SOCIO-EMOTIONAL DEVELOPMENT IN THE SCHOOL ENVIRONMENT: THE ROLE OF TEACHERS

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ABSTRACT

The present study addressed the issue of challenges in the implementation of socio-emotional development programs in schools, seeking to understand how these programs can be integrated into the school curriculum. The general objective was to analyze the educational practices aimed at the development of these skills, identifying the contributions and obstacles faced. The methodology used consisted of a literature review that examined the existing literature on the subject, covering articles, books and theses that argue socio-emotional development in education. The results indicated that the continuous training of educators is a determining factor for the success of socio-emotional interventions. It was identified that the resistance of teachers and the lack of adequate resources are significant challenges that must be overcome. In addition, the analysis revealed that the assessment of socio-emotional competencies lacks objective methods, making it difficult to measure the results of the practices implemented. The final considerations suggested that the promotion of socio-emotional competencies should be a priority in educational policies, and that future

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research is needed to analyze the effectiveness of interventions in different contexts. The study highlighted the importance of an integrated approach, which involves the training of educators and the creation of school environments favorable to socio-emotional development.

Keywords: Socio-emotional Development. Education. Teacher Training. Evaluation. Pedagogical Practices.

INTRODUCTION

Social-emotional development refers to the set of skills that enable individuals to manage their emotions, establish healthy interpersonal relationships, and navigate life's challenges. In the educational context, this theme has gained prominence, since the school plays a fundamental role in the integral formation of the student. The development of these skills is essential not only for the well-being of students, but also for the improvement of the school environment, since the promotion of socio-emotional skills can contribute to the improvement of the school climate and academic performance. Schools therefore have a responsibility to foster a space where socio-emotional development is prioritized, incorporating practices that encourage empathy, resilience, and collaboration.

The justification for the research lies in the need to understand how educational practices can be adapted to integrate socio-emotional development into the school routine. The training of educators to deal with these skills is an aspect that deserves special attention, as many teachers feel unprepared to work in this field. In addition, today's society faces complex challenges, such as increasing violence, bullying, and anxiety among young people. Thus, the school can and should position itself as a space for welcoming and developing, contributing to the formation of conscious citizens prepared to interact in a healthy way in the world. The need for educational strategies that consider socio-emotional development is, therefore, evident.

The central problem of the research refers to the difficulty of implementing programs and practices that promote socio-emotional development in schools, as well as the resistance of some educators to integrate these skills into pedagogical work. This reality raises questions about the effectiveness of the training offered to teachers and about the public policies that regulate and encourage social-emotional education. The lack of clarity about the objectives and approach of these practices can result in inconsistent implementation, making it difficult to create a school environment that favors the integral development of students.

In view of this scenario, the objective of this research is to analyze the educational practices that promote socio-emotional development in schools, identifying the challenges and opportunities for their effective implementation. The text is structured in sections that address, at first, the theoretical framework on the subject, followed by a discussion about the methods used in the research. In sequence, the results found are presented, culminating in final considerations that summarize the main findings and suggest directions for future investigations.

THEORETICAL FRAMEWORK

The theoretical framework is structured in four main sections, which address different aspects of socio-emotional development in education. The first section presents a definition of socio-emotional skills, contextualizing their relevance in the school environment. The second section argues the relationship between socio-emotional development and learning, showing how these competencies influence students' academic performance and social life. In the third section, the relevant theories that underlie educational practice in this context are analyzed, including contributions from thinkers such as Vygotsky and the Theory of Multiple Intelligences. Finally, the fourth section explores the pedagogical approaches and intervention programs that have been implemented in schools to promote the development of these skills, presenting practical examples and results obtained in different educational contexts. This structure aims to provide an understanding of the theme, supporting subsequent discussions of the research.

SOCIO-EMOTIONAL SKILLS IN EDUCATIONAL PRACTICE

Socio-emotional skills in educational practice have become a central theme in the integral development of students, being addressed in different ways in schools. The recognition of the importance of these skills has led to a growing inclusion of educational programs that aim to promote the socio-emotional formation of students. According to Vale (2009, p. 130), "social-emotional education should be integrated into the school curriculum, not only as a set of contents to be taught, but as a continuous process that involves the construction of healthy interpersonal relationships". This perspective emphasizes that social-emotional education should not be seen as an isolated element, but rather as an essential part of the educational process.

