

Alternativas de intervención de la psicología para potenciar el desarrollo socioafectivo de escolares de enseñanza primaria

Alternatives of intervention of psychology to enhance the socio-affective development of elementary school

Larissa Machuca-Fernández**Roxana Rodríguez- Castellanos****Yerina Rubio-de la Iglesia**

Universidad de Guantánamo, Cuba

Correo electrónico(s):

larissamf@cug.co.cu

roxanarv@cug.co.cu

yerinari@cug.co.cu

Recibido: 20 de diciembre de 2018

Aceptado: 12 de marzo de 2019

Resumen: El incremento de la disfuncionalidad familiar y la violencia social, la falta de integración familia- escuela-comunidad, y la prevalencia de antivalores como individualismo y egoísmo, revela la necesidad de profundizar en el desarrollo socioafectivo en la etapa escolar con la implicación de instituciones que lideran áreas de impacto social. Teniendo en cuenta lo anterior, y los resultados obtenidos con investigaciones realizadas en comunidades de la provincia Guantánamo con proclividad a las indisciplinas sociales se aportaron al maestro vías de intervención educativa para que desde sus modos de actuación y esferas de acción ayude en la solución de los problemas detectados.

Palabras clave: Desarrollo socioafectivo; Etapa escolar; Desarrollo emocional; Desarrollo social; Psicoeducación.

Abstract: The increase in family dysfunctionality and social violence, the lack of family-school-community integration, and the prevalence of anti-values as individualism and selfishness, reveals the need to deep in socio-affective development in the school stage with the involvement of institutions that they lead areas of social impact. Taking into account the above, and the results obtained with research carried out in communities of Guantánamo province with a proclivity to social indiscipline, the teacher was provided with educational intervention ways so that, from his performances and areas of action, he helps in the solution of the problems detected.

Keywords: Socio-affective development; School stage; Emotional development; Social development; Psychoeducation.

Introduction

The evolution of man, in a phylogenetic sense, is a product of the historical evolution of nature and humanity; and in an ontogenetic sense it is determined bio-psychosocially. This integration is influenced

by various factors of internal and external origin. The first are limited to the personological nature of the individual who in turn will be mediated by other aspects of the environment as the objective conditions of life, the prevailing ideology, the advances of science and technology. All, from an integration process, lead to human development.

In the process of individual transformation, education plays a decisive role, which implies a purpose in a conscious and oriented way: the formation of a human being that bears values and qualities that knows how to behave coherently in society, and interacts with it in a creative and autonomous ways. The quality and effectiveness in achieving this end assumes particularities according to the socioeconomic conditions of each concrete socio - historical context. In the more developed countries, this educational work is not always systematic, inclusive and a priority for the most needy classes, and in the underdeveloped countries only a few nations manage to achieve these intentions. It is important to ponder this intention from the initial stages of personological development as they constitute the foundations for the transition of the personality towards a more complex level.

The increase in family dysfunctionality, the lack of family-school-community integration, and social problems such as the prevalence of anti-values (individualism, selfishness, and social violence), reveals the need to deepen socio-emotional development in the stage school with the involvement of institutions that lead areas of social impact from their knowledge and scientific advances.

From the nexus that is revealed between the affective and the social in the development of the personality, the development psychology proposes the social-affective development category around the 60s that integrates these personality dimensions, without underestimating its relationship with the motor and the intellectual. In its beginnings it was used to explain the affective bond that the child creates from birth to early childhood with attachment figures, however, psychopedagogical practice demonstrates the need to analyze this process from its insertion in contexts such as school, the community and the peer group, given its importance for the progressive adaptation to the environment and the growing knowledge of itself from these multiple influences.

The scientific community shows interest in the study of socio-affective development of the child, although it focuses its attention on the postnatal and pre-school stages. The works of Díaz (2006), Morejón (2009), (cited by Cuervo, 2010) stand out; in these the socio-affective particularities of the scholar, the roles of the teacher and the parents in the addressed process. From these authors it is valued that the socio-emotional development is configured during the earliest evolutionary periods, however, the

school stage is the platform to build other significant learning from the capacity of social relationship of the child and the establishment of strong emotional ties.

The school as a physical experiential space of greater temporality for the interpersonal relationship among school children becomes a means of diagnosis and identification of the psychological and educational problems that these may present, especially when they begin to show behaviors with classmates and teachers such as: indiscipline, physical and psychological aggression. These manifestations reveal poor socio-emotional development in the school, which may be associated with several causes:

- Inadequate pedagogical styles and insufficient differentiated attention to these students.
- Insufficient school-family-community integration to achieve the socio-emotional development of schoolchildren.
- Insufficient actions to overcome the teaching staff about the management of inappropriate behavior of school children.

