

EDUCATIONAL SOCIAL SKILLS IN HIGHER EDUCATION: A SYSTEMATIC REVIEW OF THESES AND DISSERTATIONS IN BRAZIL



<https://doi.org/10.56238/arev7n3-237>

Submitted on: 02/23/2025

Publication date: 03/23/2025

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ABSTRACT

This study aimed to analyze the academic production on Educational Social Skills in higher education, focusing on theses and dissertations of Graduate Programs in Brazil, considering the existence and applicability of studies on SEH in the area of Physical Education. A systematic review was conducted using the guidelines of the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA). Seven (7) studies were analyzed, categorized according to criteria such as authors, year of defense, degree level, graduate program, university, area of study, objectives and methodology. The results indicated that investigations on Educational Social Skills in higher education emphasize the importance of SEL in teacher training and in the creation of inclusive environments, especially for students with special needs. The research emphasized the need for robust and continuous initial training and the validation of instruments to measure SEH. Recurrent patterns were identified, such as methodological diversity and interdisciplinary approach, integrating knowledge from neurosciences, psychology and education for a more complete understanding of SEH and its applications in teaching practice. However, in the context of Physical Education, the results revealed a considerable gap in the academic literature, pointing to the need for greater attention and development of research on Educational Social Skills in this area. The lack of specific studies highlights the importance of encouraging and supporting research that explores this theme, contributing to a more comprehensive and integrated understanding of Social Skills in the educational environment.

Keywords: Social Skills. Educational Social Skills. Systematic review.

INTRODUCTION

According to Caballo (2021), Social Skills are a set of behaviors that an individual demonstrates in interpersonal contexts, expressing feelings, attitudes, desires, opinions, or rights in a way that is appropriate to the situation. These behaviors respect the rights of others and usually solve immediate problems, reducing the likelihood of future problems.

Within this context, Educational Social Skills (SES) are those specifically directed to promote the development and learning of other people, whether in formal or informal situations (Del Prette; Del Prette, 2001). It is understood that HSE are applicable both in the promotion of desirable social behaviors and in the process of teaching and learning academic content (Del Prette; Del Prette, 2019; Viera-Santos, 2022). Thus, the importance of Social Skills (HS) in the educational context is recognized, highlighting that the teacher's competence encompasses both technical and interpersonal skills necessary to interact effectively with students (Viera-Santos, 2022). These skills are fundamental for the success of teacher-student interaction and for the creation of an effective educational environment (Viera-Santos; Henklain, 2017).

The authors Vieira Santos *et al.* (2019) add that the application of Educational Social Skills (HSE) involves creating conditions that favor the development and strengthening of more effective behavioral patterns for both teachers and students. This allows both to face more efficiently the various current and future demands of the educational environment.

In recent decades, there has been a movement and an increase in the growing interest in the theoretical, practical and research field of HS in Brazil (Del Ponti; Moraes; Del Prette; 2020), reinforcing the need to (re)know the factors that interfere in the teacher-student relationship in higher education, the practical field of Social Skills and the social behavior presented by university professors in the interaction with students in the classroom (Vieira-Santos, 2022). However, it is understood that in the area of Physical Education there is a gap in the scientific production that relates the HS and the HSE that are present in the university environment by the professors. In this sense, it is understood that one of the least explored aspects is the applicability of HSE in teaching practice by teachers in the Physical Education Course.

Thus, the general objective of the research was to analyze the academic production on Educational Social Skills (HSE) in higher education, focusing on the theses and dissertations of the Graduate Programs in Brazil, considering the existence and applicability of studies on HSE in the area of Physical Education. Thus, it is in order to fill

this gap, particularly in the aspect of HS and HSE that this research is justified in its theoretical character, since most of the analyses and research in the area of Physical Education are perceived only from the technical perspective.

MATERIALS AND METHODS

A systematic review was carried out, which consists of a method of scientific investigation that brings together studies on a problem (Galvão; Ricarte, 2019). The process of identifying theses and dissertations produced in Graduate Programs in Brazil was carried out based on the recommendations of the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA), which consists of three stages: identification, selection and eligibility. According to Moher ¹*et al.* (2015), PRISMA is a set of guidelines created to help authors transparently and thoroughly report systematic reviews and meta-analyses. The goal of PRISMA is to ensure that studies are presented in a clear and detailed manner, making it easier to understand and replicate the results.

The PRISMA process consists of three main steps, which help to ensure that the review is comprehensive and that the results are reliable and useful for informed decision-making (Moher *et al.*, 2015). They are: a) 'identification', where comprehensive searches are carried out in various databases to identify all relevant studies on the topic of interest; b) 'selection', in which the identified studies are evaluated for their relevance and quality, excluding those that do not meet the inclusion criteria; c) 'eligibility', which involves an in-depth analysis of the selected studies to determine whether they are really eligible for inclusion in the systematic review or meta-analysis.