In addition, Coelho, Sousa and Marchante (2014, p. 20) emphasize that "the implementation of programs aimed at assessing students' socio-emotional skills contributes to the improvement of the school climate and to the development of an environment that favors learning". This statement highlights the relevance of evaluations aimed at the development of these competencies, indicating that the application of appropriate tools can promote a positive and conducive space for education.

An example of an educational program that integrates socio-emotional skills is the Class Director Teacher Project (PPDT). Morais (2024, p. 3075) states that "the PPDT acts as a fundamental tool for socio-emotional development, as it promotes the continuous training of teachers and encourages practices that favor empathy and welcoming in

classrooms". This initiative demonstrates how training and support for educators are crucial for the implementation of programs aimed at socio-emotional development.

The studies by Del Prette and Del Prette (2022) present an analysis of how social skills and socio-emotional development can be promoted in the school environment. The authors state that "the promotion of socio-emotional skills should be a shared responsibility between educators, students, and the school community, involving activities that stimulate reflection and practice in everyday situations" (Del Prette & Del Prette, 2022, p. 45). The authors demonstrate that collaboration between the various educational actors is essential for the success of initiatives aimed at socio-emotional development.

Socio-emotional skills are being recognized as a fundamental part of the educational process. Programs and interventions aimed at developing these skills are essential for the formation of citizens who are aware and prepared to face the challenges of life. The implementation of educational practices that integrate socio-emotional skills contributes to a healthy and productive school environment, promoting the well-being and learning of students.

THE ROLE OF THE TEACHER IN SOCIO-EMOTIONAL DEVELOPMENT

The role of the teacher in the socio-emotional development of students is fundamental for the creation of a school environment that favors learning and well-being. The educator's performance is transformed in response to contemporary demands, requiring teachers to become agents of change by promoting social-emotional education. According to Júnior *et al*. (2023, p. 135), "the new roles of the teacher include not only the transmission of knowledge, but also the facilitation of the development of emotional and social skills, essential for the integral formation of students". This statement shows that educators must go beyond the curricular content, assuming responsibilities that involve monitoring the emotional development of their students.

In addition, the training of teachers to deal with socio-emotional issues is an aspect that requires special attention. Carvalho (2020, p. e26) highlights that "the training of educators should include practical strategies to promote socio-emotional development, enabling them to feel prepared to address these issues in the school environment". The need for adequate training is demonstrated, allowing teachers to recognize the importance of their practices and feel safe when addressing topics related to emotions and social interactions.

An example of how this training can be structured is presented by Morais (2024, p. 3070), who argues that "continuing education programs should be implemented so that

educators acquire the necessary skills to promote a socio-emotionally healthy environment". This statement highlights the importance of initiatives that offer support and constant updating to teachers, ensuring that they are able to deal with the demands of students' socio-emotional development.

The integration of socio-emotional skills into pedagogical practices is a challenge that must be faced by all educators. According to Del Prette and Del Prette (2022, p. 50), "the promotion of a learning environment that prioritizes social skills should be a central strategy in teacher training, since interaction between students is an opportunity for the development of these skills". This long quote underlines that the school environment should be designed to favor interaction and the practice of socio-emotional skills, highlighting the active role of teachers in this process.

The role of the teacher in socio-emotional development is essential for the formation of students who are well prepared for life's challenges. The training and continuous training of educators are essential for them to be able to perform their duties, contributing to the creation of a healthy school environment that promotes the well-being and learning of students. The performance of teachers must be integrated and aligned with the needs of students, ensuring that socio-emotional skills are addressed in the educational context.

ASSESSMENT OF SOCIO-EMOTIONAL COMPETENCIES

The assessment of socio-emotional skills has gained prominence in the educational context, as schools recognize the importance of these skills for the integral development of students. The use of appropriate methods and tools for this assessment is essential, as it allows for a clear understanding of students' needs and progress. According to Coelho, Sousa and Marchante (2014, p. 18), "the assessment of socio-emotional competencies must be carried out in a continuous and integrated way with the educational process, using instruments that enable the monitoring of skills over time". It is highlighted that evaluation should not be an isolated event, but an integral part of the school routine, allowing a continuous analysis of the students' development.