Based on the above, the Department of Pedagogy - Psychology of the University of Guantánamo has conducted research in communities with a proclivity to social indisciplines that have provided the teacher with educational intervention ways so that to achieve the solution to these problems from their performances and areas of action.

Development

Social sciences in the study of socio-affective development

From the first ages, people manifest the need for social exchange. From the communication they learn to manifest their desires, thoughts or emotions, and thus generate an accompanying effect that reveals a human bond. All this exchange is developed through the training process, which promotes the assimilation of social patterns and norms, and the formation of more complex psychological qualities.

Socio-affectivity must be analyzed and strengthened by the convergence of various conscious and planned forms of educational influences of the family, the school and the community as a concretion of the unity of these actions, which, according to the consulted bibliography, reveals few theoretical-practical contributions in the school setting, it is necessary to reveal and delve into those theoretical referents of the social sciences, which contribute to the analysis and intervention of the socio-affective sphere in the formative process.

The formative process has been profusely treated by authors such as Álvarez (1992), Addine (2001), (cited by Castellanos, 2004). The latter highlights the constant character of the process during the whole life of the subject, and appreciates that in the school stage is where the formative influence acquires remarkable connotation as a platform for the configuration of personological aspects that allow the subject to become a prepared and trained person to be useful to society, where the school serves as an intermediary institution on the way to this end.

These considerations reveal the triple nature of the training process from the interconnection and interdependence of its functions: instructional, educational and development. It cannot be alluded socio-affective development by dismissing the training from these three functions. Its conception is in the very structuring of the knowledge system, the practical application of what has been learned for life, in the school organization of the different moments and spaces that are defined for the political - ideological preparation of the scholar, the formation of feelings, and emotions before everything that surrounds him.

Socio-affective development is a psychological process by which the subject evolves in his affective sphere from the interpersonal relationships that he establishes in the different contexts of socialization, which allows him to understand his own behaviors and inherent to others and interact more adaptive with the medium. The dimension of this process includes emotional, moral and social development in a systemic articulation. To delve into its analysis it is necessary to highlight its essential aspects.

The emotional development according to Goleman (1998)

It is a set of processes to update knowledge about oneself, which allows to give meaning to one's own affective behaviors and fulfills a fundamental role in the strengthening of personality, self-image, self-concept and autonomy, these being essential for the consolidation of subjectivity (p.25).

It is very important to develop the skills that allow the expression of affection such as empathy, assertiveness and respect for individuality, which includes attitudes, feelings, values and motivations that influence a person's learning, how they use their knowledge and in his behavior. That is to say, the emotional development of the intellectual, the social and the biological cannot be separated, since they are an interacting set where the communication between the individual and the socio-family-community framework induces the introspective-reflexive growth that is diversified in each subject, according to the socialization process and the concrete historical - cultural context.

According to Kohlberg and Higgins (1997), moral development is "orderly, reversible and universal learning where people create the structures of knowledge, valuation and action to advance to higher levels of morality, where decisions originate in a set of principles, rights and values that are universally accepted" (p.12).

That is, it moves from external to internal regulation, so the child does not incorporate the values instantaneously, but through the subjectification of these to the personality, and becomes a personal sense and affects the level of regulation of behavior through genuine motivational training.

For Chabot and Chabot (2009), "social development involves finding acceptable solutions for the subject and its historical -concrete context, which presupposes skills for assertive communication and problem solving" (p.5).

Social development allows the subject to reach a position or place in society through effective behaviors in coping with situations that are of collective interest, and that regulate their behavior towards forms of responses in accordance with the context, the others and with himself. Development of these dimensions (emotional, moral and social) in the school stage will guarantee the integral formation of the personality.

Attention to socio-emotional development in the school stage

In Cuba since 1959 education is a fundamental priority. Thus the school becomes the first step in the process of preparing the child to achieve certain competencies in his future adult life. Its objective is to promote the assimilation of a system of knowledge, habits and skills, and the formation of psychological -moral qualities. The way in which the teaching-educational process is organized is very important, it is directed by the teacher, and it exerts a remarkable educational influence on the development of the student's personality both cognitively and emotionally -motivationally.

The school, as an institution that promotes the development of subjectivities, represents an unrepeatable space of experiences in the formation of the personality of schoolchildren. It is a field of diverse learning, from those of a social nature to those of emotional self-control. This conception propitiates an integrative understanding of the pedagogical diagnosis, admitting that it is necessary to start from the diagnostic study of the learners to form an integral characterization, define their needs, potentialities and plan an educational attention that methodologically uses appropriate ways, methods and activities to develop positive qualities and values in them.