In the identification stage, searches were carried out between January 10 and 23, 2025, in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) and in the Brazilian Digital Library of Theses and Dissertations (BDTD), of the Brazilian Institute of Information in Science and Technology (IBICT), whose time frame was established between the period of 2014 and 2024.

In conducting the survey, the following terms were used, in a combined manner: "educational social skills" AND "educational social skills teacher" AND "higher education"

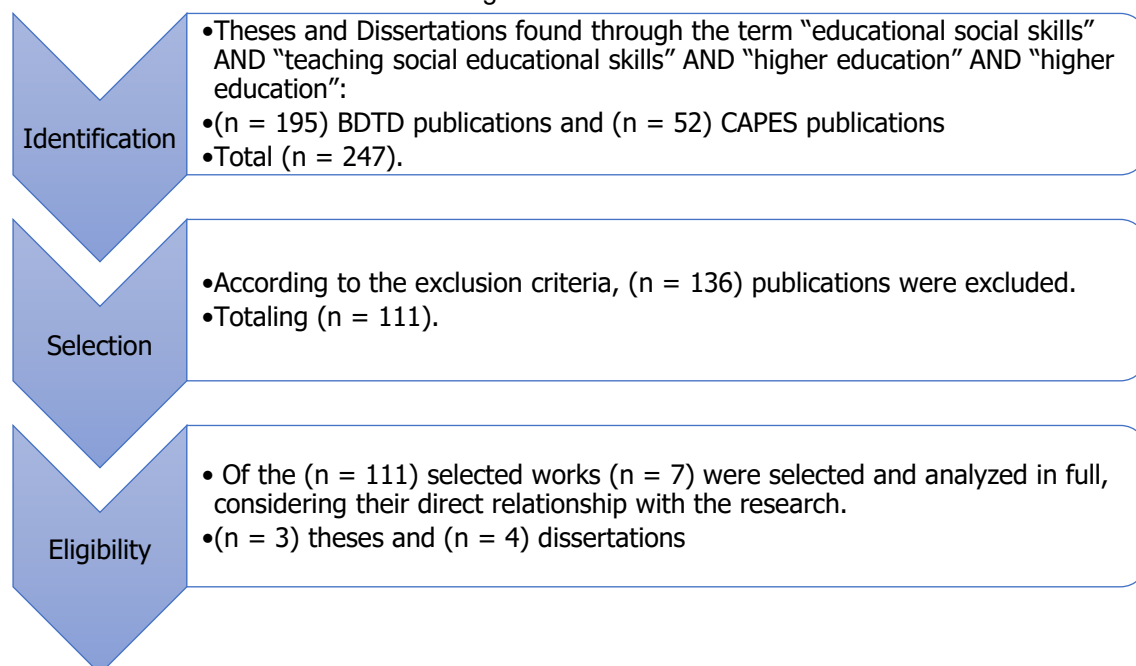
¹ The original paper 'Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement', was translated by Taís Freire Galvão and Thais de Souza Andrade Pansani and David Harrad, and published in the journal *Epidemiology and Health Services*.

AND "higher education", resulting respectively in a total of 195 publications in BDTD and 52 in CAPES.

In the selection stage, the 247 recovered works had their title and abstract analyzed, according to the following inclusion criteria: a) be an empirical study; b) focus on Educational Social Skills in higher education/education; c) present the text in full and; d) be available in Portuguese. The exclusion criteria were: a) duplicate studies; b) documents that are not empirical studies such as book chapters; reviews, reviews or theoretical documents; c) documents not dedicated to Educational Social Skills in higher education/education and; d) studies without access to the full text.

In the last stage, the eligibility stage, the resulting 111 works went through the same procedures as in the previous stage, now focusing on a careful analysis of their content. In all, seven works were chosen for analysis, three theses and four dissertations. The procedures for identification, selection and eligibility of theses and dissertations are illustrated in the flowchart (Figure 1).

Figure 1 - Flowchart



Source: Prepared by the author (2024).

These studies were considered suitable for inclusion in the systematic review, ensuring a solid and comprehensive basis for data analysis. The careful selection of these studies allows for a detailed and rigorous evaluation of the available evidence, ensuring that the results obtained are reliable and representative.

ANALYSIS OF THE RESULTS

In order to provide an overview of the theses and dissertations produced in Graduate Programs in Brazil, with a focus on Educational Social Skills (HSE) in Higher Education, the following categories were arranged in Chart 1, for better understanding and subsequent analysis: program, title, author, level, keywords, type of study/population, and objective.