Morais (2024, p. 3069) mentions that "the use of assessment instruments, such as questionnaires and rubrics, is essential to map socio-emotional competencies and provide an accurate diagnosis of student development". This quote indicates that by adopting tools such as quizzes and rubrics, educators can gain detailed information about students' social-emotional skills, facilitating targeted interventions. The diversity of instruments available allows schools to choose those that best suit their context and the needs of their students.

However, the assessment of socio-emotional competencies also presents challenges and limits that must be considered. According to Del Prette and Del Prette (2022, p. 55), "the subjectivity of socio-emotional competencies can make it difficult to accurately measure the results, requiring educators to have specific training so that they can correctly interpret the data obtained". This long quote shows that the subjective nature of socio-emotional competencies can complicate assessment, making it necessary to provide adequate training for educators. Without this support, the interpretation of the results can be biased, impairing the effectiveness of the proposed interventions.

In addition, as mentioned by Júnior *et al*. (2023, p. 138), "one of the biggest challenges of socio-emotional assessment is the resistance of educators to adopt new assessment practices, often due to lack of knowledge or specific training in the area". This statement highlights that, for the assessment of socio-emotional competencies to be successful, it is essential that teachers are open to new methods and receive the appropriate training. Resistance to change can limit the implementation of practices aimed at improving social-emotional education, harming the integral development of students.

The assessment of socio-emotional skills is an essential tool for student development, but it faces challenges that must be overcome. The choice of appropriate methods and tools, combined with continuous training of educators, can facilitate the implementation of an evaluation. In addition, reflection on the limits of assessment and openness to new practices are essential for socio-emotional skills to be meaningfully integrated into the school environment. Overcoming these challenges will contribute to the formation of citizens who are aware and prepared to deal with the demands of life.

METHODOLOGY

The methodology adopted for the research consists of a bibliographic review, with the objective of analyzing and compiling information on socio-emotional development in education. This approach is qualitative, focusing on the collection and interpretation of data already existing in the literature. The instruments used for data collection include scientific articles, books, dissertations and theses that address the topic in question. The procedures involved the careful selection of relevant and reliable sources, prioritizing recent publications and those that have a solid theoretical basis.

The research was carried out through consultations with academic databases, such as *Google Scholar*, *Scielo* and other digital libraries, aiming to collect information pertinent to the theme. Inclusion and exclusion criteria were used to ensure that only works that align with the research objectives were considered. In addition, the analysis of the selected works

was done in a systematic way, categorizing the information into topics that facilitate the discussion and understanding of socio-emotional development in education.

Chart 1: Resources Used in Survey Data Collection

Author(s)	Conforming title published	Year	Type of work
VALE, V.	From weaving to mending: the threads of socio-emotional competence.	2009	Article
COELHO, V.; SOUSA, V.; MARCHANTE, M.	Development and validation of the questionnaire for the assessment of socio-emotional competencies in the teachers version.	2014	Article
MARQUES, A. M.; TANAKA, L. H.; FÓZ, A. Q. B.	Evaluation of intervention programs for teacher social-emotional learning: An integrative review.	2019	Article
OLIVEIRA, J. V.; GALVÃO, L. G. A.	The Challenge of Socio-emotional Development in the School Context.	2020	Article
CARVALHO, J. M. A.	Socio-emotional intelligence in the 1st year of elementary school from the perspective of teachers.	2020	Article
DEL PRETTE, Z. A. P.; DEL PRETTE, A.	Social skills and socio-emotional development at school.	2022	Book
JÚNIOR, J. F. C. *et al*.	The new roles of the teacher in contemporary education.	2023	Article
SILVA, G. B. S.	Socio-emotional education in the school environment.	2023	TCC
QUADROS, N. V. M.; STEREN, B.	The role of the management team in the socio-emotional development of children in early childhood education.	2023	Article
MORAIS, A. C. S.	The Class Principal Teacher Project (PPDT) as a tool for socio-emotional development.	2024	Article

Source: authorship

The table presented illustrates the resources used in the collection of research data, categorizing the sources according to the type and quantity of each one. This organization facilitates the visualization of the diversity of materials that were consulted, evidencing the variety of perspectives addressed in the literature on socio-emotional development in education. The diversity of sources contributes to the elaboration of a review, allowing a critical and reflective analysis on the subject.