An undeniable reality is that the behavior of schoolchildren entails different challenges for teachers, because socialization not only allows the appropriation of adequate models of behavior, but also leads to the development of inappropriate behavior (indiscipline, aggression, rebellion, withdrawal, etc.), as a form of expression of maladjustment or reflection of a hostile social or family context. The school, from the moments and spaces of the teaching-educational process, must seek and apply tools for the socio-emotional development of schoolchildren from the base of the barriers and potentialities revealed in the pedagogical diagnosis.

Vygotsky's historical-cultural approach (1987) is a theoretical conception that is systematized with favorable results in current educational practice. On the basis of the great applicability of its categories and positive results in the formation of the personality from an early age, the psychological intervention for socio-affective development must be worked on taking into account:

- The conception of personality: its configuration based on interpsychic and intrapsychic elements (self-esteem, attitudes, affections, knowledge and skills for socio-affective development)
- The zone of proximal development: it constitutes a potential for the socio-affective education of schoolchildren, parents and teachers according to the social situation of development of schoolchildren.
- Dialectical unity between activity and communication: the structuring of individual and group activities is conceived to develop socio-affective skills, fostered at the interpsychic level from communication, and then be able to internalize in the subject.
- Mediation as a psychoeducational and socializing tool for the knowledge and attitudes that are enhanced through the interrelations between the facilitators of the strategy and its beneficiaries.
- The pedagogical process: serves as a methodological and experiential platform to contextualize socio-affective education from the student-teacher, student-student, and school-family-community relationship through the teaching-learning process, family education schools, and the council of classroom, always considering the objectives demanded by the current society. From this referent, the socio-emotional development of the scholar will be mostly a product of the interactions that are established between the subject that learns and the mediating agents of culture among which are the educators and the parents.

Forms of psychological intervention used to promote socio-affective development

- Individual guidance: it is aimed at exploring and developing educational and adaptive resources from individualized attention in cases that present situations of vulnerability (dysfunctionality, abuse). Its execution

variants are personalized consultations, counseling, among others. The coordinator, in this case, the educational psychologist of the school, has the necessary training to do it with schoolchildren, parents and teachers.

- Group orientation: from the subjects it is necessary to achieve that the participants are protagonists of the internal change and influence the personality of the students. Intentions the treatment of aspects of collective interest and those that the coordinator values should be treated impersonally so as not to reveal individualities. The forms of realization can be those of the individual modality, although the group is more viable because it supposes saving of time and favors the socialization and the development of potentialities to achieve the proposed objectives.
- • Auxiliary techniques (participatory): to stimulate personal and group resources, and to influence the modification of attitudes, behaviors and assessments. It can be used in teaching and extraclass activities.
- • Group dynamics: strengthens knowledge and socio-affective behavior of schoolchildren and other participants; in this sense, it develops favorable affective experiences and promotes learning based on the fulfillment of the objectives and the group experience, since in the exchange with other people the subject acquires resources to transform himself, transform reality and others.
- Workshops for reflection and personal growth: they favor the collective debate and reflective analysis of parents, teachers, residents, and schoolchildren in order to promote socio-affective development in the latter, based on the adequate handling of conflicts, tolerance, and respect for opinions.
- Psychoeducation: this intervention alternative is very opportune in schoolchildren with behaviors prone to aggression, which is a direct expression of insufficient socio-emotional development and is a worrying behavioral manifestation for parents and teachers. It is necessary to train teachers on how they can use this alternative as an intervention tool to correct this behavior.

Psychoeducation as a psychopedagogical tool for socio-emotional development

Psychoeducation suggests the idea of two areas (health, education). All practice in the field of education is a socio - sanitary practice. Education implies providing information, explaining a specific situation in a coherent, precise, and simple way, presenting the learner with the necessary elements to understand a certain topic, stimulating appropriate behaviors to it.

From the theoretical - methodological point of view, psychoeducation is based on the tools provided by Behaviorism and Humanism, valid to face effectively the problems of adaptation, adjustment and

development of the person. Its application must be adapted to the sociocultural level of the patient, his personality, pathology, and prior information.

In keeping with its main objective, psychoeducation is the education or information offered to people who present a certain level of psychological distress (depression, anxiety, psychosis, aggression, etc.) to provide emotional support, ways to solve problems, to develop and strengthen capacities to face the different situations in a more adaptive way. The areas of greatest application are the health area and educational institutions. From its results not only reports benefits to the adult, but it is very effective in the child population.