Table 1 - Summary of selected publications

DIRECT RELATIONSHIP WITH THE RESEARCH THEME <i>(Educational Social Skills) AND (educational social skills teacher) AND (higher education) AND (higher education)</i>						
Program	Title	Author	PPG-Level	Keywords	Study type/population	General objective
Education State University of Rio de Janeiro	Program for the Promotion of Social Skills of non-speaking students with undergraduate students in Pedagogy as interlocutors	Quitério, Patrícia Lorena	Doctorate (2015)	Initial teacher training; Non-speaking students; HSE; Education; Teachers Training; Social skills in children	The research included 10 students from the Undergraduate Program in Pedagogy of a Public University and 07 students with cerebral palsy who do not speak	plan and evaluate a Program for the Promotion of Social Skills for Non-Oral Students (PPHSANO), having as a starting point the development of a Social Skills and Special Education Course with undergraduate students in Pedagogy.

Education PUC – RS	Psychology Federal University of São Carlos	Special education Federal University of São Carlos
Emotional self-knowledge of the teacher: the concern with the person, before the professional	Educational Social Skills of university professors in the evaluation of students: validation of an instrument	Curricular activity in Social Skills for teachers of students from the target audience of Special Education
Almeida, Lucia Helena Diniz De	Santos, Joene Vieira dos	Lessa, Tatiane Cristina Rodrigues
Masters (2019)	Doctorate (2019)	Masters (2017)
Self-knowledge, teacher, neurosciences, emotions, feelings.	Educational Social Skills; University professor; Evaluation by students	Special education; Curricular activity; Social skills; Teacher training; Educational Social Skills
The research was qualitative and included an online open-response questionnaire, which allowed greater privacy and opportunity to express feelings and emotions. Seven students from different teaching degrees from a University of Porto Alegre - RS participated in the research.	1406 students and 16 university professors participated in the research.	19 teachers participated in the research and data collection took place in an activity called ACIEPE (Curricular Activities of Integration Teaching, Research and Extension) during 12 meetings, the first and last meeting being aimed at the application of measurement instruments for pre- and post-test evaluation.
Understand the feelings and emotions of teachers in the classroom, discover their difficulties and show that the training of undergraduates still needs to be rethought with regard to the teacher and emotional self-knowledge.	OBJECTIVE: To examine the validity evidence of the University Teacher Educational Social Skills Inventory – student version (IHSE-PU-Student) based on the internal structure and the relationship with the satisfaction criterion variable.	Evaluate a curricular activity with experiences in Social Skills for students of the licentiate courses and teachers of students of the Special Education Target Audience about their repertoire of Social Skills and Educational Social Skills and correlate the Social Skills and Educational Social Skills of the participants.

Education Federal University of Santa Maria	Education State University of Western Paraná	Special education Federal University of São Carlos
Teacher training for professional, technical and technological education: descriptive analysis of competencies	Teacher training at higher education and other levels of education: a literature review	Analysis of initial training in teaching degrees in relation to special education and Educational Social Skills
Possebon Monica	Dal Bosco, Elisandra Cristina	Dong, Pâmela Barbosa de Mendonça
Doctorate (2022)	Masters (2021)	Masters (2020)
Professional and Technological Education; Teaching by Skills; Comparative education; Teacher training of bachelors.	Teacher Training; Behavior Analysis; Literature Review	Special education; Initial teacher training; Educational Social Skills
This is a study with a methodological perspective of comparative education, considering the teacher training courses for EFA, the Special Undergraduate Program: Teacher Training for Professional Education (PEG) and the Special Regularization Program for Professional Technical Education (FPTP).	16 articles found from database searches (CAPES Journals), search engines (Google Scholar and Microsoft Academic) and reference journals in the area (RBTCC; Perspectives in Behavior Analysis; Acta Comportaria and REBAC). The studies were analyzed based on 25 categories (and subcategories), previously extracted from the introductory literature.	Documentary research, with analysis of the PPC of the courses and a field research with the application of two instruments: HSE Inventory and Questionnaire on HSE and Special Education. 63 students from the last two years of graduation and 3 professors participated in the field research.
To understand how competencies are made explicit in Professional and Technological Education (EPT) in a Brazilian and a Chilean university, based on international external regulatory frameworks.	To review studies published in Portuguese-language journals that proposed to teach or discuss teachers' skills, common to teachers at any level of education, carried out based on the behavioral analytical framework, in the period 2011-2020.	To analyze the initial teacher training with regard to teaching PAEE students in undergraduate courses.

Source: Prepared by the author (2024).

The following is a detailed and comprehensive breakdown of the featured categories.

HIGHER EDUCATION INSTITUTIONS (HEI) CATEGORY

The Higher Education Institutions - HEIs, from which their works were recovered and pertinent to this research, are public and private institutions, namely: State University of Rio de Janeiro (RJ), Pontifical Catholic University (RS), Federal University of São Carlos (SP), Federal University of Santa Maria (RS) and the State University of Western Paraná (PR). Each institution contributed with studies focused on different aspects of teacher training and Educational Social Skills. It is considered that institutional diversity reflects the scope and importance of the theme in different educational contexts. For example, the Federal University of São Carlos stands out for its contribution in multiple studies, indicating a strong focus on Educational Social Skills and special education.