RESULTS OF SOCIO-EMOTIONAL INTERVENTIONS

The results of socio-emotional interventions have been the subject of study in several studies, evidencing the relevance of implementing programs that promote the development of these skills in schools. The evidence collected from different programs demonstrates that interventions aimed at the socio-emotional development of students generate positive impacts both in the school environment and in academic performance. According to Vale (2009, p. 135), "evidence shows that social-emotional intervention programs can result in significant improvements in student behavior, in addition to

contributing to increased school performance and life satisfaction". This quote reinforces the idea that social-emotional education is not just a complement to the curriculum, but an essential component for student success.

Data collected in research on intervention programs indicate that the implementation of practices aimed at socio-emotional development has contributed to the reduction of problematic behaviors. Morais (2024, p. 3072) states that "schools that adopted socio-emotional development programs reported a decrease in the incidence of bullying and interpersonal conflicts, demonstrating the effectiveness of interventions in promoting a harmonious school environment". This quote illustrates that applying specific strategies can not only improve the school climate but also create an environment in which students feel safe and respected.

In addition, the analysis of teacher training programs for the implementation of socio-emotional interventions has shown promising results. According to Del Prette and Del Prette (2022, p. 57), "the training of educators to apply socio-emotional interventions correlates with the improvement in students' emotional and social skills, which, in turn, reflects in an increase in engagement and motivation in school activities". The importance of continuous teacher training is highlighted, showing that training not only improves the skills of educators, but also positively impacts the involvement of students in school activities.

The evidence collected so far shows that socio-emotional interventions play a fundamental role in the integral formation of students. Through the implementation of programs, schools can promote healthy emotional development, which contributes to building positive interpersonal relationships and enhancing learning. Therefore, the analysis of the results of these interventions is essential to support new educational practices and policies that aim at the integration of socio-emotional skills in the school environment, promoting teaching that values not only academic knowledge, but also the formation of conscious citizens prepared for the future.

CHALLENGES IN THE IMPLEMENTATION OF SOCIO-EMOTIONAL PROGRAMS

The implementation of socio-emotional programs in schools faces several challenges that can compromise the effectiveness of interventions. One of the main obstacles is the resistance of educators to adopt new practices, often due to the lack of specific training in the area. As stated by Júnior *et al*. (2023, p. 140), "resistance to change is a factor that limits the implementation of socio-emotional development programs, especially when educators do not feel prepared to integrate these practices into their teaching routines". It is

evident that teachers' insecurity can be a significant obstacle, making it difficult to adhere to new pedagogical approaches.

In addition to resistance to change, teachers face a lack of autonomy in evaluation practices, which compromises the implementation of new methodologies, including those aimed at socio-emotional development. According to Oliveira (2023, p. 113):

> The teachers interviewed reported the lack of autonomy to manage the evaluation process, which continues to exclude and focus on rankings. As much as they try to innovate, they are tied to the goals imposed by the system, which limits the possibilities of adapting to the needs of students.

In addition, the lack of adequate resources for the implementation of socio-emotional programs is a recurring challenge. Morais (2024, p. 3078) points out that "many institutions face difficulties in allocating financial and material resources necessary for teacher training and the execution of activities that promote socio-emotional development". This statement indicates that, without the necessary support, it is difficult to establish an environment conducive to the development of socio-emotional skills, thus limiting the effectiveness of initiatives.

Another relevant aspect is the difficulty in measuring the results of the interventions. According to Del Prette and Del Prette (2022, p. 58), "the subjectivity of socio-emotional competencies can complicate the evaluation of program results, leading to a misperception of their effectiveness". This lengthy quote demonstrates that the subjective nature of social-emotional skills makes it difficult not only to implement but also to evaluate interventions. Without a clear measurement of results, it becomes challenging to justify the continuity or expansion of programs, creating a barrier to the development of public policies in this area.

In addition, the lack of solid institutional support can contribute to the fragility of the implementation of socio-emotional programs. Vale (2009, p. 136) points out that "without a clear commitment from educational institutions and policies, socio-emotional development initiatives tend to be sporadic and without continuity". This quote reinforces that institutional support is essential to ensure that programs are effective and that educators have the necessary support to integrate them into their daily work.

The challenges faced in implementing socio-emotional programs in schools are significant and require attention. Educators' resistance, lack of resources, difficulty in evaluation, and absence of institutional support are barriers that need to be overcome to ensure the effectiveness of interventions. Overcoming these obstacles will not only contribute to the formation of emotionally well-prepared students, but will also promote a healthy and productive school environment. Therefore, it is essential that educational

policies focus on strengthening socio-emotional initiatives, offering adequate support and resources to educational institutions.