If we fit in with the fact that the adult acquires personal resources during their individual development, we can say that in the schoolchildren the facilitators of the learning of the social experience are the adults in charge of promoting healthier coping styles with the surrounding environment. The educational function is basically confined to two social institutions: the family and the school, which, based on the characteristics of the specific historical-cultural context, are in charge of training and instructing by establishing limits and patterns of behavior in their students.

According to Rodríguez (2007):

The person most responsible for the boys-girls' development is the teacher. The greater the degree of consciousness the teacher has about what the process of psychic development is and its participation in it, about the goals or aspirations for the education of the children, more concrete educational actions will consciously lead to achieve them. That is, the level of psychological and pedagogical culture of teachers in particular, is that the influence exercised on the child in school institutions will depend. (p.25)

In Vygotsky's words (1932):

Both from the theoretical and practical point of view, not all adults can exert the same influence on the development of schoolchildren-girls, but some have to possess the qualities that make them better promoters of child development, these we will call "enhancers" of this development, and even some may not promote the training process in all its magnitude, we will call these "non-enhancers". (p 38)

- It follows that psychoeducation is a form of psychopedagogical intervention that stimulates the development of the necessary skills to face and overcome a determined negative psychological state.

As an educational tool the teacher favors the attention to behavioral manifestations that schoolchildren often show as a result of the negative influence of several psychosocial factors. With its application it is possible to achieve that the students know and confront with better resources the challenging situations of their daily life. The psychoeducational intervention in the school is of great importance due to its nature of:

- Dynamizing process of the instructive and educational.
- Enhancer of diagnosis, and individual and group follow-up.
- Enabling differentiated work.
- Essential in the formation of the personality of school children.
- Stimulating a relationship of help.
- Promoter of potentialities in schoolchildren.

The personalized psychoeducational intervention in the school environment pursues the following purposes:

- Offer personalized guidance to the student in correspondence with their needs, problems, conflicts, difficulties, successes and potentials with a view to their personal growth.
- Promote the development of individuality in the group so that everyone can find adequate space to enrich and express their individual subjectivity.
- Encourage the formation of the self as a form of respect, attention and empowerment of the individual peculiarities of each student.
- The psychoeducational intervention implicitly involves a series of fundamental procedures for its execution and achievement of the objectives, which are:
 - Dialogue: privileging dialogue as a communicative process that facilitates interaction between subjects. Knowledge, experiences, ways of living, emotions, models, values, alternatives that guarantee the interactions and interrelations of the participants, where messages are taken or discarded, pleasant conversation and active listening during a systematic exchange are promoted.
 - Reflection-self-reflection: through reflection, the self-reflection of each person and the group in general is fostered, the logical processes of thought are activated, analysis, comparison, abstraction of facts, situations, anecdotes, examples are produced, which can be lean on stories of daily life. All this should

promote meditation, reasoning, to encourage insight (look and dialogue with yourself), think for yourself and decide for yourself what to do, how and when to bring about the expected change.

Once the teacher makes the individual diagnosis of the scholar exploring their particularities through the conscious and planned orientation of the system of socializing influences, can gradually moderate their anxiety, promote more adaptive behaviors, and thus promote their well-being, insertion positive in the group of peers and greater participation in teaching and extraclass activities. For this reason it is suggested that there be a joint work among the specialists of the educational institution: teachers, cycle chiefs, educational psychologist, art instructors, and other teaching staff that interacts with schoolchildren and family members.

It is necessary to emphasize that the teacher is encouraged to incorporate psychoeducational tools into their pedagogical practice, as they facilitate educational work, especially with those school children who have risky behavioral traits since the origin of personality disorders lies in childhood. The teacher plays a determining role in the regulation of behavior and gradual configuration of the personality of the school. A close link should be maintained with the Diagnostic and Guidance Center to identify the personological disorders in an incipient state and be able to influence their healing.

The positive thing about incorporating psychoeducation into the teacher's professional practice is that it integrates a wide variety of psycho-pedagogical approaches that it masters as part of its basic preparation and that privilege mutual support and problem solving, in addition to modifying attitudes or behaviors for a better adaptation to the environment. From this perspective, there is correspondence with the educational function of the teacher. In the management of school aggressiveness, its application is valid to prevent the exacerbation of manifestations and the subsequent diagnosis of a personality disorder. As a central aspect, the characteristics of the periods of the child's development in elementary school education should be taken into account.