It is noteworthy that, in particular, UFSCAR professors Almir and Zilda Del Prete are advisors of the Graduate Programs in Special Education (PPPGEEs) and in Psychology (PPGPsi). They are members of the CNPq (National Research Council) with a productivity grant and coordinate the Research Group on Interpersonal Relations and Social Skills, which brings together researchers from different regions of the country and abroad. In addition, they coordinate the research group on interpersonal relations at ANPEPP (National Association of Graduate Studies in Psychology), where they lead the Interpersonal Relations and Social Competence WG.

They are the authors of three tests on Social Skills: one for adults (IHS-Del Prette), one for children (IMHSC-Del-Prette) and one for adolescents (IHSA-Del-Prette), in addition to other tests that are in the final stages of development for children, adolescents and couples. They are also the authors of hundreds of publications, including articles and book chapters, and the organizer of several books on Social Skills, one of which has been translated into Spanish and published in Mexico.

They were responsible for the first article on Social Skills published in Brazil. They created the PRODIP (Interpersonal-Professional Development Program), which Almir and Zilda have conducted mainly in organizational and educational contexts, but which can also be used in other contexts, such as social/community and health/clinical contexts. They also provide courses, training and advice in various regions of the country and abroad, serving

a diversified clientele, including psychology professionals, teachers, parents, university students and other segments.

LEVEL CATEGORY

As for the level, the studies vary between master's and doctoral levels, indicating a high degree of specialization and deepening in research. Doctoral works, such as those of Patrícia Lorena Quiterio (2015) and Joene Vieira dos Santos (2019), demonstrate a significant effort to develop and validate educational intervention instruments and programs. It is understood that these studies are essential for the creation of new methodologies and tools that can be applied in different educational contexts.

On the other hand, master's studies, such as those by Tatiane Cristina Rodrigues Lessa (2017) and Lucia Helena Diniz de Almeida (2019), offer practical and theoretical reflections on teacher training and their Social Skills. In this sense, it is understood that the combination of master's and doctoral research enriches the field of study, providing a solid foundation of knowledge and educational practices. According to Abdalla (2017), the training of teachers at different academic levels is important for the implementation of effective educational practices.

CATEGORY KEYWORDS

The keywords of the studies include terms such as "educational social skills", "teacher training", "special education", "self-knowledge", "neurosciences" and "emotions". These terms indicate a central concern with the development of social and emotional competencies in both students and teachers. It is worth mentioning that social competence, according to Del Prette and Del Prette (2017) can be understood as an evaluative construct of an individual's performance (thoughts, feelings and actions) in an interpersonal task that meets the individual's objectives and the demands of the situation and culture, producing positive results according to instrumental and ethical criteria.

The emphasis on special education and initial teacher training suggests a need to prepare educators to address diverse educational needs and foster an inclusive environment. In addition, the inclusion of terms such as "neurosciences" and "self-knowledge" point to an interdisciplinary approach, integrating knowledge from different areas to improve teaching practice.

OBJECTIVES CATEGORY

The objectives of the studies range from the evaluation of programs to promote Social Skills to the validation of measurement instruments and the understanding of teachers' emotions. For example, the study by Quiterio (2015) aims to plan and evaluate a specific program for non-verbalized students, while the one by Santos (2019) focuses on the validation of an inventory of Educational Social Skills. Other studies, such as that of Almeida (2019), seek to understand the feelings and emotions of teachers, evidencing the importance of self-knowledge in teacher training. These objectives reflect a multifaceted approach to the improvement of education, addressing both practical and theoretical aspects of teacher education and its Social Skills.

Barbosa *et al.* (2024), for example, investigate how Educational Social Skills can contribute to teacher training and improve the learning environment. On this aspect, it is highlighted that the quality of the teacher-student relationship is relevant to the teaching-learning process (Vieira-Santos, 2022) and this relationship requires from the teacher, among other skills, an elaborate repertoire of Social Skills and a repertoire of Educational Social Skills (Del Prette; Del Prette, 2008; Vieira-Santos; Del Prette; Del Prette, 2018).

CATEGORY TYPE OF STUDY/POPULATION

The studies presented vary significantly in terms of the type of study and the population involved, reflecting the diversity of methodological approaches and educational contexts. The Program for the Promotion of Social Skills of Non-Speaking Students, conducted by Quiterio (2015) is an applied research with educational intervention. The population involved included 10 undergraduate students in Pedagogy and 7 students with cerebral palsy who were not oralized. This study focuses on a hands-on intervention, planning and evaluating a specific program for students with special needs. The choice of a mixed population, including both prospective teachers and students with cerebral palsy, allows for a comprehensive analysis of the program's effectiveness in real teaching contexts. According to Zabalza (2004), practical interventions are essential for the development of Social Skills in diversified educational contexts.