FUTURE PERSPECTIVES FOR SOCIO-EMOTIONAL DEVELOPMENT

The future perspectives for socio-emotional development in schools demand a careful look at educational practices and public policies that can be implemented. The integration of socio-emotional skills into the school curriculum should be a priority for educational institutions, as this promotes the integral formation of students. According to Morais (2024, p. 3080), "it is essential that schools develop a curriculum that explicitly includes socio-emotional education, with clear objectives and defined actions for its implementation". This quote emphasizes the need for strategic planning that integrates socio-emotional skills in a systematic way, ensuring that all students have access to this type of training.

In addition, the continuous training of educators is essential to ensure the effectiveness of socio-emotional interventions. Vale (2009, p. 137) argues that "teacher training programs should be reviewed and expanded to include practical approaches on how to implement social-emotional development in the classroom". This statement highlights the importance of empowering educators to feel safe and prepared to integrate socio-emotional skills into their pedagogical practices. A well-trained teacher can positively influence the school climate, promoting a welcoming and conducive environment for learning.

The implementation of public policies that support socio-emotional development is also an aspect that must be considered. Del Prette and Del Prette (2022, p. 60) emphasize that "it is necessary for educational policies to contemplate socio-emotional training as an essential component, promoting articulation between the different sectors of education". This long quote suggests that collaboration between schools, government, and the community is key to creating an environment that is conducive to social-emotional development. Public policies should facilitate the creation of support networks, promoting the exchange of experiences and the joint construction of strategies that benefit students.

Evaluation of the results of socio-emotional interventions should be an ongoing component of educational practices. According to Júnior *et al*. (2023, p. 142), "the systematic evaluation of the implemented programs allows for continuous adjustments and improvements, ensuring that the practices adopted really meet the needs of the students". It is highlighted that evaluation should not be seen only as a means of measuring results, but

as a tool for improvement that contributes to the constant development of educational initiatives.

The future prospects for social-emotional development in schools require a concerted effort to integrate these skills into the curriculum, empower educators, and implement public policies that underpin these practices. Collaboration between different sectors and continuous evaluation of programs are key to ensuring that students can develop in their social and emotional dimensions. Thus, by prioritizing socio-emotional development, schools will be contributing to the formation of conscious citizens prepared to face the challenges of the future.

FINAL CONSIDERATIONS

The final considerations of the study on socio-emotional development in education highlight the main findings related to the implementation of programs that aim to promote these skills in school environments. The research showed that the integration of socio-emotional skills in the school curriculum is fundamental for the integral formation of students, allowing them to develop not only cognitive skills, but also social and emotional skills. The analysis of educational practices revealed that teacher training is an essential element for the success of these interventions. Trained educators demonstrated greater ease in integrating socio-emotional practices into their teaching routines, contributing to a healthy school environment.

The research also addressed the challenges faced in implementing the programs, such as resistance from educators and the lack of adequate resources. Such obstacles need to be overcome for the initiatives to be effective and achieve the proposed objectives. The data indicated that, although many teachers recognize the importance of socio-emotional development, the absence of institutional support and the lack of continuous training make it difficult to implement the desired practices. In addition, the survey revealed that the assessment of socio-emotional competencies is an aspect that deserves greater attention, since the subjectivity of these skills can complicate the measurement of results.

The contributions of this study are significant for understanding the role of socio-emotional competencies in education. The research underscores the importance of creating a curriculum that explicitly includes social-emotional development, as well as emphasizing the need for ongoing training for educators. Building a school environment that prioritizes these skills can not only improve academic performance but also promote student well-being, contributing to the formation of citizens who are aware and prepared for life's challenges.

Still, it is evident that further studies are needed to complement the findings of this research. Future investigations can expand the analysis of the effectiveness of socio-emotional interventions in different educational and cultural contexts, enabling an understanding of how to implement and adapt these practices. In addition, the exploration of objective evaluation methodologies can contribute to the improvement of teaching practices and to the formation of public policies that favor socio-emotional development in schools.

The promotion of socio-emotional skills should be a priority in educational policies, and the results of this research indicate paths for its effective implementation. The continuity of research in the area is essential to understand the impacts and benefits of socio-emotional interventions, ensuring that all students have the opportunity to develop skills that are fundamental to their personal and professional lives.

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