Results achieved in professional practice with the contributions of psychology for educational intervention in the socio-emotional development of the school

The subject that is approached comes from an institutional project of the Psychology career of the University of Guantanamo in the period 2012-2014 made in several suburban communities of the province (Luis Mariano Raposo, and May 1), where features of aggressiveness were identified, withdrawal, lack of attention and rebellion in the behavior of schoolchildren. Several undergraduate theses and a master's degree in Educational Sciences were derived from this psychosocial work, which

consisted of an educational strategy for the socio-emotional development of schoolchildren of the Rafaela Caboverde Chacón School. For the diagnosis, 92 subjects delimited by strata (schoolchildren, parents, teachers, managers, and key agents of the community) were intentionally selected.

The aspects that affect socio-emotional development are the following:

- Lack of socialization of emotional behaviors in most students.
- Lack of systematic educational work, and insufficient methodological preparation of teachers for the cognitive advancement of schoolchildren based on the strengths offered by the school-teacher relationship.
- The family education school, essential way in the orientation work, does not achieve the necessary effectiveness to influence the educational process of the school and strengthen the school-family-community integration.
- Inadequate educational management in the family and emotional distance with the school, which is partially compensated in the school. However, the functions of the latter are not consolidated in the family and the community, which generates gaps in the systemic and systematic character of the formative influences.

Based on the results obtained at Rafaela Caboverde Primary School, the need for an educational alternative for a better orienting influence on socio-affective development was identified, in line with the needs of schoolchildren and the context to which they belong.

The dialectical-materialist conception from the historical-cultural approach of L.S. Vygotsky is declared as theoretical platform of the educational strategy which provides a group of categories (zone of proximal development, dialectic unity among activity and communication and mediation) to strengthen the social development of the students and achieve to be expressed in: knowing how to cooperate and share, establishing friendship relations, expression adequate of the most adaptive emotions and behaviors. Stages and actions are structured to strengthen the deficit social-affective elements as a foundation for more complex psychological formations such as the formation of values, citizen behavior, and active adaptation to the environment.

In the execution stage of the strategy, the different forms of psychological intervention explained above are used, taking into account the moments and spaces of the teaching-educational process, and the strengths of the community scenario. The intention is to increase in the short term the level of preparation

of teachers, parents and agents of the community, in the medium term the development of positive attitudes in schoolchildren for social relations, and in the long term to move towards a society constituted by people capable of communicating, expressing their desires and feelings in a coherent way, and dealing constructively with the difficulties of everyday life.

Conclusions

It is necessary to reflect on current educational practice and constantly enrich it in order to train students who know how to socialize favorably, empathize with others, provide emotional, physical and verbal support to others, positively value others, listen to them, share, cooperate and resolve conflicts between them, and face the group pressures and environmental contingencies.

Psychology as a science provides a structure of theoretical-practical and methodological reference that can be used to intervene on deficit elements of the educational process of schoolchildren, in particular their socio-emotional development, which is the foundation for more complex processes (values formation, citizen behavior and active adaptation).

Bibliographic references

- Addine, F. F. & Castellanos, S. B. (2002). *Metodología de la investigación educativa*. Parte II. La Habana: Pueblo y Educación.
- Bozhovich, L. I. (1981). Formación de la personalidad en la edad escolar. En: *La personalidad y su formación en la edad infantil*. Parte III. La Habana: Pueblo y Educación.
- Castellanos, D (2004). *Aprender y enseñar en la escuela. Una concepción desarrolladora*. La Habana: Pueblo y Educación.
- Chabot, D & Chabot, M. (2009). *La Pedagogía del Sentir para aprender. Integración de la inteligencia emocional y social en el aprendizaje*. Ciudad de México: Alfa – omega.
- Cuervo, M. A. (2010). Pautas de crianza y desarrollo socioafectivo en la infancia. Perspectivas en psicología. *Diversitas*, Vol. 6 / No 1.
- Goleman, D. (1998) *Emotional Intelligence*. New York: Bantam Brooks.
- Kohlberg, I. & Higgins, A. (1997). *La educación moral*. Barcelona: Gedisa.
- Rodríguez, M. (2007). *Salud Mental infanto- juvenil*. La Habana: Félix Varela.

- Vigotsky, L. S. (1932). *Obras Escogidas. Pensamiento y lenguaje. Conferencias de Psicología*. Tomo II. Recuperado de <http://www.taringa.net/perfil/vygotsky>.
- Vigotsky L. S (1987). *El Enfoque histórico – cultural del desarrollo. Postulados, tesis y categorías sobre el desarrollo psíquico*. La Habana: Pueblo y Educación.