The Curricular Activity in Social Skills for Teachers of Students of the Special Education Target Audience, carried out by Lessa (2017), is an intervention research with data collection in curricular activities. The study population included 19 teachers. The research uses a practical approach, evaluating the effectiveness of a specific curricular

activity. It is understood that the participation of teachers in practice provides valuable reflections on the application of educational Social Skills in the context of special education, highlighting the importance of continuous training.

On this aspect, Maturana (1998, p. 29) explains that any formative proposal for teachers that seeks to be humanizing and emancipating must be based on the assumption that "[...] Educating is a process in which the child or adult lives with the other and, when living together, transforms spontaneously, making their way of living progressively more congruent with that of the other in the space of coexistence".

The study of Educational Social Skills of University Professors in Student Assessment, conducted by Santos (2019), is focused on the validation of an instrument. The population includes 1406 students and 16 university professors. This study is crucial to ensure the accuracy and relevance of the tools used in higher education. The large sample of university students and professors allows a robust analysis of the instrument's validity evidence, contributing to the improvement of evaluation practices in higher education. According to Leite *et al.* (2018), the validation of instruments is a fundamental step in educational research.

The research on the Teacher's Emotional Self-Knowledge: The Concern with the Person, Before the Professional, carried out by Almeida (2019) is a qualitative research with an open-ended questionnaire. The population includes 7 students from different degrees. It is understood that qualitative research allows for an in-depth exploration of teachers' emotions and feelings, offering a rich and detailed understanding of teachers' experiences. In turn, the use of open questionnaires promotes a freer and more authentic expression of the participants, essential for studies on self-knowledge and emotions. Abdalla (2017) highlight the importance of self-knowledge for effective teaching practice. Garcia (2019, p. 42) adds that a

[...] Continuing education that values the human dimension is one that promotes self-knowledge, empathy and critical reflection on pedagogical practices, allowing educators to develop a more autonomous and meaningful relationship with students.

The study Analysis of Initial Training in Teaching Degrees in Relation to Special Education and Educational Social Skills, conducted by Dong (2020), combines documentary and field research. The population includes 63 undergraduate students and 3 faculty members. The combination of documentary analysis and field research provides a

comprehensive view of initial teacher education. The application of specific instruments, such as the HSE Inventory, allows a detailed assessment of Educational Social Skills in the context of special education.

The Training of Higher Education Teachers and other Levels of Education: A Literature Review, carried out by Dal Bosco (2021), is a literature review that analyzes 16 articles. Literature review is critical to synthesize existing knowledge and identify gaps in research. This study analyzes articles published in reference journals, offering a consolidated view of practices and theories on teacher training and Educational Social Skills. For Zabalza (2004), literature reviews are essential for the advancement of scientific knowledge.

Finally, the study Teacher Training for Professional, Technical and Technological Education: Descriptive Analysis of Competencies and Training Proposals in Brazil and Chile, conducted by Pozzobon (2022), is a comparative study between these two countries, thus allowing the analysis of competencies and training proposals in different educational contexts, of the teacher training courses of these universities. The methodological perspective of comparative education is valuable to understand how different educational systems approach teacher training for professional and technological education. According to Carvalho (2013), the comparative methodology is a valuable analytical tool for educational systems. By helping to identify similarities and differences, it broadens the field of analysis and understanding of the national reality in relation to that of other countries.

These analyses show the methodological diversity and richness of contexts addressed in the research, highlighting the importance of different types of studies and populations for a comprehensive understanding of Educational Social Skills and teacher education.

RESULTS CATEGORY

In the study by Quiterio (2015), the results showed that the strategies used in the course were seen as positive by the undergraduates, standing out for their playful and applied character. There were significant advances in several dimensions of Social Skills, such as coping and self-affirmation, expression of positive feelings, conversation and social resourcefulness, and self-control of aggressiveness. The multimodal assessment of non-verbalized students indicated significant gains in Social Skills after the application of the

program, with progress reported by parents or guardians and generalization of the skills learned to other contexts. The *follow-up* revealed that the improvement in Social Skills was maintained in the medium term, indicating stability and an increasing trend in the results. These findings underline the effectiveness of the program and the importance of practical and playful interventions in the formation of Social Skills.

Lessa (2017), in his evaluation of a curricular activity with experiences in Social Skills for teachers of students from the target audience of special education, noticed that there were no significant differences in the repertoire of Social Skills between pre and post-test. However, statistically significant differences were found in factors related to Educational Social Skills. The participants attributed greater importance to communicative and assertive Social Skills, defense of rights and citizenship. The evaluation of the course indicated the participants' satisfaction with the participation and format of the activities. These results suggest that, although the direct impact on the Social Skills repertoire may not be immediately evident, the perception of importance and satisfaction with the course are positive indicators of its educational value.

