It is also pleasing to identify that some of the students usually take the initiative to study and complete their assignments. Because they feel committed to finishing school activities.

It is notable that, although it is a smaller percentage, young people maintain positive relationships with their classmates. As well as with your family inside the home, as well as outside of it. Regarding their self-esteem, less than half of the students feel valued, and accept themselves as they are; which makes it easier for them to express how they feel, that is, they have the confidence to be able to express

their feelings. Self-confidence helps them face difficult times. Favoring easy recovery in critical moments, helping to find a way out of what is being presented to them. Given these results, it is necessary to implement useful strategies immediately to help and strengthen the emotional state and, consequently, the overall state of high school students.

It is essential that the student be able to create healthy relationships, have a good coexistence and develop socially if she does not know how to express her emotions. If you do not have emotional intelligence, there will be no respect for yourself and others. They will lack understanding of others, therefore, it will be difficult for them to live together and there may be an increase in violence, self-destructive behavior and school dropouts, among other factors.

The results obtained during this research are disturbing, since the students lack adequate emotional intelligence. It is very difficult for them to recognize and express their emotions not only at school but at home as well. This has a strong impact on their academic performance because by not having an emotional balance their overall state is affected. Once all this data was analyzed, the psychopedagogical proposal was made, which aims to support students in the acceptance, expression and control of their emotional competencies. As part of the activities of this proposal, parents are also included since they are fully aware that they must actively participate in the psychological development of their children.

Fortunately, there is no single formula to develop students' social-emotional learning in the classroom context. There are several strategies that can be offered to young people and benefit them. In this case, involving sports and music in your academic training not only benefits your emotional intelligence, it will also help you be more creative, facilitate

decision making, release frustration, as well as promote neural connections among other benefits. Therefore you will learn to be, you will learn to do, to live together and you will

learn to learn. Socio-emotional dimensions necessary for self-knowledge, self-regulation and autonomy of an individual for self-realization in their daily lives.

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