Santos (2019) validated the University Teacher Educational Social Skills Inventory (IHSE-PU-Student), revealing five main dimensions: approving and valuing student behaviors, exposing, explaining, and evaluating in an interactive way, cultivating affectivity, support, and good humor, disapproving undesirable behaviors, and guiding activities. Discrepancies were identified between the perception of teachers and students about teaching performance, in addition to differences in the level of HSE attributed to teachers based on personal and institutional characteristics. These findings highlight the importance of SEH in student satisfaction and teaching effectiveness, in addition to suggesting the need for *continuous feedback* adjusted to individual and institutional characteristics.

Almeida (2019), in his research on teachers' emotional self-knowledge, highlighted the importance of developing socio-emotional skills, such as resilience, empathy, and affection, to enhance teachers' self-knowledge and improve learning. Socio-emotional skills must be developed in the classroom through interaction, sharing, and reflection. The research suggests that there is still much to be investigated and produced about teachers' emotional self-knowledge. These results underline the need for a holistic approach in teacher education, which includes the development of emotional and social skills to face the demands of the classroom.

Dong (2020) analyzed the initial training in the teaching degrees in relation to special education and Educational Social Skills, finding a low presence of content on special education and school inclusion in the teaching degree courses, with the exception of the Pedagogy course. Pedagogy undergraduates obtained the highest averages in HSE, suggesting greater exposure to elements that promote HSE. The research suggested the need to further investigate these indicators to promote inclusion and teacher training. These findings indicate a significant gap in initial teacher training and the need to integrate more content on special education and Educational Social Skills into licensure curricula.

Dal Bosco (2021), in his literature review on the training of higher education teachers and other levels of education, found a trend towards a decrease in the number of articles published on the subject in recent years. Most of the studies analysed were trials, with few experimental studies. The most mentioned contents were teaching skills, generic and educational Social Skills, and basic conceptions. The research suggested that the results can guide the development of intervention programs for teacher training, contributing to the quality of education. These findings highlight the need for more experimental research and the importance of Social and Educational Skills in teacher education.

Pozzobon (2022), in his study on teacher training for professional, technical, and technological education, highlighted the need to promote critical-reflective awareness in the pedagogical training of teachers, especially for those who enter professional and technological education. A fruitful dialogue between those directly involved with Professional and Technological Education (EFA) is suggested, in order to advance in educational constructions. These results underline the importance of continuous and adaptive training, which responds to the changes and demands of the educational context.

These results demonstrated the importance of Educational Social Skills in teacher training and educational practice, highlighting the need for training programs that integrate these skills in a systematic and continuous way. According to Farina and Benvenuto (2024), in order to face the challenges, it is crucial that teachers receive continuous training, updating their knowledge, adopting innovative pedagogical practices, and developing socio-emotional skills. This will allow for the construction of a more just, inclusive, and prosperous society, where everyone can develop their potential to the fullest.

ON EDUCATIONAL SOCIAL SKILLS (HSE)

The research presented addressed several facets of Educational Social Skills (HSE), highlighting its importance in teacher training and in the development of inclusive and effective educational environments. The thesis entitled 'Program for the Promotion of Social Skills of Non-Speaking Students' focused on the development of Social Skills in students with cerebral palsy who are not oralized, using undergraduate students in Pedagogy as interlocutors. Educational Social Skills here include the ability to communicate nonverbally, empathy, and social interaction strategies tailored to the needs of students. The survey highlighted the importance of preparing future teachers to deal with students with special needs, promoting an inclusive and supportive environment.

The dissertation 'Curricular Activity in Social Skills for Teachers of Students of the Special Education Target Audience', evaluated a curricular activity that aims to improve the repertoire of Social Skills of teachers, including the ability to resolve conflicts, work in teams and communicate effectively with special education students. Educational Social Skills are essential for creating a positive and inclusive learning environment where all students can thrive.

In turn, the thesis 'Educational Social Skills of University Professors in Student Assessment' sought to validate an instrument that measures the Educational Social Skills of university professors, such as the ability to provide constructive *feedback*, establish positive relationships with students, and promote an environment of respect and collaboration. The survey underlines the importance of these skills for teaching effectiveness and student satisfaction.

'Emotional Self-Knowledge of the Teacher: The Concern with the Person, Before the Professional', from the Graduate Program in Education at PUC-RS, through a qualitative research explored the emotional self-knowledge of teachers, highlighting skills such as emotional self-regulation, empathy and the ability to deal with stress. These skills are critical to the well-being of teachers and the creation of a positive and supportive learning environment.

The dissertation 'Analysis of Initial Training in Teaching Degrees in Relation to Special Education and Educational Social Skills', combined documentary analysis and field research to evaluate the initial training of teachers in relation to Educational Social Skills. The skills analyzed include the ability to adapt teaching to the needs of students, promote inclusion, and work in teams with other education professionals. The survey highlighted the

need for robust initial training that prepares teachers to meet the challenges of special education.

'Higher Education Teacher Training and Other Levels of Education: A Literature Review', consisted of a dissertation that included a literature review, synthesizes the existing knowledge on Educational Social Skills, identifying skills such as effective communication, conflict resolution and teamwork. The research highlighted the importance of these skills for teaching practice at all levels of education, underlining the need for training programs that integrate them in a systematic way.

The thesis 'Teacher Training for Professional, Technical and Technological Education: Descriptive Analysis of Competencies and Formative Proposals in Brazil and Chile', a comparative study between Brazil and Chile, analyzed how competencies in Social Skills are made explicit in teacher training programs. Educational Social Skills include the ability to collaborate with peers, adapt to different educational contexts, and promote inclusion. The survey highlights the importance of a comparative approach to understanding international best practices and improving teacher training.

PATTERNS IN RESEARCH IN RELATION TO EDUCATIONAL SOCIAL SKILLS (HSE)

Analyzing the research presented in Chart 1, it is possible to identify some recurrent patterns in relation to Educational Social Skills (HSE). A significant pattern is the **focus on teacher education**. Most research focuses on initial and continuing teacher education, highlighting the importance of developing Educational Social Skills during academic training and throughout the teaching career. For example, the study by Quiterio (2015) focuses on the initial training of undergraduate students in Pedagogy to promote Social Skills in non-verbalized students, while the research by Lessa (2017) evaluates curricular activities for special education teachers, emphasizing continuous training.

Another pattern observed is the **emphasis on special education as a relevant context for the development of Educational Social Skills**. Several studies address special education, highlighting the need for specific Educational Social Skills to deal with students with special needs. For example, the study by Quiterio (2015) involves students with cerebral palsy who are not oralized, while the research by Lessa (2017) focuses on teachers of students from the target audience of special education. These studies underscore the importance of preparing teachers to meet the diverse needs of students, promoting inclusion and equity in education.

There is also **significant interest in the validation of instruments and programs that measure or promote Educational Social Skills**. Studies such as Santos' (2019), which validates an inventory of Educational Social Skills for university professors, and Dong's (2020), which uses specific instruments to assess initial teacher training in relation to special education, are examples of this trend. It is considered that the validation of instruments guarantees the accuracy and relevance of the tools used in education, contributing to the improvement of educational practices.

Research often adopts an **interdisciplinary approach**, integrating knowledge from different areas such as neurosciences, psychology and education. For example, the study by Almeida (2019) explores teachers' emotional self-knowledge, integrating concepts from neuroscience and emotions, while Dal Bosco's literature review (2021) analyzes studies based on the behavioral analytical framework. This interdisciplinary approach is valuable in providing a more complete and holistic understanding of Educational Social Skills and their applications in teaching practice.

Another pattern identified is the **methodological diversity in the research**. The surveys use a variety of methodologies, including qualitative and quantitative studies, literature reviews, and comparative studies. For example, Almeida's (2019) qualitative research uses open-ended questionnaires, while Pozzobon's (2022) comparative study analyzes competencies and training proposals in Brazil and Chile. This methodological diversity allows for a richer and more detailed analysis of Educational Social Skills, considering different perspectives and contexts.

Finally, Educational Social Skills are often associated with **promoting inclusive environments and adapting teaching to the needs of students**. Studies such as that of Quiterio (2015), which aims to promote the inclusion of non-oral students, and the research of Lessa (2017), which highlights the importance of adapting curricular activities for special education students, exemplify this trend. Promoting inclusion and adapting teaching are essential to ensure that all learners have access to quality education and can fully develop their potential.

These standards reflect the complexity and importance of Educational Social Skills in teacher education and the promotion of inclusive and effective learning environments. In this context, Farina and Benvenuti (2024) explain that when talking about the training of education professionals, it is important to consider several aspects, such as the development of socio-emotional skills, inclusive education, and the use of technological

resources in the classroom. Training should strengthen teachers' skills, enabling them to address the specific challenges of their educational realities.

The patterns identified in Educational Social Skills (HSE) research have several significant practical implications for teacher education and educational practice. The emphasis on initial and continuing teacher education suggests that teacher education programmes should incorporate the development of Educational Social Skills as a central part of the curriculum, including specific courses on communication, conflict resolution and teamwork, as well as opportunities for practice and reflection on these skills.

The need for special education-specific Educational Social Skills indicates that teacher education programs should prepare educators to deal with the diversity of learners' needs by providing training in inclusive teaching strategies and adapted communication techniques. The validation of instruments and programs is crucial to ensure that the tools used in education are effective and relevant, which implies investing in the research and development of new evaluation instruments and intervention programs.

According to the BNCC, "[...] continuing education should be conceived as a permanent, integrated and contextualized process, promoting reflection on pedagogical practice and the investigation of one's own experiences" (Brasil, 2017, p. 28). This emphasis highlights the importance of training that transcends simple training, encouraging teachers to reflect on their practices and to continuously seek improvement.

The integration of knowledge from different areas, such as neurosciences, psychology and education, can enrich teacher training and improve teaching practice, suggesting that training programs adopt an interdisciplinary approach. Finally, promoting inclusive environments and adapting teaching to the needs of students are essential to ensure that all students have access to quality education, which implies that schools and teacher training programs should emphasize the importance of inclusion and provide practical strategies for adapting teaching. These practical implications highlight the importance of comprehensive and ongoing teacher education that prepares teachers to meet classroom challenges and foster a positive and inclusive learning environment.

SOCIAL SKILLS, EDUCATIONAL SOCIAL SKILLS AND PHYSICAL EDUCATION

After conducting the systematic review, it **was found that no productions in the area of Physical Education were found**, considering the research platforms and the established time frame. Despite efforts to identify relevant studies, the absence of specific

productions in the area of Physical Education indicates a gap in the academic literature on the subject. This result highlights the need for future research and investigations to fill this space and contribute to the advancement of knowledge in the area.

It is understood that the lack of studies found can be attributed to several factors, such as the possible lack of interest or investment in specific research in the area of Physical Education during the period analyzed. In addition, it may reflect a need for greater encouragement and support for researchers who wish to explore this theme. The identification of this gap is relevant, as it points to areas that need greater attention and academic development.

FINAL CONSIDERATIONS

The general objective of the research was to analyze the academic production on Educational Social Skills (HSE) in higher education, focusing on the theses and dissertations of the Graduate Programs in Brazil. The research considered the existence and applicability of studies on HSE in the area of Physical Education.

The analysis included 7 academic productions that addressed various facets of Educational Social Skills (HSE), highlighting its importance in different educational contexts and the relevance of HSE in teacher training, especially in preparing to deal with students with special needs and in creating inclusive learning environments. Research has underlined the need for robust initial training that prepares teachers to address educational challenges and foster an environment of respect and collaboration.

The research made it possible to identify recurrent patterns in relation to Educational Social Skills (HSE), such as the focus on teacher training, both initial and continuous, highlighting the importance of developing these skills during academic training and throughout the teaching career. Other patterns observed were the emphasis on special education; the validation of instruments and programs that measure or promote SEH, ensuring the accuracy and relevance of the tools used in education; use of a variety of methodologies (including qualitative and quantitative studies, literature reviews and comparative studies) and; the adoption of an interdisciplinary approach, integrating knowledge from neurosciences, psychology and education, providing a more complete understanding of SEH and its applications in teaching practice.

In relation to Physical Education, the results showed a significant gap in the academic literature, indicating the need for greater attention and development of research

that addresses HSE in the context of Physical Education. The absence of specific productions in this area highlights the importance of encouraging and supporting studies that explore this theme, contributing to a broader and more integrated understanding of Social Skills in the educational environment.

The study had some limitations that should be considered. First, the systematic review was restricted to theses and dissertations available in specific databases (CAPES and BDTD), which may have limited the scope of the results. In addition, the time frame from 2014 to 2024 may have excluded relevant studies published outside this period. The absence of productions in the area of Physical Education also indicates a possible limitation in the search or availability of specific research on the subject.

Another limitation is the methodological diversity of the studies analyzed, which can make it difficult to directly compare the results. The variability in the approaches and educational contexts studied may have influenced the identification of consistent patterns in Educational Social Skills (HSE).

For future research, it is recommended to expand the databases consulted, including international sources and other platforms for accessing theses and dissertations. This can increase the scope and diversity of the studies analyzed. In addition, considering a broader time frame can help identify trends and developments in HSE research over time.

It is also important to conduct empirical studies that explore the practical application of HSE in different educational contexts, including Physical Education. Investigating how these skills are developed and applied in the classroom can provide information for teacher training and the promotion of inclusive learning environments.

Another suggestion is the standardization of methodologies and instruments for evaluating SEH, which would facilitate the comparison of results between different studies. Validation of specific instruments to measure these skills in varied contexts can contribute to the accuracy and relevance of future research.

Finally, encouraging interdisciplinary collaboration between areas such as neurosciences, psychology, and education can enrich the understanding of HSE and its practical applications. Promoting academic events and research groups focused on this theme can stimulate the exchange of knowledge and the development of new educational approaches and strategies.

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